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INSTITUTIONAL SUMMARY FORM
PREPARED FOR COMMISSION REVIEWS

GENERAL INFORMATION

Name of Institution: Georgia State University

Name, Title, Phone number, and email address of Accreditation Liaison:
Jonathan Gayles, PhD
Associate Provost for Institutional Effectiveness and SACS Accreditation Liaison
Office number: (404) 413-2578
E-mail: jgayles@gsu.edu

Name, Title, Phone number, and email address of Technical Support person:
Mary McLaughlin, LCSW
Director of Administrative Assessment and Accreditation
Office of Institutional Effectiveness
Office number: (404) 413-2583
Email: mmclaughlin@gsu.edu

IMPORTANT:

Accreditation Activity (check one):

☐ Submitted at the time of Reaffirmation Orientation Submitted with
☐ Compliance Certification for Reaffirmation Submitted with
☐ Materials for an On-Site Reaffirmation Review
☐ Submitted with Compliance Certification for Fifth-Year Interim Report
☐ Submitted with Compliance Certification for Initial Candidacy/Accreditation Review
☒ Submitted with Merger/Consolidations/Acquisitions
☐ Submitted with Application for Level Change

Submission date of this completed document: July 26, 2016
EDUCATIONAL PROGRAMS

1. Level of offerings (Check all that apply)
   - Diploma or certificate program(s) requiring less than one year beyond Grade 12
   - Diploma or certificate program(s) of at least two but fewer than four years of work beyond Grade 12
   - Associate degree program(s) requiring a minimum of 60 semester hours or the equivalent designed for transfer to a baccalaureate institution
   - Associate degree program(s) requiring a minimum of 60 semester hours or the equivalent not designed for transfer
   - Four or five-year baccalaureate degree program(s) requiring a minimum of 120 semester hours or the equivalent
   - Professional degree program(s) Master's degree program(s)
   - Work beyond the master's level but not at the doctoral level (such as Specialist in Education)
   - Doctoral degree program(s)
   - Other (Specify)

2. Types of Undergraduate Programs (Check all that apply)
   - Occupational certificate or diploma program(s)
   - Occupational degree program(s)
   - Two-year programs designed for transfer to a baccalaureate institution
     - Liberal Arts and General Teacher Preparatory
     - Professional
   - Other (Specify)

GOVERNANCE CONTROL

Check the appropriate governance control for the institution:

- Private (check one)
  - Independent, not-for-profit
    - Name of corporation or
    - Name of religious affiliation and control: _______
  - Independent, for-profit *
    - If publicly traded, name of parent company: _______
- Public state * (check one)
  - Not part of a state system, institution has own independent board
  - Part of a state system, system board serves as governing board
Part of a state system, system board is super governing board, local governing board has delegated authority

Part of a state system, institution has own independent board

* If an institution is part of a state system or a corporate structure, a description of the system operation must be submitted as part of the Compliance Certification for the decennial review. See Commission policy “Reaffirmation of Accreditation and Subsequent Reports” for additional direction.

# INSTITUTIONAL INFORMATION FOR REVIEWERS

**Directions:**
Please address the following and attach the information to this form.

1. **History and Characteristics**

Provide a brief history of the institution, a description of its current mission, an indication of its geographic service area, and a description of the composition of the student population. Include a description of any unusual or distinctive features of the institution and a description of the admissions policies (open, selective, etc.). If appropriate, indicate those institutions that are considered peers. Please limit this section to one-half page.

Following December 2015 SACSCOC approval and subsequent January 2016 approval by its governing board, the Board of Regents of the University System of Georgia (USG), an expanded Level VI Georgia State University (GSU) was formed by the consolidation of two independent and largely complementary SACSCOC-accredited public institutions in the USG, Georgia Perimeter College (GPC) (Level I) and Georgia State University (Level VI). Many of the planned changes to the organizational structure and support services of the new GSU took effect in January 2016. The new GSU’s first consolidated operating budget took effect at the beginning of FY 2016-2017, starting July 1, 2016. Federal financial aid was consolidated for the new GSU in the summer of 2016 for the 2016-17 academic year of the new GSU. Fall Semester, 2016 is the first term in which the consolidated curriculum of the new GSU became operational. July, 2016 marks the 19th month of consolidation planning and implementation by the Consolidation Implementation Committee (CIC) and its 43 Operational Working Groups (OWGs). Most of the work of the CIC and OWGs has been completed, but some aspects of consolidation will extend well into 2017.

The consolidated university’s main campus is GSU’s downtown campus in Atlanta, Georgia (Fulton County), which is home to nine of GSU’s ten colleges and most of the university’s research and public service programs. Those nine colleges support GSU’s baccalaureate, graduate, and first professional degree programs. Admissions to those four-year baccalaureate and post-baccalaureate programs and their home colleges remain selective post-consolidation.

The newly consolidated GSU’s tenth college, Perimeter College, has its academic administrative home on GSU’s suburban campus in Decatur, Georgia (DeKalb County), although it provides instruction at four other GSU suburban Atlanta campuses as well (Alpharetta, Clarkston, Dunwoody and Newton). Perimeter College supports GSU’s associate degree and certificate programs in which access admission standards apply. These...
educational programs and their access mission were previously offered by GPC before consolidation and were retained as part of the new GSU's expanded mission post-consolidation. Perimeter College students who have demonstrated success in collegiate studies by completing 30 semester credit hours with at least a 2.00 GPA may move easily into GSU's baccalaureate programs offered through other GSU colleges so long as any specific program admission requirements are met. The Transition Request form can be found here: http://admissions.gsu.edu/transition-request-form/

The consolidated university has over 50,000 traditional and non-traditional students. Approximately 20,500 of those are enrolled in GSU's Perimeter College in associate degree and certificate programs. Another 23,300 are enrolled in one of GSU's baccalaureate degree programs. 3,800 are pursuing master's degrees or education specialist degrees. 603 are enrolled in the Law School, and 1,800 are pursuing doctoral degrees. The table below notes students enrolled in one of GSU's online degree programs.

# enrolled in fully online and hybrid courses, by degree

<table>
<thead>
<tr>
<th>Degree</th>
<th># Fully Online</th>
<th># Hybrids</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>AA</td>
<td>191</td>
<td>1271</td>
<td>1462</td>
</tr>
<tr>
<td>AS</td>
<td>1125</td>
<td>9553</td>
<td>10678</td>
</tr>
<tr>
<td>BSN</td>
<td>14</td>
<td>15</td>
<td>29</td>
</tr>
<tr>
<td>MAT</td>
<td>4</td>
<td>2</td>
<td>6</td>
</tr>
<tr>
<td>MED</td>
<td>32</td>
<td>5</td>
<td>37</td>
</tr>
<tr>
<td>MS</td>
<td>24</td>
<td>9</td>
<td>33</td>
</tr>
<tr>
<td>Totals</td>
<td>1390</td>
<td>10855</td>
<td>12245</td>
</tr>
</tbody>
</table>
2. List of Degrees

List all degrees currently offered (A. S., B.A., B.S., M.A., Ph.D., for examples) and the majors or concentrations within those degrees, as well as all certificates and diplomas. For each credential offered, indicate the number of graduates in the academic year previous to submitting this report. Indicate term dates.

Please see the attached chart List of GSU Degrees.
3. Off-Campus Instructional Locations and Branch Campuses

List all locations where 50% or more credit hours toward a degree, diploma, or certificate can be obtained primarily through traditional classroom instruction. Report those locations in accord with the Commission's definitions and the directions as specified below.

Off-campus instructional sites—a site located geographically apart from the main campus at which the institution offers 50% or more of its credit hours for a diploma, certificate, or degree. This includes high schools where courses are offered as part of dual enrollment. For each site, provide the information below. The list should include only those sites reported and approved by SACSCOC. Listing unapproved sites below does not constitute reporting them to SACSCOC. In such cases when an institution has initiated an off-campus instructional site as described above without prior approval by SACSCOC, a prospectus for approval should be submitted immediately to SACSCOC.

The main campus of the consolidated institution is GSU's campus in downtown Atlanta, Georgia. The new GSU's suburban campuses in metro Atlanta (Alpharetta, Clarkston, Decatur, Dunwoody, and Newton) are full-service off-campus instructional sites of the consolidated GSU at which GSU’s Perimeter College delivers associate degree and certificate program instruction. The academic administrative home of GSU's Perimeter College is the Decatur Campus. Support services at all of GSU's campuses are coordinated by the centralized administrative units of the main campus in downtown Atlanta.

The new GSU's other off-campus instructional sites are not full-service. They are largely convenience locations for instructional delivery of a very limited array of degree programs to nontraditional students.

Buckhead Center

Georgia State University's Buckhead Center is home to the J. Mack Robinson College of Business executive and graduate business programs including the executive doctorate in business, four specialized MBA programs (Executive, Professional, Flex and Global Partner) and sixteen one-year, cohort and flexible masters programs. The center features technically advanced lecture-style classrooms, flexible classrooms, and breakout rooms, all with wireless internet and advanced technical capabilities and support. The convenient location enables the Buckhead Center to meet the educational demands of area professionals looking to further their education and advance their careers.

Palisades

The Master of Business Administration (professional format, PMBA) is offered at the Palisades location with one cohort starting each January. The Master of Business Administration and Master of Health Administration dual degree program (professional format, PMBA/MHA) is offered at the Palisades location with one cohort starting each January.

Wellstar Kennestone Hospital
The Master of Business Administration and Master of Health Administration dual degree program (professional format, PMBA/MHA) is offered at the WellStar location; the cohort started fall 2012.

**Off-Campus Instructional Sites Offering 50% or More of a Degree Program**

<table>
<thead>
<tr>
<th>Name of Site</th>
<th>Physical Address</th>
<th>Currently Active?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alpharetta Campus</td>
<td>3705 Brookside Parkway, Alpharetta, GA 30022-4408</td>
<td>Yes, AA and AS in Core Curriculum</td>
</tr>
<tr>
<td>Clarkston Campus</td>
<td>55 North Indian Creek Drive, Clarkston, GA 30021-2361</td>
<td>Yes, AA and AS in Core Curriculum; AS in Nursing, AAS and Certificate</td>
</tr>
<tr>
<td>Decatur Campus</td>
<td>3251 Panthersville Road, Decatur, GA 30034-3832</td>
<td>Yes, AA and AS in Core Curriculum</td>
</tr>
<tr>
<td>Dunwoody Campus</td>
<td>2101 Womack Road, Dunwoody, GA 30338-4435</td>
<td>Yes, AA and AS in Core Curriculum; AS in Dental Hygiene</td>
</tr>
<tr>
<td>Newton Campus</td>
<td>239 Cedar Lane, Covington, Georgia 30014</td>
<td>Yes, AA and AS in Core Curriculum</td>
</tr>
<tr>
<td>Buckhead Center</td>
<td>Tower Place 200, 3348 Peachtree Road NE, Atlanta, GA 30326</td>
<td>Yes</td>
</tr>
<tr>
<td>Palisades (Peachtree-Dunwoody Center)</td>
<td>Palisades Building D, Ste. 100 5909 Peachtree Dunwoody Road NE Atlanta, GA 30326</td>
<td>Yes</td>
</tr>
<tr>
<td>WellStar Kennestone Hospital</td>
<td>677 Church Street, Marietta, GA 30060</td>
<td>Yes</td>
</tr>
</tbody>
</table>

**Institutions with off-campus instructional sites at which the institution offers 25-49% credit hours for a diploma, certificate, or degree—including high schools where courses are offered as dual enrollment—are required to notify SACSCOC in advance of initiating the site. For each site, provide the information below.**

**Proposed Off-Campus Instructional Sites Offering 25-49% or More of a Degree Program**

Georgia State University does not have any off-campus instructional sites offering 25-49% of a degree program at this time. Perimeter College offers dual enrollment instruction at the following Fulton County High Schools: Cambridge High School; Centennial High School; Chattahoochee High School; Milton High School; North Springs High School; Roswell High School.
At one of these locations (North Springs), four 3-credit courses are offered, representing 20% of the total associate degree program. At all other institutions, three or fewer 3-credit courses are offered, representing a maximum of 15% of the total associate degree program.

Branch campus—an instructional site located geographically apart and independent of the main campus of the institution. A location is independent of the main campus if the location is (1) permanent in nature, (2) offers courses in educational programs leading to a degree, certificate, or other recognized educational credential, (3) has its own faculty and administrative or supervisory organization, and (4) has its own budgetary and hiring authority. The list should include only those branch campuses reported and approved by SACSCOC. Listing unapproved branch campuses below does not constitute reporting them to SACSCOC. A prospectus for an unapproved branch campuses should be submitted immediately to SACSCOC.

Georgia State University does not have any branch campuses at this time. Although GSU’s Decatur Campus serves as the academic administrative home for one of GSU’s colleges, Perimeter College, that college’s administrative and supervisory organization is limited largely to instructional and academic concerns, post-consolidation. Most support services for that campus are coordinated from centralized administrative structures based on the main campus in downtown Atlanta. In addition, Perimeter College and the GSU Decatur Campus do not have independent budgeting and hiring authority apart from the budgeting and hiring authority of GSU. Consequently, neither GSU’s Perimeter College, nor GSU’s Decatur Campus, qualify as a branch campus of GSU by SACSCOC definition. The GSU Decatur campus is an off-campus instructional site by SACSCOC definition.
4. Distance and Correspondence Education

Provide an initial date of approval for your institution to offer distance education. Provide a list of credit-bearing educational programs (degrees, certificates, and diplomas) where 50% or more of the credit hours are delivered through distance education modes. For each educational program, indicate whether the program is delivered using synchronous or asynchronous technology, or both. For each educational program that uses distance education technology to deliver the program at a specific site (e.g., a synchronous program using interactive videoconferencing), indicate the program offered at each location where students receive the transmitted program. Please limit this description to one page, if possible.

GSU was approved to offer distance education on June 17, 2008, and the former GPC in 2001. In the five years prior to consolidation, 559 GSU faculty taught 2300 fully online courses. The consolidated institution offers 58 fully online core curriculum courses at the associate's level, 1 fully online bachelor of science degree, and 6 fully online master's. It offers synchronous distance education to students in Bermuda.

<table>
<thead>
<tr>
<th>Continuing Active Programs Taught Via Distance Education</th>
<th>Originating Institution</th>
<th>Synchronous (S) Asynchronous (A) Or Both (B)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Post-Consolidation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Doctorates</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ph.D. Nursing</td>
<td>GSU</td>
<td>B</td>
</tr>
<tr>
<td>Education Specialists</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Masters</td>
<td></td>
<td></td>
</tr>
<tr>
<td>M. Global Hospitality Management</td>
<td>GSU</td>
<td>B</td>
</tr>
<tr>
<td>M.A.T ESOL</td>
<td>GSU</td>
<td>B</td>
</tr>
<tr>
<td>M.Ed. Science Education</td>
<td>GSU</td>
<td>B</td>
</tr>
<tr>
<td>M.Ed. Mathematics Education</td>
<td>GSU</td>
<td>B</td>
</tr>
<tr>
<td>M.Ed. Reading, Language, and Literacy Education</td>
<td>GSU</td>
<td>B</td>
</tr>
<tr>
<td>M.S. Educational Research</td>
<td>GSU</td>
<td>B</td>
</tr>
<tr>
<td>M.S. Instructional Design and Technology</td>
<td>GSU</td>
<td>S</td>
</tr>
<tr>
<td>M.S. Advanced Practice Nursing Specialties</td>
<td>GSU</td>
<td>B</td>
</tr>
<tr>
<td>Bachelors</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B.S. Nursing</td>
<td>GSU</td>
<td>B</td>
</tr>
<tr>
<td>Associates</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AA Core Curriculum</td>
<td>GPC</td>
<td>A</td>
</tr>
<tr>
<td>AS Core Curriculum</td>
<td>GPC</td>
<td>A</td>
</tr>
<tr>
<td>Advanced Certificates (Post-Baccalaureate Less than One Year)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>None</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Certificates Less than One Year</td>
<td></td>
<td></td>
</tr>
<tr>
<td>None</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
5. Accreditation

(1) List all agencies that currently accredit the institution and any of its programs and indicate the date of the last review by each.

(2) If SACS Commission on Colleges is not your primary accreditor for access to USDOE Title IV funding, identify which accrediting agency serves that purpose.

(3) List any USDOE recognized agency (national and programmatic) that has terminated the institution's accreditation (include the date, reason, and copy of the letter of termination) or list any agency from which the institution has voluntarily withdrawn (include copy of letter to agency from institution).

(4) Describe any sanctions applied or negative actions taken by any USDOE-recognized accrediting agency (national, programmatic, SACSCOC) during the two years previous to the submission of this report. Include a copy of the letter from the USDOE to the institution.

SACSCOC is the primary accreditor for Georgia State University and was also for Georgia Perimeter College. It serves as the gatekeeper for federal funding. At the time of this report, no sanctions or negative actions have been taken by accrediting bodies, no agencies have terminated accreditation, and no programs have voluntarily withdrawn accreditation within the two years prior to the submission of this report. The table below identifies the accrediting agency, programs accredited, date of last review, and any associated findings.

<table>
<thead>
<tr>
<th>Accrediting Agency (Acronym)</th>
<th>Programs Accredited</th>
<th>GSU or GPC</th>
<th>Year of Last</th>
<th>Determination of Accreditation Review</th>
<th>Findings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Southern Association of Colleges and Schools Commission on Colleges (SACSCOC)</td>
<td>Georgia State University</td>
<td>GSU</td>
<td>2008</td>
<td>Reaffirmed</td>
<td>None</td>
</tr>
<tr>
<td>SACSCOC</td>
<td>Georgia Perimeter College</td>
<td>GPC</td>
<td>2014</td>
<td>Reaffirmed</td>
<td>None</td>
</tr>
<tr>
<td>AACS</td>
<td>Accounting</td>
<td>GSU</td>
<td>2010</td>
<td>Reaffirmed</td>
<td>None</td>
</tr>
<tr>
<td>Accreditation Commission for Education in Nursing (ACEN)</td>
<td>Nursing</td>
<td>GPC</td>
<td>2010</td>
<td>Reaffirmed</td>
<td>None</td>
</tr>
<tr>
<td>Accreditation Council for Education in Nutrition and Dietetics</td>
<td>Nutrition and Dietetics</td>
<td>GSU</td>
<td>2008, 2011</td>
<td>Reaffirmed</td>
<td>None</td>
</tr>
</tbody>
</table>

Georgia State University
Substantive Change Report: Consolidation
July 26, 2016
| Association to Advance Collegiate Schools of Business International (AACSB) | Business Administration | GSU | 2014/2015 | Reaffirmed | None |
| American Dental Association (ADA) | | | | | |
| Commission on Accreditation of Counseling and Related Education Programs (CACREP) | Counseling | GSU | 2011 | Reaffirmed | None |
| Commission on Dental Accreditation (CODA)/American Dental Association (ADA) | Dental Hygiene | GPC | 2008 | Reaffirmed | None |
| Commission on Health Administration | Health Administration | GSU | 2013 | Reaffirmed | None |
| Commission on Accreditation in Physical Therapy Education (CAPTE) | Physical Therapy | GSU | 2014 | Reaffirmed | None |
| Commission on Accreditation for Respiratory Care (CAAHEP/CoARC) | Cardiopulmonary Care/Respiratory Care | GSU | 2010 | Reaffirmed | None |
| APA | Counseling Psychology | GSU | 2013 | Reaffirmed | None |
| APA | School Counseling | GSU | 2011 | Reaffirmed | None |
| Association to Advance Collegiate Schools of Business International (AACSB) | Business Administration | GSU | 2014/2015 | Reaffirmed | None |
| American Speech-Language-Hearing Association (ASHA) | Communication Disorders | GSU | 2014 | Reaffirmed | None |
| American Medical Association (AMA) | Cardiopulmonary Care/Respiratory Care | GSU | 2010 | Reaffirmed | None |
| American Psychological Association (APA) | Psychology (clinical) | GSU | 2012 | Reaffirmed | None |
| American Bar Association (ABA) | Law | | | | |

Georgia State University
Substantive Change Report: Consolidation
July 26, 2016
<table>
<thead>
<tr>
<th>Council on Accreditation of Counseling and Related Education Programs (CACREP)</th>
<th>School Counseling</th>
<th>GSU</th>
<th>2011</th>
<th>Reaffirmed</th>
<th>None</th>
</tr>
</thead>
<tbody>
<tr>
<td>Council on Education for Public Health (CEPH)</td>
<td>Public Health</td>
<td>GSU</td>
<td>2012</td>
<td>Reaffirmed</td>
<td>None</td>
</tr>
<tr>
<td>Council on Rehabilitation Education (CORE)</td>
<td>Rehabilitation Counselor Education</td>
<td>GSU</td>
<td>2008</td>
<td>Reaffirmed</td>
<td>None</td>
</tr>
<tr>
<td>Counsel on Social Work Education</td>
<td>Social Work</td>
<td>GSU</td>
<td>2012</td>
<td>Reaffirmed</td>
<td>None</td>
</tr>
<tr>
<td>National Association of Schools of Art and Design (NASAD)</td>
<td>Art</td>
<td>GSU</td>
<td>2011</td>
<td>Reaffirmed</td>
<td>None</td>
</tr>
<tr>
<td>National Association of Schools of Music (NASM)</td>
<td>Music</td>
<td>GSU</td>
<td>2014-2015</td>
<td>Reaffirmed</td>
<td>None</td>
</tr>
<tr>
<td>National Association of Schools of Public Affairs</td>
<td>Public Administration</td>
<td>GSU</td>
<td>2015</td>
<td>Reaffirmed</td>
<td>None</td>
</tr>
<tr>
<td>National Council for Accreditation of Teacher Education</td>
<td>Teacher Education and Teacher Certification</td>
<td>GSU</td>
<td>2013</td>
<td>Reaffirmed</td>
<td>None</td>
</tr>
</tbody>
</table>

6. **Relationship to the U.S. Department of Education**

*Indicate any limitations, suspensions, or termination by the U.S. Department of Education in regard to student financial aid or other financial aid programs during the previous three years. Report if on reimbursement or any other exceptional status in regard to federal or state financial aid.*

Georgia State University has not had any limitations, suspensions, or terminations by the U.S. Department of Education with regard to student financial aid programs during the previous three years. In addition, there have not been any issues regarding reimbursement or any other exceptional status in regard to federal or state financial aid.
Part I. Overview

Provide a timeline for the change. Discuss the rationale for the change. If programs are being added or dropped as a result of the change, provide evidence of SACSCOC approval of those changes (e.g., approval of teach-out arrangements), and include a completed "Institutional Summary Form Prepared for Commission Reviews."

The Georgia State University-Georgia Perimeter College Consolidation Timeline

<table>
<thead>
<tr>
<th>Approval Date</th>
<th>Event</th>
<th>Supporting Documentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 6, 2015</td>
<td>Board of Regents gives approval for pursuing consolidation of Georgia State University and Georgia Perimeter College, creating a new Georgia State University under GSU President Mark P. Becker</td>
<td>Press Release January 6, 2015</td>
</tr>
<tr>
<td>January 30, 2015</td>
<td>Presidents of GSU and GPC notify SACSCOC of their intent to consolidate and to submit Prospectus by 9/15/15</td>
<td>Letter to SACSCOC January 30, 2015</td>
</tr>
<tr>
<td>January 28, 2015</td>
<td>The Consolidation Implementation Committee (CIC) and its 43 Operational Working Groups (OWGs) and 38 subcommittees commence consolidation implementation planning, supported by System-level administrative counterparts</td>
<td>Press Release January 28, 2015</td>
</tr>
<tr>
<td>March 18, 2015</td>
<td>USG BOR approves new mission and name for the consolidated institution, Georgia State University</td>
<td>Press Release March 18, 2015</td>
</tr>
<tr>
<td>July 9, 2015</td>
<td>Consolidated upper-level administrative structure and college structure for the new GSU is finalized</td>
<td>Press Release July 9, 2015</td>
</tr>
<tr>
<td>September 15, 2015</td>
<td>Prospectus to consolidate GSU and GPC to create new GSU submitted to SACSCOC</td>
<td>Substantive Change Prospectus</td>
</tr>
</tbody>
</table>

Georgia State University
Substantive Change Report: Consolidation
July 26, 2016
December 5, 2015 SACSCOC approves substantive change for the consolidation of GSU and GPC to form new GSU, effective in January 2016

January 6, 2016 The BOR of the USG gives final approval of consolidation of GSU and GPC to form new GSU effective immediately. The new administrative structure for the consolidated university takes effect.

July 1, 2016 Consolidated GSU operating budget for FY2017 takes effect

July 27, 2016 Compliance documentation for the Substantive Change committee visit is submitted. Due 4-6 weeks prior to onsite visit.

August 22, 2016 Consolidated curriculum takes effect in Fall Semester Fall 2016 Academic Calendar 2016. Federal financial aid is consolidated under the new GSU.

September 6-9, 2016 Consolidation Substantive Change committee visit Site Visit Information Outline (TBA)

December 2017 Final action of the Commission on the Substantive Change committee report December SACSCOC Meeting Agenda (expected)

Rationale for the Consolidation and Efforts to Achieve a Smooth Transition

Georgia State University’s (GSU) governing board is the Board of Regents (BOR) of the University System of Georgia (USG). Twenty-nine public two-year and four-year colleges and universities comprise the USG and are governed by the BOR. The consolidation of GSU and Georgia Perimeter College (GPC) was approved by the governing board, consistent with its mission and constitutional authority and with the consolidation principles the BOR had adopted to help guide potential institutional consolidations.

Excerpts from the Vision, Mission and Goals Statement of the USG BOR that are relevant to consolidation:

• “The University System of Georgia will create a more educated Georgia...” (Vision Statement)

• “The mission of the University System of Georgia is to contribute to the educational, cultural, economic, and social advancement of Georgia...by bringing [its] resources...to bear on the economic development of the State and the continuing education of its citizens.” (Mission Statement)

• “Each institution in the University System of Georgia will be characterized by ...a commitment to sharing physical, human, information, and other resources in collaboration with other System
Chancellor Hank Huckaby announced in September 2011 that institutional consolidations would be considered. Chancellor Huckaby said, “We [the USG member institutions] need to be organized in ways that truly foster service to our students in the most effective way and that ensure our faculty are properly deployed and supported.” (System Supplement, 11/30/11).

The Chancellor’s presentation to the BOR in January 2012 on Recommended Consolidations described the objective of the initiative this way: “The University System of Georgia is preparing students for the 21st century economy and citizenship. Today, the System must look internally to ensure that it has a 21st century structure, providing a network of institutions offering the proper range of degrees and opportunities in research and service to students and faculty. The purpose of campus consolidation is to increase the system’s overall effectiveness in creating a more educated Georgia.”

Earlier in the fall of 2011, the BOR adopted the following principles for guiding decisions to consolidate member institutions in the University System of Georgia:

1. Increase opportunities to raise education attainment levels;
2. Improve accessibility, regional identity, and compatibility;
3. Avoid duplication of academic programs while optimizing access to instruction;
4. Create significant potential for economies of scale and scope;
5. Enhance regional economic development; and
6. Streamline administrative services while maintaining or improving service level and quality.

Those principles guided the Chancellor’s recommendations for consolidation and the BOR’s decision in January 2015 to consolidate Georgia State University and Georgia Perimeter College. The following opportunities were identified as likely results from the consolidation of GSU and GPC:

- Creates a modern urban university that balances needs for access, research, and public service;
- Creates opportunities for raising retention and graduation rates for associate degree seeking students with GSU’s proven success in this area;
- Savings from eliminated duplicate positions and functions will be used to serve students.
• Furthers a nationally-recognized model for student success and retention for students from all backgrounds;
• Creates integrated pathways to degree, spanning from initial general education to associate degree to bachelor’s degree completion;
• Provides access and flexibility for students across the metro area; and
• Provides opportunities to target high-demand bachelor’s degrees to pockets of workforce need.

Acting within its constitutional authority as the governing board, the BOR of the University System of Georgia approved at its January 6, 2015 meeting the System Chancellor’s proposal to pursue consolidation of GSU and GPC. Georgia’s weakened economic condition caused by the deep national recession that began in 2008 resulted in substantial operating budget cutbacks and demands for improved efficiency in all state agencies, including the USG during the ensuing five years. Georgia’s public technical college system previously completed a number of institutional consolidations to conserve resources and improve the efficiency and effectiveness of the affected technical colleges. In 2011, a new chancellor of the USG and the BOR determined that institutional consolidations were also necessary in the USG to achieve improved institutional efficiencies and effectiveness. Toward that end, the first round of four pairs of institutional consolidations in the USG was initiated early in 2012, was approved by the Commission in December of that year and became effective in January, 2013. A second round of one paired institutional consolidation was initiated late in 2013, and was approved by the Commission in December 2014, effective in January 2015. Under the BOR’s consolidation initiative, the governing board and the chancellor have instructed consolidating institutions to redirect their freed resources from administrative consolidations to strengthen instructional services, expand academic offerings, optimize access to instruction, and concentrate on other USG strategic imperatives. The GSU/GPC consolidation constitutes a third phase of USG consolidations and follows in the footsteps of five previous successful institutional consolidations in the USG.

Following SACSCOC approval of the Consolidation Prospectus in December 2015, the Board of Regents (BOR) of the University System of Georgia (USG) voted on January 6, 2016 to finalize the consolidation of GSU and GPC, effective immediately, in accordance with SACSCOC Substantive Change policy.

One of the early steps in the process of consolidation was the adoption of a new mission. The new mission statement guided, and will continue to guide, decisions such as admissions criteria, tuition policy, and core curriculum learning outcomes for all committees, departments, programs, and services. The USG Board of Regents approved the consolidation of GSU and GPC at its January 2015 meeting. In March 2015, the BOR approved the name for the new institution, Georgia State University, and the following mission statement:

Georgia State University, an enterprising public research university, transforms the lives of students, advances the frontiers of knowledge and strengthens the workforce of the future. The university provides an outstanding education and exceptional support for students from all backgrounds. Georgia State readies students for professional pursuits, educates future leaders, and prepares citizens for lifelong learning. Enrolling one of the most diverse student bodies in the nation at its urban research
campus, at its vibrant branch campuses, and online, the university provides educational opportunities for tens of thousands of students at the graduate, baccalaureate, associate, and certificate levels.

Georgia State's scholarship and research focus on solving complex issues ranging from the most fundamental questions of the universe to the most challenging issues of our day. The scholarly work and artistic expression of the university's faculty create new knowledge, extend the boundaries of imagination, and enhance student learning. The university's presence in the Atlanta metropolitan area provides extraordinary experiential learning opportunities and supports the work of faculty tackling the challenges of an urbanizing nation and world.

It is important to note that no substantive reduction has occurred as a result of this consolidation in the types and delivery locations of existing degree programs or the quality of academic and student support services provided to students. By improving the efficiency of delivery through the elimination of duplicate administrative support services, GSU is able to leverage the combined resources of the previous institutions to increase access and quality program availability to all its students.

This consolidation also has the potential to raise educational levels and accelerate economic development throughout Georgia, contributing to the USG’s mission of creating a more educated Georgia.

The primary reason for making this consolidation effective in January 2016 rather than in July 2016 was to avoid disruptive delays that could occur in the allocation of federal financial aid to the new institution and its students. Previous experience with institutional consolidations in the USG and the U.S. Department of Education (USDOE) suggested that the July option would likely lead to federal financial aid not being available to students in August for fall semester 2016 registration. Such federal funding delays are less likely if the USDOE and the consolidated institution have more time between January and August to process the paperwork required to shift accounts and allocate FY 2016-17 funds to the new institution in a timely manner. Every effort is being made to ensure a smooth and positive transition for students throughout this institutional consolidation process. The January effective date is one example of that commitment.

The GSU-GPC consolidation involved two public institutions in the University System of Georgia, both accredited by SACSCOC. Georgia State University is a Level VI institution and Georgia Perimeter College was a Level I institution. The consolidated GSU will continue to be a Level VI institution that offers certificates and associates, bachelors, masters, specialists, and doctoral degrees. Under this consolidation, duplicative educational programs of the two institutions, which were limited largely to the general education Core Curriculum, have been consolidated, with little or no reduction in degree program offerings, faculty staffing, instructional sites, or modes of instructional delivery. Budgetary savings from administrative consolidation will come primarily from economies of scale and discontinuation of positions that are either duplicative, vacant, or that will become vacant from retirements or resignations in the future. The design of the new organizational structure capitalizes on and advances the complementary strengths of GSU and GPC to support and administer a large comprehensive university of students that continues to evolve and grow in size, service, and quality. As this is a consolidation of two USG institutions currently controlled by the same governing board, no changes in BOR membership, structure, or policies are involved.
The consolidated GSU’s campus consists of a downtown campus and five suburban campuses located in Metropolitan Atlanta, Georgia, within a radius of 43 miles of each other. All campuses are close to major highway and/or public transportation for easy access.

Prior to consolidation, GSU had over 32,000 students (head count) and was the second largest and one of four public doctoral research universities in the state of Georgia. It had about 9.8 million gross square feet of space in over 60 buildings. While the majority of these buildings were located in downtown Atlanta, it also had facilities (not all are instructional sites) at North Metro Campus (Alpharetta, Fulton County), Panthersville (DeKalb County) and Mt. Wilson (California). Its curriculum was and remains comprehensive in baccalaureate and graduate degree offerings and includes a law school. Its admissions were and remain competitive and selective at all of GSU’s colleges except Perimeter College. Research productivity remains high.

Prior to consolidation, GPC had approximately 21,400 students and served as an access, two-year, largely transfer-oriented institution. Its curricula featured transfer, learning support, career, continuing education, and distance education programs, as well as several joint educational offerings with other system institutions and state-supported technical institutes. Associate degrees were and continue to be awarded to graduates who complete the two-year transfer and career programs. Research productivity of the new Perimeter College of GSU remains low. Perimeter College of GSU retains its access mission in admissions.

While the degree programs of the two institutions are largely complementary and non-duplicative, the differing missions required some organizational separation between the access and transfer mission of the continuing educational programs of GPC and the selective, research university mission of the main campus of GSU. The consolidation and retention of both institutions’ instructional strengths will yield a strong, comprehensive array of educational opportunities. Resolution of the consolidation of the instructional programs was not difficult to achieve. The complementary nature of the two pre-consolidation institutions meant fewer changes than may have been necessary in previous consolidations in which there were departments competing to offer the same programs at the same level. Deans, chairs and faculty at GSU’s other colleges will continue to offer four-year degree programs and above. Faculty in the divisions of GSU’s Perimeter College will continue to offer associate degree programs, certificates, etc., as they have in the past. This reflects the new institutional mission statement previously approved by the Board of Regents.

The consolidated institution will offer a range of programs, from the access mission of Perimeter College with its primary emphasis on teaching through the Georgia State University undergraduate and graduate programs with a balanced emphasis on research, service and teaching. The promotion and tenure requirements for both colleges reflect those different emphases as does the hiring of faculty.

The main campus of the consolidated Georgia State University will be at GSU’s current downtown Atlanta location. For DOE purposes, the consolidated institution will use the existing institutional identification number of GSU. The Perimeter College (PC) campuses will be identified as suburban campuses of Georgia State University by their location (off-campus instructional sites by definition for the Commission). The existing degree programs offered on those campuses will continue to reside there. The 5 campuses of PC in Decatur, Clarkston, Dunwoody, Alpharetta and Newton do not have the
budgetary or administrative independence of a "branch campus" by SACSCOC definition. Budgetary and administrative control for all campuses are consolidated under a single administrative entity of the new Georgia State University.

Constituent participation in the planning and implementation of the consolidation was wide ranging and highly representative of all who were affected. Following the BOR action, the chancellor assigned Shelley Nickel, Vice Chancellor for Strategic Planning, to coordinate system-level and oversee institution-level planning and preparations for implementing the consolidation and securing necessary approvals from SACSCOC and the USDOE. The Vice Chancellor formed a USG Consolidation Working Group composed of key system-level administrators from all functional areas of the University System Office (USO) who met weekly to review consolidation issues and progress from the System perspective. The chancellor also identified a lead president for this institutional consolidation, Dr. Mark Becker of Georgia State University. Dr. Becker and Rob Watts, GPC interim president, co-chaired the Campus Consolidation Implementation Committee (CIC) composed of constituent representatives from both institutions to work through major coordination and implementation issues of consolidation throughout 2015. The CIC created 43 Operational Working Groups (OWGs) including 38 sub-committees with co-chairs and representatives from both institutions in all functional areas of institutional operation to facilitate a successful and smooth transition to institutional consolidation of educational programs, support services, and administrative operations. As of the submission of this report, the Consolidation Implementation Committee (CIC) and its 43 Operational Working Groups (OWGs) and 38 subcommittees, supported by System-level administrative counterparts, will be in their 18th month of GSU-GPC consolidation planning and implementation. Their work is documented extensively on the consolidation website and in the 700+ consolidation task tracker system.

Major accomplishments of institutional consolidation that were achieved from January 2015 through July 2016 include:

- BOR approval of the consolidated institution’s name: Georgia State University;
- Chancellor’s identification of the recommended president for the consolidated institution: Dr. Mark Becker;
- Presidential notification to SACSCOC of the proposed substantive change involving institutional consolidation, request for a deferral of GSU’s 10 year reaffirmation review, and the preparation of this Prospectus for review and approval by the Commission’s board in December 2015;
- Notification to the U.S. Department of Education of the intended institutional consolidation, effective for DOE purposes in Spring 2016, between federal fiscal years for financial aid distributions;
- Agreement of state auditors to produce FY 2015 Full Disclosure Management Audit Reports for GPC and GSU as required by SACSCOC for consolidation prospectus review and approval. (An extension to October 9, 2015 was subsequently granted by Dr. Wheelan for submission of that audit.);
- BOR approval of the vision and mission statement for the consolidated institution;
- Administrative approval of the consolidated BOR authorized list of degree programs and their instructional locations/delivery modes;

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• Chancellor's approval of the upper-level organizational structure for the consolidated institution, which took effect in January 2016, following BOR approval of the consolidation;

• Administrative approval of the department-level organizational structure of the consolidated Georgia State University, which took effect in January 2016;

• Presidential approval for filling all senior administrative positions in the consolidated institution’s organizational structure, which took effect in January 2016;

• Chief academic officer approval of the consolidated roster of full-time and part-time faculty and their teaching assignments, justified by academic qualifications on a course-by-course basis;

• Chief business officer approval for budgeting and staffing the consolidated institution’s support services personnel;

• BOR approval of a fully consolidated annual budget for the consolidated GSU in FY 2017 that took effect on July 1, 2016;

• Completion of the inventory of library resources to support the consolidated institution;

• Impact assessment of the consolidation on physical facilities and equipment;

• Clarification of the consolidated institution's institutional effectiveness processes;

• Adoption of the GSU Strategic Plan for the consolidated Georgia State University;

• Implementation and publication of consolidated faculty governance/curriculum approval processes and associated policy manuals;

• Curriculum consolidation at the course level for all educational programs, including general education;

• Consolidation of the BANNER student records system, the PeopleSoft Financial Accounting system (for FY 2017), and the ADP Payroll system (effective in January 2016);

• Preparations to implement early registration in April 2016 for Fall Semester 2016 classes in the newly consolidated curriculum, including advisement crosswalks from the former program requirements prior to consolidation to the consolidated program requirements effective Fall 2016;

• Online publication of 2016-17 catalog material on admission requirements, consolidated degree program offerings and course requirements, and other pertinent policies and information needed to demonstrate compliance to the visiting Substantive Change Committee;

• Initiation of the creation of a new Campus Master Plan for the consolidated Georgia State University.
Section 1: THE PRINCIPLE OF INTEGRITY

1.1 The institution operates with integrity in all matters. (Integrity)

[No response necessary. This statement will be addressed by the visiting committee, not by the institution.]
Section 2: CORE REQUIREMENTS

2.1 The institution has degree-granting authority from the appropriate government agency or agencies. [Degree-granting authority]

[Provide the legal name of the institution as well as the common name of the institution. If the name(s) have changed as a result of the change in control, ownership, or governance, explain. Include the dates for governmental approval and implementation of the change along with supporting documentation.]

Compliance Statement

The new Georgia State University, formed from the consolidation of the previously independent and SACSCOC-accredited Georgia State University (GSU) and Georgia Perimeter College (GPC), is in compliance with this Core Requirement.

Impact of Consolidation

The legal and common name of the recently consolidated institution is Georgia State University. Georgia State University is a member institution of the University System of Georgia. The consolidation of GPC and GSU did not result in a new and different name for the lead institution of this consolidation. Georgia State University was the lead institution in this consolidation, and its governing board, the Board of Regents of the University System of Georgia, elected not to change its name for the consolidated institution. Following consolidation in January 2015, Georgia Perimeter College ceased to exist as an independent institution, separately accredited by SACSCOC. However, the expanded mission of the new GSU called for retaining most of GPC’s programs and services and its access functions. GPC became GSU’s tenth college/school and was named Perimeter College following the consolidation.

Other Evidence of Continued Compliance

Prior to consolidation, GSU was a Level VI institution within the membership of SACSCOC and was authorized to award degrees from the baccalaureate level to the doctoral level. Prior to consolidation, GPC was a Level I institution within the membership of SACSCOC, authorized to offer associate degrees. The approval of the GSU-GPC Substantive Change Consolidation Prospectus, which was granted in December 2015 by SACSCOC, expanded the degree granting authority of the consolidated GSU within Level VI from the associate through the doctoral levels. The subsequent approval by the Board of Regents of the University System of Georgia to consolidate GSU and GPC into a new Georgia State University, effective in January 2016 completed the official consolidation of the two institutions. The earlier action of the Board of Regents in March 2015 to approve a new mission statement for the consolidated GSU confirmed the degree granting authorizations from the associate to the doctoral degree levels for the consolidated GSU.
While the degree programs of GSU and GPC prior to consolidation were largely complementary and non-duplicative, the differing missions of those two institutions required some organizational separation post-consolidation between the access and transfer functions of the continuing educational programs of GSU’s Perimeter College delivered at various off-campus instructional sites as well as online and the selective, research university four-year and graduate functions of the main campus of GSU. That separation is provided through the structure of the colleges and schools of the new GSU. Each college and school at GSU performs different educational functions. Perimeter College’s functions involve the provision of access to a wide array of GSU’s certificate and associate degree programs. The functions of GSU’s other nine colleges and schools focus on the provision of a wide array of selective baccalaureate and graduate degree programs. The consolidation and retention of both institutions’ instructional strengths in the new GSU yields a strong, comprehensive array of educational opportunities from access-oriented associate degrees to selective bachelor’s and graduate degrees.

Resolution of the consolidation of the instructional programs was not difficult to achieve. The complementary nature of the two pre-consolidation institutions resulted in fewer changes than may have been necessary in previous consolidations within the University System of Georgia in which there were departments competing to offer the same programs at the same level. Faculty in the divisions in GSU’s Perimeter College continue to deliver instruction for associate degree programs, certificates, etc., as they have in the past. Deans, chairs and faculty at the other colleges of the new GSU continue to deliver instruction for four-year and graduate degree programs. This reflects GSU’s expanded new institutional mission following consolidation as previously approved by the Board of Regents.

The Board of Regents of the University System of Georgia (USG) establishes Georgia State University’s degree granting authority. The Board of Regents was created by an Act of the General Assembly of Georgia in 1931 with the purpose of providing governing control over all of the public institutions of higher education in the USG. This authority is found in the Constitution of the State of Georgia, Article VIII, Section IV, Paragraph 1(b), which states: (b) The Board of Regents shall have the exclusive authority to create new public colleges, junior colleges, and universities in the State of Georgia, subject to approval by majority vote in the House of Representatives and the Senate. Such vote shall not be required to change the status of a college, institution or university existing on the effective date of this Constitution. The government, control, and management of the University System of Georgia and all of the institutions in said system shall be vested in the Board of Regents of the University System of Georgia.

Additionally, the Bylaws of the Board of Regents also document the constitutional authority of the governing board (Section 1, Paragraph 2). The University is classified as a State University within the USG (see Board of Regents Bylaws Section 1, Paragraph 6) and receives its degree-granting authority from the Board of Regents. Currently, the University is authorized to grant degrees at the Associate’s, Bachelor’s, Master’s, Specialist, and Doctoral levels.

Both Perimeter College’s Online Campus and departments across the downtown campus offer fully online and hybrid courses and programs. Prior to February 16, 2016, state authorizations to conduct distance education were pursued on a state-by-state basis by GSU’s Office of Institutional Effectiveness and by GPC’s Online Campus. States in which the university was authorized to offer distance education were posted to OIE’s website, and colleges notified their students of the authorizations. As of February
16, 2016, the consolidated GSU became an institutional member of the State Authorization Reciprocity Agreement (SARA), which authorizes the university to offer distance education in any of the SARA member states. The State of Georgia's portal agency, the Non-public Post-secondary Education Commission, also approved GSU's membership in SARA. The university continues to seek authorization bilaterally from states that are not members of SARA.

Supporting Documentation

1. Accreditation Actions taken by the SACSCOC Board of Trustees December 6, 2015

2. Board of Regents Consolidation Approval

3. Constitution of the State of Georgia

4. BOR Bylaws

5. Approval of SARA Membership

6. State Authorizations Page
2.2 The institution has a governing board of at least five members that is the legal body with specific authority over the institution. The board is an active policy-making body for the institution and is ultimately responsible for ensuring that the financial resources of the institution are adequate to provide a sound educational program. The board is not controlled by a minority of board members or by organizations or interests separate from it. Both the presiding officer of the board and a majority of other voting members of the board are free of any contractual, employment, or personal or familial financial interest in the institution.

A military institution authorized and operated by the federal government to award degrees has a public board on which both the presiding officer and a majority of the other members are neither civilian employees of the military nor active/retired military. The board has broad and significant influence upon the institution’s programs and operations, plays an active role in policy-making, and ensures that the financial resources of the institution are used to provide a sound educational program. The board is not controlled by a minority of board members or by organizations or interests separate from the board except as specified by the authorizing legislation. Both the presiding officer of the board and a majority of other voting board members are free of any contractual, employment, or personal or familial financial interest in the institution. (Governing board)

Compliance Statement
Georgia State University is in compliance with this Core Requirement.

Impact of Consolidation
The consolidation of Georgia State University and Georgia Perimeter College had no impact on, and resulted in no changes to, the membership or responsibilities of the governing board.

Other Evidence of Continued Compliance
The Board of Regents of the University System of Georgia (BOR-USG) is the governing board for the public colleges and universities that compose the USG, including GSU. Pursuant to Article VIII, Section IV, Paragraph 1(a) of the Constitution of the State of Georgia: There shall be a Board of Regents of the University System of Georgia which shall consist of one member from each congressional district in the state and five additional members from the state at large, appointed by the Governor and confirmed by the Senate. The Governor shall not be a member of said board...

Currently, Georgia has 14 congressional districts. The board consists of one member from each of these congressional districts and five additional members from the state at-large for a total of 19 board members.

The legal authority of the BOR over the institution is derived from the Constitution of the State of Georgia, Article VIII, Section IV, Paragraph 1(a): ....The government, control, and management of the
University System of Georgia and all of the institutions in said system shall be vested in the Board of Regents of the University System of Georgia.

The Official Code of Georgia Annotated (OCGA) § 20-3-31: The board of regents shall have power: (1) To make such reasonable rules and regulations as are necessary for the performance of its duties;...

In addition, Article 1, Section 2 of the Board of Regents Bylaws articulates the authority of the Board over its member institutions:

...The government, control, and management of the University System of Georgia and each of its institutions are vested by the people of Georgia exclusively with the Board of Regents of the University System of Georgia. The Board of Regents possesses such other authority as is granted by the Constitution of the State of Georgia and by acts of the General Assembly.

The operations of GSU are managed under the authority of the university's Chief Executive Officer (CEO), President Mark P. Becker, who reports to the Board of Regents (BOR) through the CEO of the University System of Georgia (USG), Chancellor Hank Huckaby.

The BOR is very active and meets on a regular basis. The full Board meets eight times a year unless the press of business requires it to meet more often. Additionally, special meetings of the Board are called as needed each year. Agendas for the meetings are publicly available on the BOR website the Friday prior to the meeting. An archive of agendas and meeting minutes is also publicly posted on the BOR’s website.

The following committees support the work of the USG BOR:

* Executive and Compensation Committee

Track I

* Committee on Academic Affairs
* Committee on Organization and Law
* Committee on Personnel & Benefits

Track II

* Committee on Finance and Business Operations
* Committee on Internal Audit, Risk, and Compliance
* Committee on Real Estate and Facilities

* State Archives
* Graduate Medical Education
* Economic Development
* Special Consolidation Committee
* Presidential Search Committees

Article VI of the BOR Bylaws states: The Board of Regents shall be responsible for the operation of the University System of Georgia as provided by the Constitution of the State of Georgia and laws enacted pursuant thereto. The Committees of the Board shall review policy matters in the areas of jurisdiction assigned to them and advise the Board as to what, if any, changes of policy should be made. Each of the standing Committees shall keep informed with respect to the manner in which the policies of the Board are being administered in its jurisdiction.

There are multiple BOR committees that support the work of the Board of Regents. Standing committees consist of between five and ten members and a majority is required for a quorum for the transaction of business. The Chair of the Board and the Chancellor serve as ex officio members of all Committees. The Chair of the Board has the authority to vote, the Chancellor does not. The Chair of the Board may appoint members of the Board to special or ad hoc Committees as needed to fulfill the duties and responsibilities of the Board.

The BOR maintains an appropriate distinction between its role in policy-making for the University System and institutional governance and the roles of the System Office and the institutions for managing their operations in compliance with Regents’ policies. A representative example of the monthly policy-making activity of the BOR is evident in the BOR Meeting Minutes for January 10-11, 2012. At that meeting, the BOR approved the System Chancellor’s recommendation for institutional consolidations which had been under consideration for several months in accordance with previously BOR-approved principles of consolidation. Separating its policy-making authority from operational procedures, the BOR authorized the Chancellor “to take those measures which the Chancellor deems necessary and prudent to give effect to the Board’s determination that these institutions be consolidated so as to enhance and improve educational offerings and student success. All final determinations regarding consolidations, including effective dates, shall be made by the Board, in consultation with the Chancellor.”

An example of other BOR policy-making reflected in the March 18, 2015 Minutes involves the Board’s approval of a revision to Policy 7.3.4.1 Out-of-State Tuition Waivers. Executive Vice Chancellor for Academic Affairs Houston Davis and Vice Chancellor for Finance John Brown stated that providing out-of-state tuition waivers to students domiciled in a bordering state to Georgia for select institutions with excess capacity from both housing and facilities perspectives, owing to enrollment declines and population changes, expands the potential student body those institutions may recruit. That policy revision was adopted by the BOR.

The BOR is ultimately responsible for ensuring that the financial resources of the institution are adequate to provide sound educational programs and services. The responsibility of overseeing the financial matters and resources of the USG is given to the BOR by the Constitution of the State of Georgia, Article VIII, Section IV: (c) All appropriations made for the use of any or all institutions in the university system shall be paid to the board of regents in a lump sum, with the power and authority in said board to allocate and distribute the same among the institutions under its control in such way and manner and in such amounts as will further an efficient and economical administration of the university system. (d) The board of regents may hold, purchase, lease, sell, convey, or otherwise dispose of public
property, execute conveyances thereon, and utilize the proceeds arising therefrom; may exercise the power of eminent domain in the manner provided by law; and shall have such other powers and duties as provided by law. (e) The board of regents may accept bequests, donations, grants, and transfers of land, buildings, and other property for the use of the University System of Georgia.

Every year the Georgia General Assembly allocates funds to higher education. The BOR has established a USG funding formula for requesting these annual state appropriations. The BOR, Article XII provides that: The Board shall make the allocation of funds to the several institutions at the April meeting or the next regular meeting following the approval of the Appropriations Act or as soon thereafter as may be practicable in each year, and shall approve the budgets of the institutions and of the office of the Board of Regents at the regular June meeting in each year or as soon thereafter as may be practicable. The Board of Regents shall be the only medium through which formal requests shall be made for appropriations from the General Assembly and the Governor of the State of Georgia.

The BOR sets tuition and fees once appropriations and other legislative funding decisions are made. Evidence of the governing board’s fiscal actions for the most recent fiscal year, FY2017, is contained in the Minutes of the April 13, 2016 Board Meeting. In addition to adjusting tuition and fees to maintain adequate funding, the BOR’s current institutional consolidation initiative is aimed at reducing administration costs and redirecting savings to the expansion of educational programs and services.

The BOR is not controlled by a minority of board members, as stipulated in Article III, Section 4 of the BOR Bylaws:

“At all meetings of the Board of Regents, a majority of the members of the Board shall constitute a quorum for the transaction of business. The action of a majority of the members of the Board present at any meeting shall be the action of the Board, except as may be otherwise provided by these Bylaws.”

All members of the BOR are also subject to the procedural rules in Article III, section 5 of the BOR Bylaws. Lastly, Article V, Section 2 states that “no individual Board member has the authority to commit the Board to a particular action.”

According to § 45-10-22 of the OCGA, it is unlawful for BOR members, as public officials with limited powers, “to transact any business with the agency for which such public official serves.” The Code of Ethics for government service contained in the OCGA, § 45-10-1, also prohibits such conflicts of interest. Additionally, OCGA, § 45-10-26 requires all public officials to file an annual financial disclosure statement for transactions of more than $9,000 with the state or any state agency “for himself, herself, or on behalf of any business, or any business in which such public official or employee or any member of his or her family has a substantial interest...”. Adherence to these laws is monitored regularly, using disclosure statements that are reinforced through ethics training. The Regents undergo annual ethics training as required by Board Policy 8.2.

Supporting Documentation

1. Constitution of the State of Georgia
2. OCGA 20-3-31

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3. Board of Regents Bylaws
4. BOR Meeting Minutes for January 10-11, 2012
5. BOR Meeting Minutes for March 18, 2015
6. BOR Meeting Minutes for April 13, 2016
7. OCGA 45-10-22
8. OCGA 45-10-1
9. OCGA 45-10-26
10. Board of Regents Policy Manual Section 8.2
2.3 The institution has a chief executive officer whose primary responsibility is to the institution and who is not the presiding officer of the board. (Chief executive officer)

Compliance Statement

Georgia State University is in compliance with this Core Requirement.

Impact of Consolidation

The consolidation of Georgia State University and Georgia Perimeter College had no impact on the existing roles and responsibilities of a university president in the University System of Georgia (USG).

Other Evidence of Continued Compliance

When the Board of Regents (BOR) announced, on January 6, 2015, that GSU and GPC would consolidate, the Board also named Dr. Mark P. Becker as the president of the new institution that would be formed from the consolidation. Dr. Becker has been the president of GSU since 2009. He is not a member of the BOR, does not serve as presiding officer of the BOR, and is not chief operating officer of the USG. His primary responsibilities are to the management and operations of the institution.

BOR Policy Manual Section 2.5 defines the role, authority, and responsibilities of a president of a USG institution:

2.5.1 Executive Head of Institution: The president of each USG institution shall be the executive head of the institution and of all its departments, and shall exercise such supervision and direction as will promote the efficient operation of the institution. The president shall be responsible to the Chancellor for the operation and management of the Institution, and for the execution of all directives of the Board and the Chancellor. The president's discretionary powers shall be broad enough to enable him/her to discharge these responsibilities.

2.5.2. Ex-Officio Faculty Chair: The president shall be the ex-officio chair of the faculty and may preside at meetings of the faculty. The president and/or the president's designee shall be a member of all faculties and other academic bodies within the institution. He/she shall decide all questions of jurisdiction, not otherwise defined by the Chancellor, of the several councils, faculties, and officers. The president shall have the right to call meetings of any council, faculty, or committee at his/her institution at any time.

The president shall have the power to veto any act of any council, faculty, or committee of his/her institution but, in doing so, shall transmit to the proper officer a written statement of the reason for such veto. A copy of each veto statement shall be transmitted to the Chancellor. At those institutions that have a council, senate, assembly, or any such body, the president or the president's designee may chair such body and preside at its meetings. The president shall be the official medium of
communication between the faculty and the Chancellor and between the council, senate, assembly, or any such body and the Chancellor (BoR Minutes, 1993-94, p. 239; April, 2007).

2.5.3 Personnel Policies: The president shall be responsible for the initial appointment of faculty members and administrative employees of each institution, the salary and all promotions of each, and be authorized to make all reappointments of faculty members and administrative employees, except as otherwise specified in this Policy Manual. The president has the right and authority to grant leaves of absence for up to one (1) year for members of the faculty for study at other institutions or for such reasons as the president may deem proper. He/she shall make such reports as required from time to time to the Board, through the Chancellor or his/her designee, of the condition of the institution under his/her leadership (BoR Minutes, February 2007; November 2013). The president of each institution, or his/her designee, is authorized to accept on behalf of the Board the resignation of any employee of his/her institution (BoR Minutes, 1977-78, p. 123; 1982-83, p. 225).

2.5.4. Agreements: The president of each institution, or the president’s designee, shall have the authority to execute, accept, or deliver, on behalf of the Board, the following types of research agreements, settlement agreements, service agreements, and reciprocal emergency law enforcement agreements affecting his/her institution:

1. Research or service agreements whereby the institution concerned, for monetary compensation or other good and valuable consideration, agrees to perform certain institution-oriented research or other personal services within a time period of one (1) year or less.

2. Agreements between USG institutions and hospitals or other organized medical facilities, both public and private, whereby the hospital or medical facility concerned agrees to provide clinical services to nursing and other students enrolled in nursing and allied health programs at the institution concerned. Said agreements shall be subject to cancellation by either party (BoR Minutes, October 2013).

3. Reciprocal emergency law enforcement agreements between USG institutions and county and municipal authorities, as authorized by the Georgia Mutual Aid Act, as amended (BoR Minutes, 1993-94, pp. 63-64).

4. Settlements of grievances and complaints, including those filed by state and federal agencies, that do not include a monetary commitment of more than $100,000. Notice of settlements shall be filed with the University System Office of Legal Affairs (BoR Minutes, May 2006; April, 2007).

5. Any agreements necessary for the day-to-day operation of the institution (BoR Minutes, April, 2007).

BOR Policy Manual Section 1.2.1 states, “The Chancellor shall be the chief executive officer of the USG as well as the chief executive officer of the Board of Regents...” Henry “Hank” M. Huckaby is the current chancellor of the USG.

The BOR has exercised its legal authority to pursue consolidation of GSU and GPC. The governing board has delegated substantial responsibility and authority to the chancellor and his staff, who in turn charged the institution President, faculty and staff and administrators to devise and take appropriate actions to implement this consolidation. With this delegated authority, the chancellor expects the implementation of this consolidation to occur in a manner consistent with the Board’s intent, the best
interests of the citizens of Georgia, and the policies, requirements, and standards of the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC).

Supporting Documentation

1. Board of Regents Announced GSU-GPC Consolidation
2. Board of Regents Policy Manual Section 2.5
3. Board of Regents Policy Manual Section 1.2.1
2.4 The institution has a clearly defined, comprehensive, and published mission statement that is specific to the institution and appropriate for higher education. The mission addresses teaching and learning and, where applicable, research and public service. (Institutional mission)

Compliance Statement

Georgia State University is in compliance with this Core Requirement.

Impact of Consolidation

The impact of the institutional consolidation required a consolidation of the Georgia State University and Georgia Perimeter College mission statements into a single and more comprehensive mission statement for the new University that was approved by the governing board.

Other Evidence of Continued Compliance

In the process of consolidating Georgia State University (GSU) and Georgia Perimeter College (GPC), the Board of Regents of the University System of Georgia approved a new mission statement to reflect the institutional mission of the consolidated institution. The mission statement for GSU was developed through an extensive process involving a breadth of key stakeholders from GSU and GPC. The mission statement addresses teaching and learning as well as research and public service.

Georgia State University, an enterprising public research university, transforms the lives of students, advances the frontiers of knowledge and strengthens the workforce of the future. The university provides an outstanding education and exceptional support for students from all backgrounds. Georgia State readies students for professional pursuits, educates future leaders, and prepares citizens for lifelong learning. Enrolling one of the most diverse student bodies in the nation at its urban research campus, at its vibrant branch campuses, and online, the university provides educational opportunities for tens of thousands of students at the graduate, baccalaureate, associate, and certificate levels.

Georgia State’s scholarship and research focus on solving complex issues ranging from the most fundamental questions of the universe to the most challenging issues of our day. The scholarly work and artistic expression of the university’s faculty create new knowledge, extend the boundaries of imagination, and enhance student learning. The university’s presence in the Atlanta metropolitan area provides extraordinary experiential learning opportunities and supports the work of faculty tackling the challenges of an urbanizing nation and world.

Teaching and learning are a central focus in this mission statement for the new GSU as reflected in numerous key phrases including: “transforms the lives of students;” “strengthens the workforces of the future;” “provides an outstanding education and exceptional support for students from all backgrounds;” “readies students for professional pursuits;” “educates future leaders;” “prepares citizens for lifelong learning;” and “provides educational opportunities for tens of thousands of students at the
graduate, baccalaureate, associate, and certificate levels" to "one of the most diverse student bodies in the nation."

Research is also a central focus of GSU’s mission statement as reflected in numerous key phrases such as: “an enterprising public research university;” “advances the frontiers of knowledge;” “scholarship and research focus on solving complex issues ranging from the most fundamental questions of the universe to the most challenging issues of our day” at its “urban research campus;” and “scholarly work and artistic expression of the university’s faculty create new knowledge, extend the boundaries of imagination, and enhance student learning.”

The university’s public service mission is reflected in references to the institution’s “public” university status, its “workforce development mission,” and the “university’s presence in the Atlanta metropolitan area” which “provides extraordinary experiential learning opportunities and supports the work of faculty tackling the challenges of an urbanizing nation and world.

Clearly, GSU’s mission statement is comprehensive in its coverage of appropriate roles of a major urban research university in teaching and learning, research, scholarship, and creative activity, and community/public service. It is also comprehensive in its coverage of the new university’s expanded access mission, serving students from all backgrounds. And it is comprehensive in referencing GSU’s multi-campus locations for instructional delivery in suburban and urban settings, as well as online. Its approval by the governing board of the 29-member University System of Georgia confirms its appropriateness to higher education. The detailed characteristics of the university that are included in this new mission statement make it a highly institution-specific to GSU.

The mission’s reference to online learning recognizes that the consolidated GSU offers a significant and growing amount of distance education, both through courses and programs offered by faculty in its bachelor’s and graduate programs and by Perimeter College faculty in its online associate degree courses and guided pathways. In the last 5 years, 559 faculty have taught 2300 fully online and hybrid courses in the pre-consolidated GSU. The bachelor and graduate faculty currently offer 2 endorsements, 1 BS degree, 5 fully online master’s, 2 hybrid master’s, 1 hybrid doctorate, and an expanding array of online courses and programs. Perimeter College offers 18 fully online pathways for associate degrees in core curriculum and 58 fully online core courses. In AY 2015, 8,492 students (24% of the bachelor through doctoral student body) enrolled in at least one fully online course. If hybrid courses are included, the total of those students who enrolled in at least one online course rises to 10,772 (30%).

That’s nearly triple the number of GSU students (3,926) who enrolled in an online course in AY 2011. Another 7000-9000 Perimeter students enroll in at least one online course each year. Given the consolidated institution’s significant and growing investment in online learning, the mission’s reference to online learning is appropriate, and complies with the SACSCOC “Distance and Correspondence Education” Policy Statement, which requires that “if an institution offers significant distance and correspondence education, it should be reflected in the institution’s mission.”

The consolidated mission of GSU is published, ensuring that it is readily available to all members of the University community through the GSU’s Associate-level, Bachelor-level and Graduate Catalogs, and the GSU Fact Book.
The mission of GSU is aligned well with the mission of the University System of Georgia as defined by the Board of Regents. Excerpts from the Vision, Mission, and Goals statement for the USG that are particularly relevant to the new GSU are as follows:

* “The University System of Georgia will create a more educated Georgia....” (Vision Statement)

* “The mission of the University System of Georgia is to contribute to the educational, cultural, economic, and social advancement of Georgia...by bringing [its] resources...to bear on the economic development of the State and the continuing education of its citizens.” (Mission Statement)

* “Each institution in the University System of Georgia will be characterized by ...a commitment to sharing physical, human, information, and other resources in collaboration with other System institutions...to expand and enhance programs and services available to the citizens of Georgia.” (Mission Statement)

* “The University System of Georgia will ensure access to academic excellence and educational opportunities for all Georgians by [achieving]...[Goal] 1. Renew excellence in undergraduate education to meet 21st century student needs.” (Goals Statement)

* “The University System of Georgia will ensure access to academic excellence and educational opportunities for all Georgians by [achieving]...[Goal] 6. Increase efficiency, working as a System.” (Goals Statement)

GSU’s mission statement also aligns well with the Institutional Mission for Research Universities in the USG, as defined in Section 2.10 of the BOR Policy Manual. It states:

Institutions classified as research universities offer a broad array of undergraduate and graduate and professional programs and are categorized as doctoral-granting with a Carnegie Classification of very high or high research activity...While teaching is a core focus at all USG institutions, the emphasis on basic and applied research is much heavier at research universities than any other institutional sector. It is expected that institutions operating within this sector will be world-class research institutions with significant commitments to receipt of external funding, philanthropic giving, and fundraising at the highest levels.

Supporting Documentation

1. Board of Regents approval of New Mission Statement
2. Mission Statement in Associates-Level Catalog
3. Mission Statement in Bachelors-Level Catalog
4. Mission Statement in Masters-Level Catalog
5. Mission Statement in Factbook
6. Section 2.10 of the BOR Policy Manual

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2.5 The institution engages in ongoing, integrated, and institution-wide research-based planning and evaluation processes that (1) incorporate a systematic review of institutional mission, goals, and outcomes; (2) result in continuing improvement in institutional quality; and (3) demonstrate the institution is effectively accomplishing its mission. (Institutional Effectiveness)

Compliance Statement

Georgia State University is in compliance with this core requirement in that the consolidated university has in place the staffing and resources to support a broad array of institution-wide, integrated, and research-based planning and evaluation processes that incorporate a systematic review of institutional mission, goals, and objectives for the new university and achieve quality enhancements and mission accomplishments for the institution as a whole.

Impact of Consolidation

Prior to consolidation, Georgia State University (GSU) and Georgia Perimeter College (GPC) demonstrated the effectiveness of their ongoing, institution-wide, integrated, and research-based planning and evaluation processes. Evidence of this was contained in their last reaffirmation of accreditation reports in 2008 and 2012, respectively. The fundamental elements of those existing institutional planning and evaluation processes continue following institutional consolidation. However, those processes have been expanded and enhanced substantially by the addition of System-level and institution-level planning and evaluation processes instituted to implement the GSU-GPC institutional consolidation in all aspects of the University’s functional operations.

The consolidation of GSU and GPC is a prime example of institutional effectiveness, initiated at the System level and implemented at the institutional level, following the strategic imperatives and mission of the University System of Georgia and the governing board. In his opening remarks to the Board of Regents (BOR) of the University System of Georgia in November 2011, USG Chancellor Henry Huckaby stated the objective of consolidation”

"The University System of Georgia is preparing students for the 21st century economy and citizenship. Today, the System must look internally to ensure that it has a 21st century structure, providing a network of institutions offering the proper range of degrees and opportunities in research and service to students and faculty. The purpose of campus consolidation is to increase the system’s overall effectiveness in creating a more educated Georgia."

Aligned with that objective, the BOR formed a special consolidation committee that studied and continues to assess opportunities for potential institutional consolidations that satisfy six guiding principles:

1. Increase opportunities to raise education attainment levels;
2. Improve accessibility, regional identity, and compatibility;
3. Avoid duplication of academic programs while optimizing access to instruction;
4. Create significant potential for economies of scale and scope;
5. Enhance regional economic development; and
6. Streamline administrative services while maintaining or improving service level and quality.

Guided by those principles, the BOR approved the pursuit of the consolidation of GSU and GPC in January 2015, and approved the actual consolidation of the two institutions, on January 6, 2016, after receiving the required approval from SACSCOC in December 2015. When electing to pursue consolidation, the governing board concluded that these two public universities had compatible and complementary educational missions and the consolidation of these two institutions would ensure continued student success. The total student population of GSU and GPC is over 50,000. Prior to consolidation, GPC functioned as a feeder school to GSU — GSU had been the #1 transfer destination for GPC students, and 44% of GSU’s transfers came from GPC. The two institutions shared a common campus in Alpharetta. The following opportunities and challenges were identified:

Opportunities:
- Creates a modern urban university that balances needs for access, research, and public service;
- Creates opportunities for raising retention and graduation rates for associate degree seeking students with GSU’s proven success in this area;
- Savings from eliminated duplicate positions and functions will be used to serve students.
- Furthers a nationally-recognized model for student success and retention for students from all backgrounds;
- Creates integrated pathways to degree, spanning from initial general education to associate degree to bachelor’s degree completion;
- Provides access and flexibility for students across the metro area; and
- Provides opportunities to target high-demand bachelor’s degrees to pockets of workforce need.

Challenges:
- Blending institutional cultures;
- Achieving efficiencies from multiple locations will present operational challenges; and
- Budget issues at GPC need to be addressed.

Following the January 6, 2015 vote by the BOR to pursue consolidation of GSU and GPC, the chancellor immediately took action to incorporate consolidation preparations into the ongoing planning and evaluation processes of the USG System Office and its counterpart processes at the institutional level. Having learned lessons from the previous five consolidations of ten institutions, several decisions were made at the time of the initial action of the Board on the proposed GSU-GPC consolidation to facilitate implementation efforts including the identification of:

- A president who will lead the consolidated institution (GSU President Mark Becker);
- The name of the consolidated institution (Georgia State University); and
- The identification of the consolidated institution’s colors and mascot (GSU’s current color and mascot).

Chancellor Huckaby assigned Shelley Nickel, Vice Chancellor for Strategic Planning, to lead the GSU-GPC consolidation coordination efforts. The University System Office (USO) Consolidation Implementation Team was subsequently formed and is composed of all lead functional area System administrators and other key USO individuals, led by Shelley Nickel.
Following the consolidation announcement from the BOR, the presidents of GSU and GPC established the Consolidation Implementation Committee (CIC), a 42-member team of administrators, faculty, staff, and students (21 from GSU and 21 from GPC), who worked together to provide coordination and collaborative leadership for constructing the new Georgia State University. In an effort to help the CIC navigate the complex process of consolidation, 43 Operational Working Groups (OWGs) including 38 sub-committees were established to address how the new university would handle consolidation of all of its programs, services, and support functions. Each of the 570 consolidation tasks identified by the System Office staff and others identified by GSU and GPC were assigned to the appropriate OWG.

The CIC completed its work on recommended new mission and administrative organization during the Spring and Summer of 2015. On March 18, 2015, the Board of Regents approved the new mission statement for the consolidated GSU. On July 9, 2015, the senior administrative structure for post-consolidation GSU was released to the campus community and published on consolidation.gsu.edu.

As the record of published meeting agendas and notes collected on consolidation.gsu.edu reflects, the CIC has convened regularly to conduct its work in coordinating the OWGs and reviewing and refining their recommendations. Its work continued into 2016. The OWGs have completed their consolidation assignments and recommended action plans, and those recommendations had been reviewed and recommended by the CIC to the president for adoption. A final report of the approved recommendations can be found in the appendix.

Evidence of Consolidation’s Inclusion in the Institution’s Ongoing Planning and Evaluation Process

The consolidation of GSU and GPC is included in ongoing planning and evaluation processes at multiple levels, including the governing board, and the System Office. As discussed previously in this section, the decision by the USG Board of Regents to consolidate GSU and GPC links directly to the strategic imperatives of the University System of Georgia. The BOR’s consolidation decisions were influenced by long-term and ongoing environmental scanning of past, current, and prospective economic and governmental conditions as well as state-level and national concerns about key issues such as degree completion rates, educational attainment levels of the workforce, public demand for higher education opportunities, tuition costs, cutbacks in governmental expenditures, and increased governmental efficiency.

Institutional data on students, faculty, staff, academic programs, finances, and facilities are submitted on a regular ongoing basis by institutions to the System Office and were considered in the BOR’s consolidation decisions. The establishment of a special Consolidation Committee of the Board to oversee and participate in the advancement of this new initiative and advise the Board in its related decision-making is additional evidence of BOR involvement in ongoing planning and evaluation processes.

Broad-based Involvement in Review and Approval of Consolidation Initiatives

The 42-member CIC had broad-based involvement in reviewing and approving consolidation initiatives. The committee had representation from each institution. The 43 Operational Working Groups with 38 sub-committees were co-chaired by GSU and GPC personnel who were selected based...
on their areas of expertise relating to the focus of each OWG. These co-chairs then selected OWG members from both campuses who had expertise in the tasks assigned to each OWG. The membership, final report, and recommendations of each OWG are published on the publicly accessible GSU-GPC Consolidation website.

The OWGs completed consolidation planning documents recommendations and submitted monthly status reports. The OWG co-chairs forwarded their plans and recommendations to the master tracker coordinator, Randy Stuart. Before sending the recommendations to the CIC for approval, the master tracker coordinator distributed recommendations for review and comment to leaders of functional areas, including but not limited to academic affairs, operations, legal affairs, and student success. This step assured consistency with the plans and recommendations of other OWGs and governing policies. Recommendations were then sent back from the first level reviewer to the Consolidation Manager with three options:

- Approved-forward to CIC;
- Not Approved-Need to rewrite and why;
- Not approved and reason

The recommendations that were approved by the first level reviewer were then distributed to the CIC for review, discussion, and decision. The broad-based System-level USO Consolidation Implementation chaired by the Vice Chancellor reviewed and commented on the recommendations being made to the CIC at the institution level. Some plans and recommendations required BOR approval and were forwarded to the BOR for approval. In cases where disagreement existed at the CIC level, it was intended that the new university's president, Mark Becker, would make the final decision. As of the date of this report President Becker has not been required to exercise this authority.

This approach to organizing the hands-on work of the consolidation process resulted in broad participation from more than 400 individuals across the two universities. The consolidation committee structure allowed for processes, procedures, decisions, and recommendations to be discussed by individuals with the most knowledge and experience on the complex topics required for consolidation. In addition, in the interest of keeping all members of the campus community and others fully informed on the progress of consolidation planning and approvals, a public GSU-GPC Consolidation website is maintained where all pertinent developments, updates, decisions, and materials are posted. The structure of the consolidation committees has facilitated a flow of communication up and down the levels of review and increased the dissemination of information among internal and external members of the collective campus community.

Following the recommendation of the Operational Working Group on Faculty Governance, faculty, staff and administrators from Perimeter College were incorporated into the University Senate of Georgia State University. In Fall, 2015, Georgia Perimeter College faculty prepared for full integration into the GSU University Senate by electing representatives to that body. The Perimeter representatives to the University Senate began their work in January 2016. The University Senate includes faculty, staff, administrators and students to exercise shared governance. The Senate develops policy through the deliberations of twenty standing committees, which include: Academic Programs, Admissions and Standards, Athletics, Budget, Chairs, Commencement, Cultural Diversity, Executive, Faculty Affairs, Fiscal Advisory Committee to the President, Hearing, Information Systems and Technology, Library.
Nominations, Planning and Development, Research, Student Discipline, Student Life, Sustainability, University Statutes and Senate Bylaws.

The Administrative Council is an advisory body to the President on all administrative policies of the University. The Council recommends to the President such rules and regulations as will facilitate the administrative operations of the University, bring about closer correlation of its various departments and divisions, and improve the quality of all phases of its work. As part of the consolidation, the Vice Provost and Dean of Perimeter College was made a member of the Administrative Council. The Administrative Council is an affiliate group of the University Senate.

Following the recommendation of the Operational Working Group on Staff Governance, the staff governance bodies of the two institutions were merged into a single body, known as the Georgia State University Staff Council. Elections for the consolidated Staff Council were held in the spring, 2016, following normal procedures. As the start of the election process was in January/February, it was not deemed necessary to hold special elections prior to the official consolidation announcement. The Council currently has 82 representatives from staff units across the university, including 12 representatives from Perimeter College. The Staff Council is an affiliate group of the University Senate, and includes members of the Senate Executive committee.

The year-long consolidation planning and evaluation process in 2015 yielded numerous OWG recommendations and CIC/presidential approvals as documented on the Consolidation website. Those included new mission statements for the consolidated University and an updated Strategic Plan for GSU 2015-2016. The consolidation planning and evaluation process continued into 2016 after successfully transitioning to a new administrative organization in January 2016, coinciding with the official effective date of the consolidation. A consolidated payroll system was initiated, beginning with the 2016 calendar year. By April 2016, the consolidated Banner system was operational in support of early registration for fall semester, the first term for the consolidated curriculum’s initiation. The consolidated budget for the new GSU was developed and approved by June 2016 and became effective July 1, 2016.

The transition to a consolidated federal financial aid system was completed in summer 2016. Plans for the consolidation’s smooth transition into Fall Semester 2016 were implemented.

Major accomplishments of readiness for consolidation that were achieved from January 2015 through August 2016 include:

- BOR approval of the consolidated institution’s name: Georgia State University;
- Chancellor’s identification of the recommended president for the consolidated institution: Dr. Mark Becker;
- Presidential notification to SACSCOC of the proposed substantive change involving institutional consolidation, request for a deferral of GSU's 10 year reaffirmation review, and the preparation of this Prospectus for review and approval by the Commission's board in December 2015;
- BOR approval of the vision and mission statement for the consolidated institution;
- Administrative approval of the consolidated BOR-authorized list of degree programs and their instructional locations/delivery modes;
- Notification to the U.S. Department of Education of the intended institutional consolidation, effective for DOE purposes in Spring 2016, between federal fiscal years for financial aid distributions;
• Agreement of state auditors to produce FY 2015 Full Disclosure Management Audit Reports for GPC and GSU as required by SACSCOC for consolidation prospectus review and approval. (An extension to October 9, 2015 was subsequently granted by Dr. Wheelan for submission of that audit);
• Chancellor’s approval of the upper-level organizational structure for the consolidated institution;
• Administrative approval of the department-level organizational structure of the consolidated Georgia State University;
• Presidential approval for filling all senior administrative positions in the consolidated institution’s organizational structure;
• Chief academic officer approval of the consolidated roster of full-time and part-time faculty and their teaching assignments, justified by academic qualifications on a course-by-course basis;
• Chief business officer approval for budgeting and staffing the consolidated institution’s support services personnel;
• Preparation of a draft first-year budget for the consolidated institution that takes into account necessary fiscal separation of FY 2016 income and expenditures for the consolidating institutions through the end of the fiscal year on June 30, 2016, before a fully consolidated annual budget for FY 2017 takes effect on July 1, 2016;
• Completion of the required business plan for the consolidated institution;
• Completion of the inventory of library resources to support the consolidated institution;
• Impact assessment of the consolidation on physical facilities and equipment;
• Clarification of the consolidated institution’s institutional effectiveness processes; and
• Adoption of the GSU Strategic Plan for the consolidated Georgia State University.
• Implementation and publication of consolidated faculty governance/curriculum approval processes and associated policy manuals;
• Curriculum consolidation at the course level for all educational programs, including general education;
• Consolidation of the BANNER student records system, the PeopleSoft Financial Accounting system (for FY 2017), and the ADP Payroll system;
• Preparations to implement early registration in April 2016 for Fall Semester 2016 classes in the newly consolidated curriculum, including advisement crosswalks from the former program requirements prior to consolidation to the consolidated program requirements effective Fall 2016;
• Online publication of 2016-17 catalog material on admission requirements, consolidated degree program offerings and course requirements, and other pertinent policies and information needed to demonstrate compliance to the visiting Substantive Change Committee;
• Preparation and BOR approval of the first operating budget for the consolidated Georgia State University for FY 2017, beginning July 1, 2016; and
• Recommendation for a new Campus Master Plan for the consolidated Georgia State University.

All of these accomplishments required ongoing, integrated, institution-wide, and research-based planning and evaluation processes that incorporate a systematic review of institutional mission, goals, and outcomes.

Other Ongoing Institutional Planning and Evaluation Processes Beyond those of Consolidation

As a public university operating within a state system, GSU is subject to state regulations and accountability initiatives that mandate the existence of a robust set of ongoing, integrated, institution-wide, and research-based planning and evaluation processes. While consolidation planning and
evaluation processes influenced routine planning and evaluation processes, their fundamental elements and procedures operate independently from consolidation.

**Strategic Planning and Evaluation Processes**

The BOR develops and adopts an updated strategic plan for the USG every five years (currently for 2013-2018) and expects member institutions to maintain current strategic plans consistent with the governing board’s strategic directions. The formulation of those institutional plans involves the systematic review and revision of mission, goals, and objectives aimed at key strategic priorities.

The BOR’s 2013-2018 Strategic Plan for the USG begins with the System mission statement:

The University System of Georgia will create a more educated Georgia that is prepared for the global, knowledge economy by increasing degree completion, ensuring academic excellence, spurring research and creativity, driving business creation, and making effective and efficient use of resources.

To achieve this mission, the USG is driven by three strategic imperatives:

1. Academic Excellence and Degree Completion;
2. Economic Development and World Class Research; and
3. Accountability, Efficiency, and Innovation.

Although institutional consolidation serves all three strategic imperatives, it is specifically referenced in Imperative 3 as follows:

The USG is committed to pursuing operational efficiencies and being a model steward of resources. Institutional consolidation, reducing administrative costs, closer monitoring of degree programs, and improving and expanding the shared services function all contribute to greater resource management.

GSU developed a five year strategic plan for 2011-2016 and the University community revisited this five-year plan in 2016. The strategic plan adopted in 2011 charted a path for the university to follow. Five major goals with supporting initiatives were identified and adopted by faculty, staff and students. The drive to achieve those goals has led to the successes and accolades noted in the separate review of the university’s accomplishments. Those five major strategic goals for GSU and some of their most notable supporting initiatives are as follows:

The plan consists of five goals:

**Goal 1.** Become a national model for undergraduate education by demonstrating that students from all backgrounds can achieve academic and career success at high rates.

**Goal 2.** Significantly strengthen and grow the base of distinctive graduate and professional programs that assure development of the next generation of researchers and societal leaders.

**Goal 3.** Become a leading public research university addressing the most challenging issues of the 21st century.
Goal 4. Be a leader in understanding the complex challenges of cities and developing effective solutions.

Goal 5. Achieve distinction in globalizing the University.

While awaiting the appointment of a permanent president, Georgia Perimeter College adopted a one-year strategic plan for FY15. The goals for this plan were as follows:

1. We Will Strengthen Student Success
2. We Will Maintain and Strengthen Our Mission as an Access Institution
3. We Will Increase Our Agility in the Very Competitive Higher Education Arena
4. We Will Focus on the College Culture

The consolidation's review of both strategic plans led to the adoption of GSU's 2011-2016 Strategic Plan going forward post-consolidation. That Plan maintains the five original institutional goals, recognizes our recent successes, and introduces university-wide initiatives that will build upon Georgia State’s considerable accomplishments and momentum. The university is augmenting its strong record in student success by adding further support to the undergraduate experience, in career planning and in financial decision-making. The use of analytics will expand beyond advisement into a number of areas, from increasing the efficiency of course scheduling to expanding the use of adaptive learning systems. These strategic initiatives will be extended into the operations of GSU's Perimeter College. Georgia State will build on its achievements in undergraduate success to strengthen a pipeline for highly qualified students from underrepresented groups to professional careers. Collaborative research that has combined scientists and scholars from various academic fields over the past five years will have further opportunities to flourish through programs such as the Next Generation Initiative. A new arts college that was proposed in the 2011 plan will become a reality and a strong component of the university’s connection to Atlanta.

The university's commitment to globalization remains strong, with plans to enhance collaboration with cities around the globe and multinational companies in Atlanta. As it enters the next five years of its strategic plan, Georgia State has examined its original goals with a resolve to improve and redouble its efforts to ensure it takes advantage of new information, technologies and opportunities. In what follows, you are presented with the strategic goals for the university, along with those specific initiatives adopted in 2011. Many of the original initiatives have been completed and are now successful ongoing programs. This report provides an update on the status of each original initiative and a presentation of the new and revised initiatives for 2016-2020.

In October 2011 the University Senate passed the Diversity Strategic Plan (DSP) and implementation of the plan has been comprehensive and inclusive since this time. The Diversity Strategic Plan represents the blueprint of commitment within the Georgia State University community to be an inclusive environment which embraces many points of view and protects the free exchange of divergent opinions. With broad agreement from upper administration, and from faculty, students and staff, GSU has resolved to “become a national model for diversity in higher education, where all combinations of gender, race, and ethnicity succeed at high rates.” As stated in the executive summary of the DSP, the Diversity Strategic Plan 2011-2016 is a “living document” developed with the specific intent to be reviewed and modified according to the needs of the Georgia State University community. It serves as a
structure for developing and sustaining an inclusive climate for our culturally diverse learning community. A report on the progress of the DSP since its passage can be found in the supporting documents.

Fueled by Georgia State’s commitment to innovation, agility and ingenuity, these initiatives will build upon the success achieved in the first five years of the strategic plan’s implementation, broadening its impact and magnifying its reputation. This strategic planning and evaluation process ensures the systematic review of institutional mission, goals, and outcomes every five years.

The mission statement for the new GSU developed by the Consolidation Implementation Committee and approved by the GSU president and the BOR in 2015 reinforce the key elements of the USG’s commitment to academic excellence, impactful research and community service, and contributions to economic development, locally and globally. It reads as follows:

Georgia State University, an enterprising public research university, transforms the lives of students, advances the frontiers of knowledge and strengthens the workforce of the future. The university provides an outstanding education and exceptional support for students from all backgrounds. Georgia State readies students for professional pursuits, educates future leaders, and prepares citizens for lifelong learning. Enrolling one of the most diverse student bodies in the nation at its urban research campus, at its vibrant branch campuses, and online, the university provides educational opportunities for tens of thousands of students at the graduate, baccalaureate, associate, and certificate levels.

Georgia State’s scholarship and research focus on solving complex issues ranging from the most fundamental questions of the universe to the most challenging issues of our day. The scholarly work and artistic expression of the university’s faculty create new knowledge, extend the boundaries of imagination, and enhance student learning. The university’s presence in the Atlanta metropolitan area provides extraordinary experiential learning opportunities and supports the work of faculty tackling the challenges of an urbanizing nation and world.

Campus Master Planning and Capital Improvements

Georgia State University retained Sasaki Associates for its Campus Master Plan update which was completed in December 2012. Its primary goal was to identify implementation strategies to advance the University Strategic Plan and proposed campus transformation with the Kell Hall demolition and creating a Campus Greenway. Consultants met with the President, Provost, all Vice Presidents and Deans and various faculty, staff, and student groups. They also gathered input from Central Atlanta Progress and City of Atlanta staff. In addition they used the web portal to receive feedback from campus constituents on such items as favorite (or least favorite) campus buildings, social spaces, restaurants, pedestrian routes/paths etc.

Georgia Perimeter College updated its Facilities Master Plan in 2000. It addressed campus growth patterns and site locations of proposed facilities based on existing and projected student enrollments. As a result a Student Center and parking deck were added at Clarkston campus. Development of Decatur and Dunwoody campuses was consistent with Facilities Master Plan 2000 suggestions. GPC initiated a Master Plan update in 2012 however this was not formally completed. Later it retained a consultant to provide site studies for various campus locations and projects.
A new Facilities Master Plan will be initiated in FY 2017 to meet the academic, strategic and research mission of the consolidated university.

The Capital Budget and Space Allocation Committee (CBSAC) is a subcommittee of the University Senate Planning and Development Committee. CBSAC will consider all capital budget and space requests and recommend to the Provost an overall facility and space program for the University, the five-year Capital Plan 1, as defined by the Board of Regents, and an annual Capital Budget. The membership of the Capital Budget and Space Allocation Committee shall include:

1. The Provost
2. The Vice President for Finance and Administration
3. An additional Vice President selected by the Provost
4. One Dean elected by the Deans
5. A representative of the Staff Advisory Council
6. A representative of the Student Government Association
7. Three representatives from the Planning and Development Committee
8. The Chair of the University Senate Budget Committee
9. The President of the Staff Advisory Council

The Provost shall serve as Chair of the Committee. Assistant Vice President for Facilities Management, Director of Facilities Planning, and Assistant to the Provost for Budget and Facilities shall serve as non-voting members of the Committee.

There is detailed planning processes underway for current major and minor facilities construction and renovation projects, including MRR, at the consolidated institution. Those processes are highly systematic, integrated, institution-wide, research-based, and ongoing. These planning processes have improved the university’s facilities and operations by meeting the demands of a growing university. Details of current projects can be found in the response to 2.11.2 of this report as well as in the Campus Master Plans in the supporting documentation to this section.

Institutional Budgeting & Financial Planning

Prior to consolidation, both Georgia State University and Georgia Perimeter College had sound financial bases and demonstrated financial stability. Both institutions operated with balanced budgets of expenditures to revenues for many years and had substantial unrestricted net assets. That continues to be the case for the consolidated GSU. The System chancellor expected substantial redirection of funds to result from the consolidation of the administrative operations of the two institutions, and that has been realized. The chancellor also indicated that the consolidated institution would retain the redirected funds and was expected to divert them primarily to the expansion of academic programs and services of the University.

Significant savings have been realized as a result of the consolidation due to elimination of duplicate services and positions. These savings, estimated at $4.6 million for Fiscal Year 2017, are being redirected towards existing programs and services as well as towards new initiatives. The costs to consolidate were
absorbed by the two institutions in Fiscal Year 2016 so that subsequent years’ savings are available for programs and services.

The Chancellor of the USG has stressed that savings will remain available to the institutions with no correlating reduction in funding.

State funds are allocated to Georgia State University (GSU) as part of the overall general appropriation to the University System of Georgia (USG). As Georgia’s revenues have decreased in recent years, institutions have endured substantial cuts in state funding, yet the consolidating institutions, Georgia State University (GSU) and Georgia Perimeter College (GPC), adapted and thrived. At GSU, state appropriations fell 4.7 percent ($9.9 million) from FY 2010 to FY 2016, but have increased modestly since FY 2012, reducing the loss from the peak of FY 2012. The 4.7 percent drop in state funding would have been devastating to GSU had it not been offset by tuition and fee increases and enrollment growth. At GPC, state appropriations fell 16.5 percent ($9.3 million) from FY 2010 to FY 2016. The 16.5 percent drop in state funding at GPC was caused by both the state’s economic downturn and a large drop in enrollment. The 16.5 percent drop in state funding would have been devastating to GPC had it not been offset by tuition and fee increases and cost reductions. This decrease was partially offset by a 58.7% increase ($136.2 million) in tuition revenue during the same period due to Board of Regents (BOR) approved tuition increases. Even with the tuition increases, tuition levels remain affordable and reasonable when compared to those at comparable institutions in other states.

In addition to state appropriations and tuition revenue, GSU relies on an array of diverse financial resources to meet their financial needs, including Auxiliary Enterprises, endowments, gifts, sponsored operations, capital funding, and student fees.

Auxiliary Enterprises for GSU consists of bookstore operations, student dining and campus catering, student housing, parking, transportation, card services, copy services, student health services, and vending. These self-supporting units are provided as a service to students, faculty, and staff. Through the years, Auxiliary Enterprises at the two consolidating institutions built up a reserve fund of over $31 million that can be used by GSU to subsidize shortfalls in other areas if needed.

The GSU Foundation, a much larger organization with over $200 million of total cash and investments, merged the assets of the GPC Foundation into the GSU Foundation as of April 1, 2016. The GSU Foundation’s mission is to serve as an ambassador of Georgia State University, supporting and assisting the University in achieving its mission through the identification, solicitation and stewardship of gifts, and by collaborating and advising on activities for the benefit and advancement of the University.

Sponsored operations at the two institutions totaled $201,551,051 in Fiscal Year 2015 and is budgeted for $250,000,000 for the consolidated institution in Fiscal Year 2017.

Institutional Commitment to Student Success: Retention, Progression and Graduation

Complete College Georgia is a major statewide and University System initiative. Facilitating student success in all forms involving retention, progression, and graduation has a high priority at GSU and is reflected in the institution’s Strategic Plan. Since 2011, many of the institution’s academic and student support services have been heavily engaged in helping the institution achieve these important strategic objectives.
The central goal that we have set for our undergraduate success efforts is highly ambitious, but the words were carefully chosen: Georgia State would “become a national model for undergraduate education by demonstrating that students from all backgrounds can achieve academic and career success at high rates.”

Our goals include a commitment to raise overall institutional graduation rates and degree conferrals by significant margins—graduation rates would climb 13 points and completions would increase by 2,500 by 2021—and to closing all achievement gaps between our student populations.

The GSU Strategic Plan also outlined key strategies to achieve these goals. We made a commitment to overhaul our advising system, to track every student daily with the use of predictive analytics and to intervene with students who are at risk in a proactive fashion, to expand existing high-impact programs such as freshman learning communities and Keep Hope Alive, to raise more scholarship dollars, and to pilot and scale innovative new types of financial interventions.

In 2011, Georgia State University committed to reach a graduation rate of 52% by 2016 and 60% by 2021. We also committed to conferring 2,500 more degrees annually than we did in 2010 and to eliminating all achievement gaps between student populations.

On the surface, attaining these goals seems implausible. Georgia State’s demographic trends—characterized by huge increases in the enrollments of at-risk students in recent years—typically would project a steep decline in student outcomes. Georgia State University, though, has been able to make dramatic gains towards its success targets even as the student body has become more financially distressed. In the relatively short period since the adoption of the Strategic Plan in 2011, the overall number of Bachelor degrees conferred by Georgia State has increased by 16%. The gains have been even greater for a number of at-risk student populations.

In the 2014-2015 academic year, Georgia State University conferred record numbers of bachelor degrees to Pell-eligible, first-generation, Black or African American, and Hispanic students. Since the 2010-2011 academic year, the number of Bachelor’s degrees conferred to first-generation students has increased by 32%, and to Pell students by 36%. Meanwhile, underrepresented students have also made striking gains over the period, with conferrals increasing by 44% for Hispanic students and 37% for African Americans.

It is interesting to note that in the 2014-2015 academic year, Georgia State University saw a decline in the number of degrees conferred to Adult Learners. This is not due to a decline in the enrollment of Adult Learners at Georgia State or in their success rates. To the contrary, because Adult Learners are defined as students aged 25 and older at the time of graduation, the decline in undergraduate degree conferrals to the group is a direct consequence of the average decrease in time to degree that we have been able to achieve through our numerous student success initiatives. Our undergraduate transfer students, for instance, are taking less time to earn their degrees and far fewer are reaching the age of 25 by the point of graduation.

Similarly, since the launch of Georgia State University’s current strategic plan, and the start of our participation in Complete College Georgia, our institutional graduation rate has increased by 6
percentage points to a record 54%, with further gains being tracked for 2015. The full Complete College 2015 Status report is included in the supporting documents.

Institutional Research and Effectiveness

The mission of the Office of Institutional Effectiveness (OIE) is to provide leadership, assistance and oversight of the university’s continuous planning, assessment, and evaluation efforts for the purpose of enhancing the quality of the university’s programs, services, operations and processes. The OIE is the data leader for the University community. Awareness of what each area within OIE is doing is a crucial first step in designing a campus wide assessment plan. Much of the data that is gathered by this office can be utilized to guide departments in their assessment process. A number of key support service units operate under the oversight of OIE as described next.

Assessment of Student Learning

The mission of the Office of Academic Assessment is to support and coordinate the assessment of student learning in all educational programs across the university and to ensure the university’s compliance with assessment-related standards of SACSCOC and the Board of Regents. Specific functions include:

1) Providing general information and advice about the assessment process and the effective conduct of assessment, in part by maintaining an updated assessment website

2) Assisting faculty and programs with the development, implementation, and refinement of assessment plans, the preparation and submission of assessment reports, and the use of assessment results for continuous program improvement that promotes student learning

3) Maintaining an online platform for the submission, storage, and review of assessment reports;

4) Supporting university bodies with responsibility for assessment and the Academic Program Review process; and

5) Contributing to the field of assessment through presentations, publications, and leadership in professional associations.

GSU assesses student learning on an annual basis in all undergraduate, graduate, and professional degree and certificate programs as well as in the General Education (core curriculum) program. Faculty play a central role in all aspects of the assessment process: the establishment of student learning outcomes, the development of assessment plans, the implementation of those plans, assessment reporting, the review of assessment reports, and the use of assessment findings to improve educational programs.

On the Atlanta campus, the assessment process begins at the department level. Each department designates an assessment coordinator for each degree program; assessment coordinators are also designated for the core curriculum in those departments that contribute to the General Education program. The coordinators are responsible for ensuring that assessment is conducted in each program.
collecting the findings of the assessments, coordinating faculty discussion and decision-making with regard to the assessment process and findings, and submitting an annual assessment report for each program. Academic departments at Perimeter College are organizationally separate from departments at the Atlanta campus. Assessment coordinators at Perimeter are typically the chairs of college-wide curriculum committees, with responsibility for specific academic disciplines. In some cases, curriculum committees exist at the course level.

The assessment process generates approximately 200 separate reports each year. Beginning with the 2015-2016 academic year, all assessment reports are submitted and stored in the GSU Student Learning Outcomes Assessment Portal (SLOAP), an online platform developed by the Office of Academic Assessment. Prior to that, assessment reports were entered in the WEAVEonline assessment management program, 2015-2016 Assessment Cycle.

Each assessment report specifies the educational program’s mission and its, expected program outcomes, and the program’s expected student learning outcomes, which include measurable statements of knowledge, skills, values, and attitudes that students are expected to attain in the program as a whole. In addition, each report describes the methods of measurement, the targets for the achievement of program and student learning outcomes, the findings of the assessment, and evidence of program and learning improvements based on the analysis of assessment results. With the knowledge of the findings, program reporters and their departments develop Action Plans for improving making further improvements in their educational programs and, as needed, the assessment process. Because SLOAP (and WEAVEonline before it) is accessible to every member of the university community, the results of our assessments are shared widely within and across programs.

Overall responsibility for assessment at GSU lies with the Committee on Academic Programs (CAP) of the University Senate. The CAP has established two sub-committees to oversee the assessment process: the Undergraduate Assessment Committee (UAC) and the Graduate Assessment Committee (GAC).

The UAC reviews the assessment reports for all of the undergraduate programs and the general education curriculum and provides feedback to the department assessment reporters based on its reviews of the reports. The GAC performs the same functions for all of the graduate programs. The committees also meet to review and make changes as necessary in the assessment process and schedule.

Since 2008, the student learning outcomes assessment process has been supported by the Office of Academic Assessment, located in the Office of Institutional Effectiveness. The Director of Academic Assessment reports to the Associate Provost for Institutional Effectiveness and to the CAP. The Office provides technical assistance to assessment reporters and departments with regard to all aspects of the assessment process. The Office maintains a website that contains general information about assessment as well as detailed instructions for preparing and submitting assessment reports. The Office also offers one-on-one consultations and workshops for faculty and staff involved in assessment as they develop assessment plans, collect and analyze assessment data, report the findings of their assessments, and use assessment results for the improvement of student learning. The Office works closely with CAP on the development and review of policies related to assessment and with the UAC and GAC as they review assessment reports and provide feedback to program coordinators.
With the consolidation of GSU and Georgia Perimeter College (GPC, now Perimeter College of GSU), the Office added an Associate Director who oversees the process of consolidating the core curriculum. Prior to consolidation, GPC had a set of general education outcomes (GEOs) which were not explicitly tied to the core curriculum. Following that model, some GEOs were assessed more effectively than others and there was no formal institution-wide system for using results for improvement of student learning. Moreover, prior to consolidation, few if any core curriculum courses at the Atlanta campus were offered through online delivery, while Perimeter faculty had extensive experience in online assessment.

Under the new process for consolidated core curriculum assessment faculty must identify a plan to assess the contribution of each course in the core to one of six area learning outcomes: essential communication skills; essential quantitative skills, critical thinking; humanities, fine arts and ethics; natural and computational sciences; and social sciences. Atlanta campus faculty and Perimeter College faculty work together to establish common assessment methods and targets and a plan for sharing assessment findings for the improvement of student learning across all locations and delivery methods. Core Consolidation webpage.

In Spring 2016, five courses piloted joint assessment, and will be reporting on their findings in October 2016. All courses in the core will be jointly assessed in the 2016-17 academic year, and will submit consolidated assessment reports in October 2017. While the consolidated process is primarily intended to assess the university-wide core curriculum learning outcomes, many plans also include course-specific learning outcomes. Faculty are working together to align content and ensure that students are mastering the same material regardless of the location or instructional modality. These efforts will maximize the success of students who begin at Perimeter College and transition to the Atlanta campus to complete their baccalaureate studies.

Administrative Assessment and Unit Review Process

Administrative Assessment at Georgia State University is in response to the University’s commitment to continuous quality improvement as well as to comply with the SACS requirement 3.3.1.2 to define and monitor outcomes for the administrative support units. Administrative Assessment, Policy library and Accreditation reporting are all combined in a single area, staffed by a Director and a program coordinator. This team maintains the administrative assessment calendar and collects the assessment review data on an annual basis. Examples of assessment initiatives and reports can be found in the supporting documentation for this section.

The administrative process is a set of activities that combines an annual administrative review process with a more strategic in depth assessment occurring every 5 years.

Our mission is to foster among the University’s administrative departments a culture that values self-examination, quality improvement, strategic thinking, mission-aligned planning and the continuous pursuit of excellence to create a university climate that is accessible, responsive and relevant.

The goals of the Administrative Assessment process are to reduce redundancy, articulate the needs of SACS and the Board of Regents in our assessment structure, generate new cross-department analysis, and optimize data resources and continuous quality improvement.
The Administrative and Support Services Unit Review (ASUR) had been a separate system of administrative assessment developed in 1996 as a parallel process to the Academic Program Review or APR. Every seven years, administrative units would undergo a formal self-study to be submitted with a comprehensive series of attachments and appendix documents which would undergo review by a body of external reviewers and an internal ASUR committee review. This process was conducted in such a complex and time- and resource-heavy fashion that it was a burden to staff and administrators who already had increasing workloads. The essence of the process, which was to create a culture of quality improvement was lost in the fine print.

In 2013 a streamlined functional assessment process for administrative assessment was launched. A Think Tank of subject matter experts from across the University (faculty, staff and administrators) was convened and met over a two-year period. Their recommendations included the updated mission statement and a functional approach to administrative assessment that was anchored in the rhythm of higher education administrative work.

As a result of consolidation, this streamlined approach to assessment will be introduced to include the five campuses of Georgia Perimeter College. This includes a merging of annual assessment with ASUR based on a new 3 year calendar to be introduced in 2016/17. The administrative assessment team plans to team up with PC assessment and customer service personnel along with GSU Organizational Development team members to orient PC personnel to the process.

The administrative assessment process at GSU has evolved as the Georgia State campus has grown in its use of data to drive practice both in the area of student success as well with the administrative units across campus. The administrative assessment team seeks to reach beyond the confines of annual assessment to encourage units across the university to define, measure, and use assessment results. For example, the Director of Administrative Assessment serves on many university committees whose work assesses and implements process improvements across campus. These include the Civic Engagement Working Group, the Disability Initiatives Committee, Diversity Strategic Plan Committee, Military Outreach Committee, Great Colleges to Work For planning group, and the Wellness Strategic Plan working group. By being “plugged in” to this wide scope of university initiatives, the director of administrative assessment helps define outcomes, capture data, interpret measurements, and assist the GSU community in measuring and improving their services.

Examples of assessment projects developed in partnership with the OIE administrative assessment unit:

- IST - pilot of single point of entry for data access
- Dean of Students – Discipline essay redesigned and put in an online format using the “Class Climate” software
- Disability Initiatives Committee – development of Logic model and strategic plan
- Diversity Strategic Plan – development of dashboards and annual report
- Office of Disability Services – development of a student tracking system for RPG data for students using ODS services.
- Military Outreach Committee – assistance with the development, delivery and report of a military climate survey of faculty and staff. A new position of military outreach coordinator has been funded and created.
- Safety and Risk Management: Project underway to increase the number of employees trained

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- AA/EO - Title IX roll out and campus climate improvement roll out
- Civic Engagement - campus wide assessment of the level of civic engagement on campus
- Sustainability - assistance with strategic plan and logic model for the office of sustainability
- Unassisted Youth on Campus - pilot support program for assisting unaccompanied youth on campus
- Policy Library Audit and creation of Policy Stewards

**Academic Program Review**

Academic program review provides opportunities for planning and assessment, review and evaluation, information sharing, and accountability. Both the Commission on Colleges of the Southern Association of Colleges and Schools and the University System of Georgia's Board of Regents require periodic and systematic assessment and use of assessment results to improve institutional effectiveness. Academic program review is linked directly to strategic planning and budget allocation decisions. Each review involves data collection and analysis, the compiling of a unit self-study report, a series of reviews, and the negotiation of an action plan.

An academic unit with bachelor's, master's, or doctoral degree programs, including any center or institute, is required to undergo review at least every seven years. Associate degrees of various types (core curriculum and career) are required to undergo review at least every five years. The Director of Academic Program Review prepares the review calendar for each cycle of academic program review. This calendar specifies which academic units will undergo review in each year of the appropriate cycle. The review calendar is approved by the University Senate's Committee on Academic Programs.

Academic Program Review (APR) is an opportunity for units to evaluate and continue to improve the quality and currency of their academic programs in support of unit, college, and university missions and strategic plans. Per the Board of Regents, APR at Georgia State focuses on the issues of viability, productivity and quality, as well as continuous quality improvement. Through APR the unit may demonstrate that its teaching, research and service activities (1) are aligned with the strategic plans of both the University and the College and (2) are productive and of high quality.

For units with bachelor's to doctoral degrees, each review cycle proceeds as follows. A unit plans and produces a Self-Study Report, the unit Chair and the relevant Dean each prepare a response, and all three documents go to the unit's External Review team. The unit hosts a site visit of the External Reviewers, who then prepare their report. All the documents are reviewed by the University Senate Academic Program Review Committee (APRC), which is tasked with producing a brief report, making substantive observations about the fit between the unit’s goals, objectives, and proposed initiatives and the existing strategic plan of the university, as well as the viability, quality, and productivity of the unit’s programs. Then the unit Chair, the relevant Dean's office, and the Provost collaborate on an action plan for the coming years. Once the action plan is approved, the unit's Dean is tasked with supervising its implementation. The Dean issues an annual follow-up report indicating which of the action steps have been met, noting which still remain to be met, and annotating the action plan with any changes that are necessary due to changing accreditation mandates or emerging opportunities.

For the associate degree programs offered at Perimeter College, the process is analogous, but there are a few changes. Each program is reviewed on a five year cycle, and associate degree programs have a thorough internal review, which consists of a report by the Academic Program Review Committee of the
University Senate, which does the following: analyzes the program’s self-study; considers the program’s quality, viability, productivity, and centrality; considers the suitability of the program’s goals in light of the university strategic plan and the college strategic plan; and recommends additions, revisions, or changes to the program’s goals as necessary. Action planning and implementation reporting remain the same.

Administration of APR is coordinated by the Office of Institutional Effectiveness, in particular with the Associate Provost of Institutional Effectiveness, Jonathan Gayles, and the Director of Academic Program Review, Michael Galchinsky. OIE is tasked with facilitating and guiding the efforts of all parties involved in a unit’s review. This includes:

- planning and executing APR cycles;
- overseeing the formation of self-study committees and unit orientation;
- setting up external reviewer visits;
- supervising and carrying out data collection, storage, and exchange;
- coordinating the various levels of internal review;
- aiding in the development of action plans;
- providing the unit self-study committee, external reviewers, and APRC members with institutional context;
- helping connect the content of the self-study report to the university strategic plan;
- answering questions on the analysis of data and report creation;
- helping resolve data consistency issues;
- and checking unit and external reviewer reports for compliance with reporting guidelines and deadlines.

All of the APR deliverables are stored on a password-protected part of the OIE website called Current Reviews (APR Website). Institutional data for each program and unit is provided centrally through the APR Dashboard (Academic Dashboards). The Dashboard displays a program or unit’s data in the order of the self-study template, in a continuously updated three-year rolling window.

Accreditation

The Office of Institutional Effectiveness is administratively responsible for matters pertaining to the University’s accreditation, including coordination of the reaffirmation process.

Decision Support Services

Decision Support Services (DSS) collects, maintains and distributes data used to support strategic planning and data driven decision making. The office maintains the university’s data warehouse and provides reporting services for operational reporting and business analytics.

DSS Goals and Initiatives are as follows:

* Improve University Reporting

* Expand the presence and depth of information collected in the university Data Warehouse

* Support University initiatives and projects as it relates to data analysis and reporting
Institutional Research

The Office of Institutional Research (OIR) facilitates the collection, analysis and interpretation of institutional data that supports institutional management, assessment, planning and decision making. OIR’s services include the following:

- carries out routine and ad hoc reporting and analyses.
- responds to external surveys.
- constructs internal surveys to assist institutional decision makers.
- informs the ongoing development of the University data warehouse and iPORT.
- assists in the identification and resolution of data quality issues.

OIR offers expertise in all areas of survey research including survey design, questionnaire development, survey administration, data analysis (quantitative and qualitative), and report writing. The OIR team welcomes the opportunity to assist the GSU community with survey research if it meets the criteria for collaboration. The OIR survey team encourages the use of survey data gathered regularly by the office such as the NSSE, Staff Climate Survey, Survey of incoming Freshmen, to name a few.

Summary of Institutional Improvement and Mission Accomplishment

In January 2015 the Board of Regents approved the consolidation of Georgia State University and Georgia Perimeter College to form a new institution to be named Georgia State University.

“Georgia State is a recognized national leader in improving student retention and graduation rates and will be able to apply its best practices,” said Chancellor Hank Huckaby. “Combining these attributes with Georgia Perimeter College’s leadership in providing access to students across the metro area presents a major opportunity to improve student success.”

The decision to consolidate the two institutions, whose combined enrollment this fall is 53,927 students, follows the six guiding principles for consolidation approved by the board in Nov. 2011:

The six principles that will be utilized in assessing potential consolidations are:

- **Increase opportunities to raise education attainment levels.** Enhancing opportunities for students to raise their education attainment levels will be a goal.
- **Improve accessibility, regional identity, and compatibility.** Geographic proximity, transportation corridors, student backgrounds, ensuring as much as possible a cultural fit, and other factors which strengthen the qualitative aspects of campus offerings will be considered.
- **Avoid duplication of academic programs while optimizing access to instruction.** Consideration will be given to demand for degrees, program overlaps and duplications, and optimal institutional enrollment characteristics sufficient to offer and support the needed array of services.
- **Create significant potential for economies of scale and scope.** Consideration will be given to the potential for achieving cost efficiency in service delivery, degree offerings, and enrollment.
• **Enhance regional economic development.** Consideration will be given to consolidations with the potential to improve economic development through enhanced degree programs, community partnerships, and improved student completion.

• **Streamline administrative services while maintaining or improving service level and quality.** Potential for administrative efficiencies and savings which yield more effective service will be considered. In addition, functional consolidations on a regional basis will be analyzed. The consolidated Georgia State University will continue to demonstrate institutional effectiveness and student success.

With a view to contributing further to the transformation of higher education nationwide, Georgia State University partnered this past year with 10 other public research institutions—including Ohio State, Texas, Purdue, Arizona State and Michigan State, among others—to form the University Innovation Alliance. Over the next five years, the University Innovation Alliance is committed to identifying new solutions, scaling proven innovations, and sharing knowledge about best practices in strong support of the goal of Governor Deal and the nation that, by 2020, America will once again have the highest proportion of college graduates in the world. The first project of the University Innovation Alliance, an initiative to scale the use of predictive analytics in academic advising, is being led by Georgia State. Georgia State’s story testifies to the fact that students from all backgrounds can succeed at high rates. Because the challenges we face at Georgia State—finding innovative ways to succeed with our growing numbers of at-risk students and doing so amid a context of limited resources—are precisely the same challenges faced by literally hundreds of public universities nationwide, the story resonates. Through our outreach, colleagues within the USG and nationally not only learn what is happening at Georgia State but also see what is possible at their home institutions and for their own students.

**Supporting Documentation**

1. January 6, 2015 press release to pursue consolidation
2. GPC/GSU Consolidation Implementation Committee Operational Working Groups
3. March 18, 2015 press release to approve mission statement
4. July 9, 2015 press release to announce consolidated administrative structure
5. Consolidation Website
6. OWG Final Approvals
7. Board of Regents Consolidation Committee
8. 2016-2017 Senate Membership List
9. Senate Standing Committees List
10. BOR’s 2013-2018 Strategic Plan
11. CSU Strategic Plan
12. Diversity Strategic Plan
13. Diversity and Inclusion Annual Report
14. GSU Campus Master Plan
15. GPC Campus Planning Documents
16. CBSAC Membership
17. 2015 Complete College Georgia Report
18. SLOAP Home Page
19. WEAVEOnline Home Page
20. 2015-2016 Assessment Cycle
21. Committee on Academic Programs Website
22. Office of Academic Assessment Website
23. Consolidating Assessment of the Core
24. Sample ASUR
25. Administrative Assessment Process Infographic
26. Administrative Assessment Calendar
27. Diversity Strategic Plan
28. Sample APR Self Study Report
29. Sample APR External Review Report
30. Sample Report of the Academic Program Review Committee
31. Academic Program Review Website
32. Academic Program Review Dashboards
33. NSSE Report
34. Staff Climate Survey Report
35. Survey of Incoming Freshmen Report
2.7.2 The institution offers degree programs that embody a coherent course of study that is compatible with its stated mission and is based upon fields of study appropriate to higher education. (Program content)

Compliance Statement

Each degree program offered by the consolidated Georgia State University (GSU) embodies a coherent course of study that is compatible with the university's stated mission and is based upon fields of study appropriate to higher education.

Impact of Consolidation on Compliance

Prior to consolidation, both Georgia State University and Georgia Perimeter College demonstrated compliance with this core requirement, and the new GSU continues to be in compliance because so little has changed as a function of consolidation in this regard. The majority of GSU's and GPC's degree programs were unchanged as a result of the consolidation as they were non-duplicative. All degree programs at GSU and GPC prior to consolidation had received reviews and approvals by the Board of Regents of the University System of Georgia and its System Office staff, consistent with each institution's board-approved mission. The consolidated set of degree programs matches the new mission of the consolidated GSU as approved by the governing board. In addition, many programs were accredited by discipline-specific accreditors at both GSU and GPC prior to the consolidation. These program accreditations, which ensure coherence and appropriateness, remain unchanged after consolidation.

Some relatively minor changes were made to existing associate's and bachelor's programs to further align common or related programs at each level to better ensure that students transitioning from two-year to four-year programs could do so with little (or no) loss of earned credit. A high degree of coherence and alignment previously existed across the related programs of GPC and GSU since the former has long served as a primary feeder school for the latter. The consolidation process has enhanced the coherence of related associate's and bachelor's programs by closely aligning the general education core curriculum, lower-division courses and course-specific learning outcomes, and program-level requirements.

The curriculum and course descriptions for each degree program are detailed in the appropriate university catalog (i.e., see section 1900 in GSU’s associate catalog, sections 2000-8000 in GSU’s bachelor catalog (a sample degree program is available here), and sections 2000-8000 in GSU’s graduate catalog (a sample degree program is available here)). The appropriateness and coherence of degree programs are assured in a number of ways.

For example, Georgia State University degree programs at all levels are designed to progressively expand student knowledge and abilities. Course numbering generally reflects the complexity of course content. For example, 1000- and 2000-level courses are intended for freshmen and sophomores, 3000- and 4000-level offerings for juniors and seniors, 7000- and 8000-level courses for graduate students. Many upper-level courses have prerequisites or co-requisites to ensure that students have mastered...
foundational content before progressing to advanced areas. Prerequisites and co-requisites are detailed in the course descriptions in the attached excerpts from the university catalogs.

Furthermore, all proposals for the creation, modification, or removal of academic programs are reviewed at all appropriate levels of GSU to ensure program coherence, viability, appropriateness for the university setting, and relevance to the institutional mission. Review and approval by the University System of Georgia and Board of Regents is also required for new degree programs and cases of substantive change. (GSU review processes for changes to academic programs such as deactivation, termination, and substantive change are detailed at http://senate.gsu.edu/ap-guide/review-process-list/) No programs were altered as part of the consolidation process to the degree that they required formal system-level review.

As noted, consolidation-related changes to the general education core curriculum, core learning outcomes, and new core courses were approved by the General Education Council of the University System of Georgia. Additional changes to courses, learning outcomes, and program-level requirements were reviewed and approved by joint GPC and GSU consolidation academic groups and subsequently approved through the established curriculum review processes of the appropriate college-level unit at each institution.

For all degree programs offered through distance education, the programs embody a coherent course of study, compatible with the institution’s mission, and based upon fields of study appropriate to higher education. All proposals for the creation, modification or removal of distance education programs are reviewed at all appropriate levels of GSU to ensure coherence, viability, relevance to the institutional mission, and appropriate use of technology, including the learning management system and associated tools. The Center for Excellence in Teaching and Learning (formerly the Center for Instructional Innovation and the Center for Instructional Effectiveness) offers instructional design support, pedagogy workshops, and a variety of tools and resources to ensure that program content is accessible to students through the learning management system and associated tools. Each distance education program clearly states required residency requirements, if any, in its program description.

All degree programs must demonstrate their coherence and contribution to the institution’s mission and strategic plan as part of the university’s periodic Academic Program Review process. In addition, as indicated in attached supporting materials, a variety of GSU academic programs are accredited by discipline-specific external bodies. Successful completion of these regular accreditation processes provides additional evidence of the programmatic coherence and compliance with the educational standards of these specific academic areas.

When GSU’s governing board approved a revised mission statement for the consolidated GSU that included the offering of associate degree programs and subsequently approved the consolidation of GPC and GSU following the approval of that proposed consolidation by the Commission, the degree programs that were included in that consolidation proposal were considered to be appropriate to the new mission of GSU.
Supporting Documentation

1. Associates-level University Catalog Pages

2. Bachelors-level University Catalog Pages

3. Graduate Catalog Pages

4. Review Process List

5. Center for Instructional Innovation Website

6. Center for Instructional Effectiveness Website

7. Academic Program Review Overview

8. Specialized Accreditations
2.8 The number of full-time faculty members is adequate to support the mission of the institution and to ensure the quality and integrity of each of its academic programs. (Faculty)

Compliance Statement

Georgia State University is in compliance with this core requirement.

Impact of the Consolidation on Adequacy of Teaching Faculty

There were no reductions in the number of full-time and part-time teaching faculty as a function of the consolidation of Georgia State University (GSU) and Georgia Perimeter College (GPC). Any budgetary savings gained from consolidation were realized largely in the areas of administrative support services. Those savings are expected to be re-invested in the growth and expansion of the educational and research missions of the new university.

The complementary nature of the two pre-consolidation institutions meant fewer changes than may have been necessary in previous consolidations in which there were departments competing to offer the same programs at the same level which were consolidated into single units. In this consolidation, deans, chairs and faculty based at the Atlanta campus of the new Georgia State will continue to offer a comprehensive array of selective four-year, graduate, and first-professional degree programs balanced with a heavy faculty commitment in research and creative activity. Faculty in the divisions in Perimeter College will continue to offer a much more limited array of access-oriented associate degree programs which are predominantly comprised of general education courses taken in preparation for the subsequent pursuit of a four-year baccalaureate major. The two-year curriculum at GSU's Perimeter College will continue to be taught by faculty whose workload is largely instruction and service oriented, without much effort devoted or assigned to research and scholarly activity. The continuing differences in level of instruction and engagement in teaching and research are consistent with the consolidated GSU's revised mission as envisioned and approved by the Board of Regents of the University System of Georgia.

Differences in the adequacy and expected workloads of faculty at the new GSU will continue to be correlated with differences in: a) the levels of instruction provided; b) the levels of grant, contact, and research responsibilities of the faculty; and c) the levels of administrative, institutional, and community service obligations. Faculty with heavy research obligations and responsibilities will typically teach less than their colleagues without such research commitments in the new GSU. Faculty with heavy administrative and institutional service obligations will typically teach less than their colleagues without such service obligations in the new GSU. Faculty engaged in supporting doctoral and first-professional degree programs will typically teach fewer traditional courses than faculty at lower degree program levels in order to accommodate greater instructional loads for professional and student research supervision in the new GSU. More full-time faculty will typically be employed to adequately support four-year degree programs in a comprehensive array of different major fields of specialization, especially when graduate programs are involved, than are needed and employed to support a large general education program at the two-year level in the new GSU. Likewise, greater use of part-time faculty in
lower division instruction than at higher levels of instruction can be expected in the new GSU. The extent to which faculty are expected to provide instruction at different off-campus instructional sites and/or online can also result in workload and overload differences.

Such workload differences also translate into legitimate differences in the expected academic qualifications of faculty employed in the new GSU. As is reflected in the Commission’s Guidelines for Faculty Credentials, academically qualified faculty at the associate and baccalaureate instructional levels are not expected to have terminal degrees to the extent that is expected for graduate and first-professional instruction. Similarly, the importance of one’s record of accomplishments in research and creative activity varies according to the department’s and program’s needs for experienced and productive researchers. Consequently, promotion and tenure requirements for faculty teaching and researching at different instructional levels can be expected to be different across colleges and within departments in the new GSU, especially for the faculty in the divisions of GSU’s Perimeter College relative to faculty in GSU’s other colleges.

Needless to say, the determination of the adequacy of the full-time faculty in different program areas of the new GSU is highly situational and multivariate. The guidance provided in the Commission’s Resource Manual on CR 2.8 and its recently adopted Guideline on Core Requirement 2.8 will be followed below in demonstrating continued compliance of the new GSU post-consolidation.

Other Evidence of Continued Compliance

In line with the consolidated institution’s dual mission, faculty definitions differ for faculty at the Atlanta Campus and at Perimeter College, as outlined below.

Definition of Full-Time and Part-time Faculty at the Atlanta Campus, from the GSU Faculty Handbook

306.01 Full-Time University Faculty

Full-time faculty are faculty who have a contract for employment on a 100% workload basis for two out of every three consecutive academic terms. The full-time faculty consist of the following categories:

A. Full-Time Faculty with Board-Approved Academic Rank (Academic Professional, Lecturer, Instructor, Assistant Professor, Associate Professor, Professor) Faculty who are tenured, who are on tenure track including instructors, and who are not on tenure track by contract, are included in this category. All faculty who hold one of the five Board-approved academic ranks are in this category, regardless of additional titles they may hold.

Full-Time Instructional Faculty: Full-time instructional faculty consist of the following: teaching faculty (faculty whose primary assignment is instruction); temporary faculty and visiting faculty when employed at .75 EFT or more; research faculty; and departmental chairman. Academic rank resides in the department.

Librarians: Librarians who hold academic rank in the University Library.
Administrators: Administrators who hold academic rank and have full-time administrative assignments or have been placed on released-time administrative assignments. Administrative appointments serve at the pleasure of the president and can be rescinded at any time.

306.02 Part-Time Faculty
Part-time faculty are those faculty who are employed for the academic year for less than .75 EFT. They do not earn probationary credit toward tenure and are non-tenure track. They may hold a contract for any portion of the 12-month fiscal year. Temporary faculty and visiting faculty are included when employed at less than .75 EFT.

306.03 Part-Time Instructors (PTI's)
Part-time instructors are employed to teach on a per-course/per-semester basis. They have Board approval to teach within a designated academic department(s). All individuals in this category are in non-tenure track positions. PTI's are reappointed each year.

306.04 Graduate Teaching Assistants (GTA's)
Graduate teaching assistants are employed to teach on a per-course/per-semester basis. They are enrolled at the graduate level and have Board approval and/or the Chancellor's administrative approval to teach within a designated academic department. All individuals in this category are in non-tenure track positions. GTA's are reappointed each year.

306.05 Adjunct Faculty
Adjunct faculty hold one of the Board approved adjunct faculty ranks and are authorized to teach within a designated academic department. Adjunct faculty are not paid for instructional duties although they may be employed by the University. All individuals in this category are in non-tenure track positions.

306.06 Emeritus Faculty
A president may, at his/her discretion, confer the title of emeritus/a on any retired faculty member or administrative officer, who at the time of retirement, had ten (10) or more years of honorable and distinguished USG service, provided, however, that the title of President Emeritus/a may be conferred only by the Board of Regents on the recommendation of the Chancellor (BoR Minutes, January 2009.)

Definition of Instructional Faculty from Perimeter's Faculty Handbook for Evaluation, Promotion, and Tenure

The Instructional Faculty have the responsibility to provide effective instruction, to direct and support the learning process for students, to advise students effectively, to provide service related to the discipline or to the College, to maintain standard departmental and college practices and procedures, and to remain current in their teaching discipline. Instructional Faculty members are expected to devote a minimum of 40 hours per week to the institution. Instructional Faculty must carry out their duties in a professional, ethical, and collegial manner that enhances the mission of the institution. The faculty function under the general direction of Department Chairs.

The workload for part-time faculty includes only teaching responsibilities and may not exceed half of the full-time, tenure-track workload. Part-time faculty may not teach more than half of the full-time workload during the academic year (a fall semester and the following spring semester).
Part-time faculty members may not teach more than nine workload units in any semester. If emergency need arises, the vice president for academic affairs may approve a part-time faculty member to work up to twelve workload units during a fall or spring semester. This does not exempt the part-time faculty member from the half-time limits above. See also the BOR Academic and Student Affairs Handbook Section 4.2 Definition of Part-time.

Faculty Workload Models
GSU’s Faculty Handbook

A. Teaching Load
The policies of the Board of Regents state that it is the proper function of the academic authorities of each system institution to prescribe the teaching load to be carried by each member of the faculty. (BOR Policy Section 3.1)

(Faculty Handbook Teaching Load Policy) Workload is a concept with both organizational and individual dimensions. The organizational dimension of workload refers to the collective effort required for any unit to accomplish the goals it has established in relation to the University’s mission and strategic plan. The individual dimension of workload refers to the mix of teaching, research/creative, and service activities required from any individual as part of her/his contribution to a unit’s goals and the institution’s mission. In order for both of these dimensions of workload to be integrated, units should have carefully articulated programmatic goals, and individual assignments should correspond to the accomplishment of both unit goals and individual career goals, as well as the performance of individual faculty.

Once unit goals are identified, the assignment of faculty to accomplish these goals should be equitable. Depending on unit needs and the distribution of faculty talents, individual faculty may be engaged in different mixes of teaching, research/creative, and service activities at any one point in time; individual faculty may be engaged in different mixes of teaching, research and service activities across their careers; and faculty from one unit to the next may be engaged in different mixes of teaching, research/creative, and service activities. Within this context, the intention of a general workload policy is that faculty members contribute comparable levels of effort to their unit’s collective work and that they be rewarded on the basis of their performance of the specified contributions.

Georgia State University is one of the System research universities and also has a two-year college access mission enacted through Perimeter College. Faculty teaching loads are differentiated by these two missions. For those in four-year and graduate programs up to a 4-course teaching load or equivalent per academic year is a reasonable goal for faculty members with substantial, demonstrated, and active records of research/creative activity and of service activity. Faculty members whose activity is primarily teaching may expect a course load of up to 8 courses or equivalent per academic year.

The teaching loads for faculty in Perimeter College reflect the primary teaching mission of the college. Perimeter faculty teach 9 courses/equivalent per year (5 in one semester, 4 in another).

Each college or school must have a workload policy statement that explicitly 1) specifies how teaching, research/creative, and service activities contribute to the assignment of workload for individual faculty;
2) specifies those activities that constitute a course equivalent; 3) specifies how workload assignments are linked to the goals of the unit; 4) specifies how workload assignments are linked to the performance of the individual faculty member; and 5) specifies a mechanism for reporting each year’s workload distributions to the department’s or school’s faculty. The workload policy statement for each unit must be reviewed and approved by the faculty of the unit, by the dean of the unit, and by the provost of the university. Department workload policies can be found in the supporting documents.

College of Arts & Sciences
Andrew Young School of Policy Studies
College of Education and Human Development
College of Law
Byrdine F. Lewis School of Nursing and Health Professions
Perimeter College
J. Mack Robinson College of Business
School of Public Health

Teaching, research, and administrative assignments in summer term are at the discretion of the departmental chairman and the appropriate dean. Faculty may not be compensated more than 33.3% of the previous year’s academic rate for such work (BOR Policy, Section 8.3).

GSU ensures that adequate faculty resources are dedicated to professional service by requiring that all full-time faculty allocate at least 5 percent of their time to professional service activities, such as serving on committee(s), advising, etc. Furthermore, some faculty dedicate much more time to such service, and professional service is evaluated as part of both annual and multi-year reviews of tenure-track faculty. Perimeter College faculty are required to maintain an average of 10 office hours per week, to engage in advising students, and to perform other committee service as assigned.

Adequacy of Full-time Faculty Institution-wide

The consolidated GSU has a sufficient number of full-time faculty to support the new university’s expanded educational and research mission. In Fall 2015, full-time teaching faculty employed at GSU and GPC numbered 1219 and 433 respectively. That semester, GSU and GPC also employed 488 and 504 part-time instructional faculty respectively. Therefore, the consolidated GSU in January 2016 employed about 1,650 full-time instructional faculty and 1,000 part-time faculty.

GSU uses several measures to determine the adequacy of full-time faculty to support the educational and research mission of the new university as a whole:

- Comparison of full-time faculty to part-time faculty, to total FTE enrollment;
- Class size trends;
- Student-to-faculty ratio as compared to GSU’s peer comparators and aspirant comparators; and
- Trends in Research budgets and restricted grant and contract activity for R&D

Comparison of Full-Time Faculty, Part-Time Faculty to Total FTE Enrollment
The pre-consolidated GSU was the second largest institution in terms of total enrollment in the University System of Georgia and experienced the third largest percentage of fall semester growth (15 percent) between 2008 and 2013. The consolidated institution is the largest institution in the University System of Georgia with an estimated 54,000 students expected to be enrolled in Fall 2016. Table 1 provides trend data for Total Full-Time Faculty, Total Part-Time Faculty, Percent of Courses Taught by Full-time Faculty and Full-Time Equivalent Student enrollment for the years 2009-2015 prior to consolidation.

As the data in Table 1 indicates, GSU’s full-time faculty grew consistently each year as total enrollment also grew consistently. This occurred despite the challenges of adjusting to a series of state appropriation budget cuts associated with the Great Recession. GPC’s full-time faculty numbers grew impressively from 2009 to 2011 when enrollment growth peaked and then dropped back as substantial declines in enrollment and budget shortfalls were experienced beginning in 2012. The percentage of courses taught by full-time faculty at GSU remained constant (average 76%), while GPC increased the percentage of courses taught by full-time faculty from 45% to 61%.

Table 1. Full-Time Faculty, Part-Time Faculty, Percentage Taught by FT Faculty, and Total Enrollment.

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Total Full-Time Faculty</th>
<th>Total Part-Time Faculty</th>
<th>Percentage of Courses Taught by FT Faculty</th>
<th># of FTE Students Enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>GSU</td>
<td>GPC</td>
<td>GSU</td>
<td>GPC</td>
</tr>
<tr>
<td>2009</td>
<td>1,132</td>
<td>398</td>
<td>751</td>
<td>759</td>
</tr>
<tr>
<td>2010</td>
<td>1,125</td>
<td>452</td>
<td>802</td>
<td>599</td>
</tr>
<tr>
<td>2011</td>
<td>1,151</td>
<td>573</td>
<td>851</td>
<td>545</td>
</tr>
<tr>
<td>2012</td>
<td>1,211</td>
<td>488</td>
<td>833</td>
<td>497</td>
</tr>
<tr>
<td>2013</td>
<td>1,193</td>
<td>462</td>
<td>867</td>
<td>438</td>
</tr>
<tr>
<td>2014</td>
<td>1,213</td>
<td>431</td>
<td>891</td>
<td>534</td>
</tr>
<tr>
<td>2015</td>
<td>1,217</td>
<td>433</td>
<td>870</td>
<td>504</td>
</tr>
</tbody>
</table>

Note: Full Time and Part Time status is based on Work Status.
* - FTE formula used is \((\text{sum of all UG SCH} / 12) + (\text{sum of all GR SCH} / 9) + (\text{sum of all LW SCH} / 12)\)
** - FTE formula used is \((\text{count of all full-time UG students} + \text{sum of all part-time UG hours}) / 12\)
** - plus (count of all full-time GR students + sum of all part-time GR hours) / 9  
** - plus (count of all full-time LW students + sum of all part-time LW hours) / 12

With the exception of PC, colleges at GSU have student majors attached (i.e. Business majors take courses within the Robinson College of Business, Social Work students take courses within the School of Social Work). The USG method of determining FTE (all FT students + PT student credit hours / 12) is applicable within those colleges. At PC, students’ guided pathways are not attached to the divisions within the college. Area A-E of the core curriculum for the associate degree (42 hours) is made up of courses from all divisions (except in the case of the career associate degrees, i.e., nursing, dental hygiene, and sign language interpreting). The remaining hours in Area F are specific to each guided pathway, with the majority made up of courses that can also be found in Areas A-E. This is why student FTE for PC is calculated as credit hours within the division / 12.

**Class Size Trends**

GSU strives to provide a supportive educational environment. Class size trends are one regularly examined factor used to determine if the institution has adequate faculty to provide instruction in appropriately sized learning environments. As illustrated in Table 2, GSU consistently offered the largest percent of courses with a class size between 20-39 students. And the average class size has been somewhat variable, but relatively stable overall, suggesting that adequate numbers of faculty have been employed to maintain reasonable class sizes as total enrollment increased. Monitoring of class and section size as they relate to enrollment continues to be a practice utilized in the consolidated institution.

**Table 2. Fall Course Sections and Class Size Trends for GSU.**

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th># of Sections</th>
<th>Course Section by Class Size</th>
<th>Average Class Size</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>%&lt; 19</td>
<td>%20-39</td>
<td>%40-99</td>
</tr>
<tr>
<td>2009</td>
<td>2430</td>
<td>17</td>
<td>47</td>
</tr>
<tr>
<td>2010</td>
<td>2536</td>
<td>13</td>
<td>44</td>
</tr>
<tr>
<td>2011</td>
<td>2243</td>
<td>16</td>
<td>48</td>
</tr>
<tr>
<td>2012</td>
<td>2308</td>
<td>18</td>
<td>47</td>
</tr>
<tr>
<td>2013</td>
<td>2317</td>
<td>19</td>
<td>45</td>
</tr>
<tr>
<td>2014</td>
<td>2338</td>
<td>17</td>
<td>48</td>
</tr>
</tbody>
</table>

Georgia State University  
Substantive Change Report: Consolidation  
July 26, 2016
As illustrated in Table 3, GPC consistently offered the majority of courses with a class size under 40 students. Additionally, the average class size at GPC has been very stable from year to year since the peak enrollment in 2011. This data also supports the conclusion that adequate faculty were provided to maintain stable class sizes at GPC, in spite of sharp downturns in enrollment and full-time faculty.

Table 3. Fall Course Sections and Class Size Trends for PC.

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th># of Course Sections</th>
<th>Course Section by Class Size</th>
<th>Average Class Size</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>% &lt; 19</td>
<td>% 20-39</td>
</tr>
<tr>
<td>2009</td>
<td>3067</td>
<td>26</td>
<td>71</td>
</tr>
<tr>
<td>2010</td>
<td>3236</td>
<td>30</td>
<td>67</td>
</tr>
<tr>
<td>2011</td>
<td>3069</td>
<td>31</td>
<td>68</td>
</tr>
<tr>
<td>2012</td>
<td>3111</td>
<td>26</td>
<td>72</td>
</tr>
<tr>
<td>2013</td>
<td>3247</td>
<td>32</td>
<td>66</td>
</tr>
<tr>
<td>2014</td>
<td>3234</td>
<td>30</td>
<td>69</td>
</tr>
<tr>
<td>2015</td>
<td>3215</td>
<td>33</td>
<td>66</td>
</tr>
</tbody>
</table>

Student-to-Faculty Ratios

Each fall semester, the ratio of full-time equivalent students to full-time instructional faculty is calculated for the Integrated Postsecondary Education Data System (IPEDS) report. The ratio for GSU was 21:1 for fall 2014, which is very close to the average for the university's peer comparator institutions which was 20:1, as can be seen in Table 4. The comparability of GSU's student-faculty ratio relative to the ratios of its peer universities attests to the adequacy of full-time faculty at GSU prior to consolidation.

Table 4. GSU IPEDS Student-to-Faculty Ratio for Peer Universities in Fall 2014

<table>
<thead>
<tr>
<th>Institutional Name</th>
<th>IPEDS Student-to-Faculty Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Georgia State University</td>
<td>21</td>
</tr>
<tr>
<td>George Mason University</td>
<td>16</td>
</tr>
<tr>
<td>Indiana University-Purdue University-Indianapolis</td>
<td>19</td>
</tr>
<tr>
<td>Old Dominion University</td>
<td>20</td>
</tr>
<tr>
<td>San Diego State University</td>
<td>28</td>
</tr>
<tr>
<td>Temple University</td>
<td>14</td>
</tr>
<tr>
<td>The University of Texas at Arlington</td>
<td>26</td>
</tr>
<tr>
<td>The University of Texas at Dallas</td>
<td>22</td>
</tr>
<tr>
<td>University of Central Florida</td>
<td>31</td>
</tr>
<tr>
<td>University of Houston</td>
<td>22</td>
</tr>
<tr>
<td>University of Louisville</td>
<td>12</td>
</tr>
<tr>
<td>University of Missouri-St Louis</td>
<td>17</td>
</tr>
<tr>
<td>University of Nevada-Las Vegas</td>
<td>22</td>
</tr>
</tbody>
</table>
GPC’s ratio of full-time equivalent students to full-time instructional faculty has also been comparable to its peer two-year colleges as can be seen in Table 5. In fact, its 19:1 ratio is lower than seven of its nine peer institutions and their overall average of 22:5. These data also support the conclusion that GPC had sufficient full-time faculty prior to consolidation. Note that the primary reason why GPC’s ratio is so low even though over 21,000 students (headcount) were enrolled in Fall 2014 is that many of those students enrolled on a part-time basis, and the full-time equivalent student enrollment was less than half of the headcount enrollment as a consequence.

Table 5. GPC IPEDS Student-to-Faculty Ratio for Peer Universities In Fall 2014

<table>
<thead>
<tr>
<th>Institutional Name</th>
<th>IPEDS Student-to-Faculty Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Georgia Perimeter College</td>
<td>19</td>
</tr>
<tr>
<td>Atlanta Metropolitan State College</td>
<td>20</td>
</tr>
<tr>
<td>Bainbridge State College</td>
<td>19</td>
</tr>
<tr>
<td>Collin County Community College District</td>
<td>26</td>
</tr>
<tr>
<td>Darton State College</td>
<td>22</td>
</tr>
<tr>
<td>East Georgia State College</td>
<td>28</td>
</tr>
<tr>
<td>Georgia Highlands College</td>
<td>21</td>
</tr>
<tr>
<td>Hillsborough Community College</td>
<td>23</td>
</tr>
<tr>
<td>Palm Beach State College</td>
<td>30</td>
</tr>
<tr>
<td>The Community College of Baltimore County</td>
<td>2/1</td>
</tr>
<tr>
<td><strong>Average</strong></td>
<td><strong>22.5</strong></td>
</tr>
</tbody>
</table>

Trends in Research Budgets and Restricted Grant & Contract Activity for R&D

<table>
<thead>
<tr>
<th>Grants and Sponsored Research 2011-2016 (Millions)</th>
</tr>
</thead>
<tbody>
<tr>
<td>$57.5</td>
</tr>
</tbody>
</table>

Between 2011 and 2016, GSU’s grants and sponsored research dollars have increased by 108%. In addition, the one-year increase between 2015 and 2016 was over twenty million dollars. Further, federal sponsorship accounts for approximately 70% of GSU’s research volume. The substantial growth in this area demonstrates the adequacy of full-time faculty who are devoted to research activity.
Adequacy of the Full-Time Faculty by Program Area

Both the Resource Manual and the Guideline call for the disaggregation of full-time and part-time faculty by program area. The primary concern is whether there are sufficient numbers of full-time faculty to fulfill basic faculty functions in each program area such as curriculum development, program evaluations, assessment of student learning outcomes, student advising, etc. As suggested in the Guideline, it is also important to define the term, academic program, for this analysis. The Guideline suggests that broad areas such as social sciences or humanities are not sufficiently disaggregated and should be broken out further by academic discipline areas. For most of GSU's colleges, Instructional departments represent separate academic discipline areas and degree programs. In those cases, the disaggregation of faculty by academic program will be by instructional department. GSU's Perimeter College has one instructional department that represents a single academic discipline of English. Most others consist of multiple disciplines within broader divisions such as Arts & Humanities. In those latter cases, the faculty will be disaggregated by academic discipline to be consistent with the breakouts in other GSU colleges.

The anticipated number of full-time instructional faculty by college and discipline area for Spring 2016 are shown in Table 6. That table also includes the ratios of full-time equivalent students, derived from undergraduate and graduate Student Credit Hour (SCH) totals in the discipline area, to full-time faculty. Variability in those ratios and percentages is due to differences in instructional delivery, class size, student demand, research vs. access mission, associate level/undergraduate/graduate mix, workload assignments, and use of well-qualified part-time faculty. These data indicate a pattern of adequate full-time faculty staffing across program areas.

What should be obvious in scanning the content of Table 6 is that there is a substantial critical mass of full-time faculty in every academic program area. Those full-time faculty are available to adequately design and develop curriculum in the program area, assess program and student learning outcomes, provide student advisement, and manage other institutional service functions related to the program area.
<table>
<thead>
<tr>
<th>Georgia State University College and Department</th>
<th>Degree Levels Offered</th>
<th>Associates</th>
<th>Bachelors</th>
<th>Masters</th>
<th>Education Specialist</th>
<th>Doctorate</th>
<th>Full-Time Faculty Total</th>
<th>Part-Time Faculty Total</th>
<th># of Faculty Enrolled</th>
<th>FTE Student to FT Faculty Ratio</th>
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<tbody>
<tr>
<td>Andrew Young College of Policy Studies</td>
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<tr>
<td>Byrdine F. Lewis School of Nursing and Health Professions</td>
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July 26, 2016
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<td>115</td>
<td>1:6</td>
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July 26, 2016
| Educational Psychology | X | X | X | 29 | 41 | 151 | 1:5 |
| Speech Disorders and Communication Disorders | | | | | | | |
| Kinesiology & Health | X | X | X | 20 | 25 | 171 | 1:9 |
| Learning Technology | X | X | X | 6 | 9 | 36 | 1:6 |
| Middle and Secondary Education | X | X | X | 21 | 29 | 423 | 1:20 |
| School of Public Health | | | | | | | |
| Public Health | X | X | X | 29 | 15 | 260 | 1:9 |
| J. Mack Robinson College of Business | | | | | | | |
| Accountancy | X | X | X | 20 | 11 | 990 | 1:50 |
| Computer Information Systems | X | X | X | 24 | 12 | 942 | 1:39 |
| Finance | X | X | X | 16 | 10 | 817 | 1:51 |
| Health Administration | X | | | 9 | 2 | 80 | 1:9 |
| Hospitality Administration | X | | | 6 | 6 | 259 | 1:43 |
| International Business | X | | | 11 | 1 | 38 | 1:3 |
| Managerial Sciences | X | X | X | 30 | 14 | 874 | 1:29 |
| Marketing | X | X | X | 29 | 19 | 1,101 | 1:38 |
| Real Estate | X | X | X | 3 | 5 | 87 | 1:29 |
| Risk Management and Insurance | X | X | X | 25 | 10 | 401 | 1:16 |
| College of Law | | | | | | | |
| Law | X | | | 50 | 42 | 595 | 1:12 |

Georgia State University
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July 25, 2016
Implications for Faculty Workload

At both institutions, faculty workloads, including teaching load, vary by department and faculty member. For Spring 2016, each faculty member’s workload was based on former GSU and GPC policies, and consultation between the faculty member and the relevant supervisor(s) during the fall semester when the spring teaching schedules were set. Spring 2016 teaching loads were assigned during Fall 2015 before consolidation became effective.

The policies of the Board of Regents state that it is the proper function of the academic authorities of each system institution to prescribe the teaching load to be carried by each member of the faculty. (BOR Policy Section 3.1) Workload is a concept with both organizational and individual dimensions. The organizational dimension of workload refers to the collective effort required for any unit to accomplish the goals it has established in relation to the University's mission and strategic plan. The individual dimension of workload refers to the mix of teaching, research/creative, and service activities required from any individual as part of her/his contribution to a unit’s goals and the institution’s mission. In order for both of these dimensions of workload to be integrated, units should have carefully articulated programmatic goals, and individual assignments should correspond to the accomplishment of both unit goals and individual career goals, as well as the performance of individual faculty.

Once unit goals are identified, the assignment of faculty to accomplish these goals should be equitable. Depending on unit needs and the distribution of faculty talents, individual faculty may be engaged in different mixes of teaching, research/creative, and service activities at any one point in time; individual faculty may be engaged in different mixes of teaching, research and service activities across their careers; and faculty from one unit to the next may be engaged in different mixes of teaching.
research/creative, and service activities. Within this context, the intention of a general workload policy is that faculty members contribute comparable levels of effort to their unit's collective work and that they be rewarded on the basis of their performance of the specified contributions.

Because Georgia State University is one of the System research universities, up to a 4-course teaching load or equivalent per academic year is a reasonable goal for faculty members with substantial, demonstrated, and active records of research/creative activity and of service activity. Faculty members whose activity is primarily teaching may expect a course load of up to 8 courses or equivalent per academic year.

Each college or school must have a workload policy statement that explicitly 1) specifies how teaching, research/creative, and service activities contribute to the assignment of workload for individual faculty; 2) specifies those activities that constitute a course equivalent; 3) specifies how workload assignments are linked to the goals of the unit; 4) specifies how workload assignments are linked to the performance of the individual faculty member; and 5) specifies a mechanism for reporting each year's workload distributions to the department's or school's faculty. The workload policy statement for each unit must be reviewed and approved by the faculty of the unit, by the dean of the unit, and by the provost of the university.

GSU employs sufficient full-time faculty, both to support its teaching, research and service mission, and also to minimize overload assignments to ensure academic program quality. The consolidated GSU policy on teaching overloads complies with the policy on "Faculty Overloads and Instructional Staff Responsibilities" of the BOR's Academic and Student Affairs Handbook (sec. 4.10). As part of the consolidation, Georgia State has undertaken a revision of its Faculty Handbook.

Supporting Documentation

1. BOR Academic and Student Affairs Handbook Section 4.2
2. BOR Policy Section 3.1
3. Faculty Handbook Teaching Load Policy
4. College of Arts & Sciences Workload Policy
5. Andrew Young School of Policy Studies Workload Policy
6. College of Education and Human Development Workload Policy
7. College of Law Workload Policy
8. Byrdine F. Lewis School of Nursing and Health Professions Workload Policy
9. Perimeter College Workload Policy
10. Robinson College of Business Workload Policy
11. School of Public Health Workload Policy
12. BOR Policy, Section 8.3
13. Faculty Overloads and Instructional Staff Responsibilities
14. BOR's Academic and Student Affairs Handbook (sec. 4.10)
2.9  The institution, through ownership or formal arrangements or agreements, provides and supports student and faculty access and user privileges to adequate library collections and services and to other learning/information resources consistent with the degrees offered. Collections, resources, and services are sufficient to support all its educational, research, and public service programs. *(Learning resources and services)*

**Compliance Statement**

Georgia State University is in compliance with this core requirement.

**Impact of Consolidation on the Library and Learning Resources**

Those substantive changes that have occurred as a result of the consolidation of Georgia State University (GSU) and Georgia Perimeter College (GPC) with respect to library and information services are mostly positive. Though the consolidation has required the merger of two different library organizations and their cultures, this challenge has created an opportunity to review processes and structures comprehensively. The major benefit of consolidation is one library organization that is stronger and more efficient. The consolidation also increases the number and quality of online resources available to Perimeter College students and faculty. Students, faculty and staff at both of the pre-consolidation institutions have gained access to the expertise of the personnel in the respective institutions. Each campus library of the new GSU continues to provide a level of service which is at least the same, if not better, than was available prior to consolidation. The Dean of Libraries, reporting to the Senior Vice President for Academic Affairs and Provost, provides administrative oversight for the consolidated GSU Library.

**Other Evidence of Continued Compliance**

Student and faculty access to the statewide library collections of the GALILEO Interconnected Libraries (GIL) and the state’s online virtual library (GALILEO) are unaffected by the consolidation.

Students enrolled in online courses and programs and those at off-campus instructional sites continue to have access to library resources online, through in-person access, and via borrowing privileges described later in CR 2.9.

The increase in FTE for the consolidated university has resulted in increases in the cost of various resources. The library has also seen prices increase on some of those resources previously available only at GSU Atlanta Library based on the new GSU’s status as a multi-campus institution. Consequently, the GSU administration has increased the library’s FY2017 collections budget to ensure that the consolidated library can continue to support GSU’s research mission and provide resources that are consistent with the degrees offered by the new GSU.

The adequacy of library resources to support the educational, research, and public service programs of both institutions prior to consolidation was confirmed in the last reaffirmations of SACSCOC.
accreditation and numerous national accreditations of specific programs and units at GPC and GSU prior to consolidation. The resources of the GSU Library have been sufficiently leveraged and enhanced as a function of consolidation to ensure continuation of adequate support for the mission of the new GSU. All GSU students, faculty, and staff have access to the consolidated print, ebook, and media collections, comprising over 2.5 million volumes available through the Atlanta, Alpharetta, Clarkston, Decatur, Dunwoody, and Newton libraries, and the Law Library. Electronic resources, such as databases and digital collections, are available online on- and off-campus to all GSU students, faculty, and staff. They also enjoy access to a larger library faculty and staff, with more diverse expertise and the ability to provide more extensive research support because of this expanded network of library employees.

The GSU Library

Mission:

The Georgia State University Library supports the University’s role as an enterprising public research university by providing resources and services that enable the creation of new knowledge, expand research opportunities, extend the boundaries of imagination, and enhance student learning.

The GSU Library consists of a library facility at each of the campuses in Atlanta, Alpharetta, Clarkston, Decatur, Dunwoody, and Newton, and at the Law Library, which is part of the Georgia State University College of Law. The libraries are located in the heart of downtown Atlanta and at points north and east in the metro-Atlanta area, within a range of 10 to 45 miles from the largest facility in Atlanta. All libraries are accessible by interstate, state highway, public transit, and personal vehicle. GSU students, faculty, and staff have access to all campus libraries and their collections, online instruction on services and resources, and online databases and print collections.

Each library location maintains a print collection for onsite and circulating use. Access to the print collection has not changed as a result of consolidation; all GSU students, faculty, and staff have access to the print collections held at all library locations. Access to the print collection has been enhanced with a courier service that runs three times per week and delivers requested materials among the libraries. The GSU Library's online information, learning resources, and collections are in the process of being consolidated into a single web presence that provides 24/7 access to online collections and resources, along with online services that include live chat reference, email reference, group study room reservations, and interlibrary loan requests.

Many library collections throughout Georgia can be accessed electronically through the GALILEO Interconnected Libraries (GIL) system and Georgia’s virtual library, GALILEO (Georgia Library Learning Online). The consolidated GSU Library benefits from these services because they are funded by the state of Georgia and supported by the USG Office of Information and Instruction Technology. In addition, the GSU Library provides access beyond GALILEO to full-text and index databases, historical newspapers, sound recordings, photographic archives, special collections, and musical scores. Access to and use of GIL and GALILEO have not changed as a result of consolidation. Associated policies, procedures, workflows, and assessment have been consolidated to ensure that the GSU Library continues to meet the educational and research needs and expectations of students and faculty.
GSU Library Facilities and On-Site Resources

The Atlanta Campus Library provides support for the wide array of undergraduate and graduate degree programs in the arts, business, education and human development, nursing and health professions, policy studies, public health, humanities, social sciences, sciences and mathematics. The Atlanta Campus Library includes two buildings centrally located on campus. Library North (179,500 sq. ft.), a five story building built in 1969, and Library South (122,515 sq. ft.), an eight-story building built in 1981, are located on opposite sides, north and south, of Decatur Street. Both buildings were renovated in 2008. In 2014, CURVE (Collaborative University Research & Visualization Environment) was built on the 2nd floor of Library South. This glass-enclosed space features a 24-foot-wide, touch-enabled visualization wall designed for collaborative visual and data-rich research projects, as well as seven additional workstations featuring high-powered PCs and Mac Pros that allow users to work with and manipulate large images and datasets. Library North and Library South are connected by a four-story enclosed walkway spanning Decatur Street which is accessed on the 2nd, 3rd, 4th, and 5th floors of each library. Special collections and archives are located on the top floor of Library South, co-located with assisting staff. Some special collections and archives are housed outside the library in two buildings, Dahlberg Hall (2,894 sq. ft.) and Urban Life (1,018 sq. ft.)

The Atlanta Campus Library is open 107 hours per week, seven days a week. Its primary users are the 29,226 students and 1,144 full time faculty engaged in the educational and research programs of the downtown GSU campus. The library provides seating for 1,961 students/users as well as two computer-equipped classrooms seating 52 and 27 students/users. Office space and workrooms are available for 100 library employees. In addition to quiet areas and seating for individual study and research, the library houses 52 group study rooms equipped with conference tables, whiteboards, and internet connections; nine “V-Rooms” featuring 60-inch HD monitors, bring-your-own-device connections, whiteboards, and group tables; and a “one-button studio,” a state of the art video recording studio with a fully integrated digital camera, lighting, microphone, lectern, green screen, and computers for video editing. The library’s facilities are available to all students, faculty, and staff of Georgia State University.

The library maintains 470 workstations, 78 of which are in the library classrooms. These workstations provide access to electronic collections (books, journals, and other research materials) in a broad range of subject fields and a full suite of production software. On-site support is available. Secure network access, including the GSU wireless network, is available throughout the library. Examples of other learning resources and services provided by the University Library include copyright consulting, data management consulting, data visualization services, mobile access, and digital scanning services including sheet map, large format and 3-D. The library offers authorized users the ability to borrow technology and related peripherals such as laptops, iPads, Android tablets, scientific and graphing calculators, digital SLR cameras, camcorders, data/LCD projectors, Chromebooks and GoPro cameras. Primary service areas include circulation (including GIL Express) and print and e-reserves, technology assistance, interlibrary loan, collection development, library instruction, research and consulting, data visualization services, digital library services, special collections and archives, and institutional repository including journal hosting.

The Law Library, which is also located in downtown Atlanta, provides faculty, students, and staff of the College of Law with the information resources and services that are necessary to support effective legal instruction and research. The Law Library is open 103 hours per week, seven days a week. Its primary
users include GSU’s 564 law students and 63 law faculty. It is located in a 50,817 square foot facility inside the recently completed (2015) College of Law building. The facility provides seating for 445 students/users, work spaces for 15 employees and 28 group study rooms/collaborative spaces. The library has 16 student workstations that provide access to electronic collections, including databases unique to legal education and only available in the Law Library. Secure network access, including the GSU wireless network, is available throughout the building. Assistance is accessible remotely via email and chat with librarians, and the library provides 24/7 access to online collections and resources. Primary service areas are circulation, reference, faculty research support, legal research instruction, interlibrary loan, and student law journal support.

The five branch campus libraries currently provide support largely for two-year degree and certificate programs of GSU’s Perimeter College in arts and humanities, science, business, health sciences, education and social sciences.

The 1,800 square foot Alpharetta Campus Library opened in 2010. Its primary users are the 2,202 students and 25 full-time faculty engaged in the educational programs of GSU’s Perimeter College at GSU’s Alpharetta campus. It provides 10 workstations with access to electronic books, journals, and databases in a broad range of subject fields. Network access is available in the 36-seat facility which provides office space for three employees. The Alpharetta Campus Library is open 50 hours per week, Monday – Friday.

The 97,000 square foot Clarkston Campus Library was built in 1993. Its primary users are the 5,155 students and 138 full-time faculty engaged in the educational programs of GSU’s Perimeter College at GSU’s Clarkston campus. The library provides seating for 400 users with 45 workstations, a library instruction classroom with 34 workstations, and three student study rooms. The workstations provide access to electronic books, journals and databases in a broad range of subject fields. The library contains office and workspaces for 17 employees. Laptops and calculators are available for users to borrow and use within the facility. The library is open 71 hours per week, Monday – Saturday.

The Decatur Campus Library occupies a portion of the third floor of the A Building on the Decatur Campus. Constructed in 1972 and renovated in 2015, the 9,794 square foot facility has seating for 158 students/users, 29 workstations, and a classroom with 21 workstations. The workstations provide access to electronic books, journals and databases in a broad range of subject fields. The library contains office and workspaces for five employees. Laptops and calculators are available for users to borrow and use within the facility. The library is open 67 hours per week, Monday – Saturday. Its primary users are the 2,671 students and 48 full-time faculty engaged in the educational programs of GSU’s Perimeter College at GSU’s Decatur campus.

The Dunwoody Campus Library occupies approximately 37,600 square feet in a three story building completed in 2002. The facility provides seating for 265 students/users with 42 workstations and a classroom with 24 workstations. The workstations provide access to electronic books, journals and databases in a broad range of subject fields. The library has six group study rooms that seat 6-8 students/users, and contains office and workspaces for nine employees. Laptops and calculators are available for users to borrow and use within the facility. The library operates 69 hours per week, Sunday – Friday. Its primary users are the 6,840 students and 128 full-time faculty engaged in the educational programs of GSU’s Perimeter College at GSU’s Dunwoody campus.
The Newton Campus Library occupies 8,800 square feet and opened in 2009. It provides seating for 143 students/users including 29 individual study carrels and three group study rooms. Twenty-four workstations provide access to electronic books, journals and databases in a broad range of subject fields. The library contains office and workspaces for four employees. It operates 66 hours per week, Monday – Saturday. Its primary users are the 1,781 students and 41 full-time faculty engaged in the educational programs of GSU’s Perimeter College at GSU’s Newton campus.

Selected Usage and Assessment Information

Evidence of the adequacy of the libraries to sufficiently serve the needs of users has been documented in several ways. During the 2015-2016 academic year, the libraries saw a combined total of more than 3.1 million visits by users. Also during the year, users had access to nearly two million physical volumes and over 700,000 ebooks. Users checked out more than 160,000 items, along with nearly 67,000 equipment (laptops, calculators, tablet computers, etc.) loans. Users reserved the libraries’ group study rooms close to 73,000 times. The Atlanta campus library alone recorded over 350,000 workstation logins. These numbers show that users take advantage of the libraries’ facilities, resources, and services at impressive rates.

The libraries have a record of regularly surveying user populations and have collected the following feedback from recent surveys:

• On a recent Perimeter College branch campus library survey, Perimeter College students rated the item, “library staff members helped me with what I needed,” an average of 3.6 on a 4.0 scale, with 4.0 corresponding to “strongly agree.” Respondents to the same survey rated the item, “the library has the books and articles I need to complete my research assignments,” an average of 3.4 on a 4.0 scale, with 4.0 corresponding to “strongly agree.”

• Results from a recent Atlanta campus student survey show that the top five hardware and software needs identified by students are met by the libraries.

• In a survey of Atlanta sophomore and junior students, seventy-three percent (73 percent) of respondents agreed or strongly agreed that the library’s services and resources help them get better grades in their classes.

• Respondents to a survey of Atlanta graduate students offered the library an average overall satisfaction rating of 4.4 on a 6.0 scale, with 6.0 corresponding to “very satisfied.”

• In a survey of Atlanta faculty, responding faculty commended the library on its digital desktop article delivery service.

• Results from the most recent Law Library annual student survey showed that 78 percent of respondents come to the library to use the print collections, and roughly the same number (74 percent) indicated that they visit the library every day that they have classes. Ninety-four (94) percent of responding College of Law students noted that they take advantage of the library’s study spaces.

An ongoing commitment to ensuring the library sufficiently serves the needs of its users is the Student Library Advisory Council (SLAC). Established in 2012 at the Atlanta Campus Library, SLAC exists to provide the library with a student perspective on the library’s services, resources, facilities, and policies. Beginning in fall 2016, the council will be expanded to include student representation from all instructional sites. The Law Library maintains its own advisory group, the Law Library Student Advisory
Council, which provides feedback on events, trainings, library issues and concerns, and suggestions for improvements.

Administration and Staffing of the Library

The GSU Library employs qualified faculty and staff who assist and support faculty and students in all research areas and educational programs, at all locations both physical and virtual. As the organizational chart reflects, administrative oversight is the responsibility of the Dean of Libraries. The libraries are managed by professional librarians who are physically located at each campus. Librarians are also engaged with students and faculty at the university's instructional sites, including those in online courses and programs via chat, email, and telephone.

Following consolidation, a new position, Department Head, Perimeter College Library Services, was created to direct the operations of the branch library locations. The Department Head, Perimeter College Library Services, reports to the Dean of Libraries. Since consolidation, several employees have transferred to positions on different campuses as a result of centralizing some functions.

Presently, 58 full-time librarians hold an ALA-accredited master's in library science or its equivalent. Twenty-nine librarians hold an additional master's degree, three possess a Ph.D., and six in the Law Library hold a J.D. degree. The academic credentials of those library faculty are provided in the supporting documentation. In addition, the GSU Library employs 117 FTE support staff and 27 FTE student assistants.

Some of the consolidation-related efficiencies that are planned or in progress are:

- Centralized technical services functions
- Centralized collection development functions
- Centralized digital library services functions, including web services
- Centralized budgeting and human resources functions

Funding of the GSU Library

The Dean of Libraries administers the budget and organization of the GSU Libraries. The FY 2017 budget of the consolidated libraries is shown in Table 1. The combined FY 2016 library budgets for GPC and GSU prior to consolidation totaled $12,929,115. The $500,000 increase in overall library funding for FY 2017 was necessary, largely due to the additional FTE of the consolidated university, which resulted in subscription cost increases for various FTE-based library resources. There were no reductions or additions in library personnel services following consolidation. However, an additional $170,777 was provided in FY 2017 for salary (merit increases).
Table 1. FY17 Budget for the GSU Library

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>GSU Libraries</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personnel Services</td>
<td>$7,293,203</td>
</tr>
<tr>
<td>Travel</td>
<td>$96,000</td>
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<tr>
<td>Operating Supplies and Expenses**</td>
<td>$1,548,052</td>
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<tr>
<td>Equipment Capital Outlay**</td>
<td>$4,234,230</td>
</tr>
<tr>
<td>Total</td>
<td>$13,171,485</td>
</tr>
</tbody>
</table>

**Together, these lines reflect a $500,000 addition from the University to help cover the anticipated increase in acquisition expenses.

Library Collections and Collaborative Resources

The GSU Library currently provides learning and information resources that are consistent with the needs of academic programs offered at each degree level, thereby ensuring adequate support of the consolidated university’s mission. Through the GSU Library, faculty and students on each campus have access to a tremendous amount of scholarly and research materials in a variety of formats through the holdings and licenses of the consolidated library: print monographs, ebooks, online databases, digital collections, audiovisual materials, microforms, sound recordings, musical scores, and datasets. At the conclusion of FY16, consolidated volume counts included:

- Print volumes: 1,972,475
- eBooks: 767,353
- Physical media and audiovisual materials: 45,849
- Microforms: 2,321,751

The GSU Library’s collections are searchable through an integrated library system (Voyager), which provides online access to individual library holdings information for on- and off-campus students, faculty, and staff. Since consolidation, access to collection holdings information has been improved with the merger of the libraries’ Voyager systems into one instance; all library holdings are now managed within and discoverable across one platform.

ScholarWorks @ Georgia State is the university’s open access institutional repository. University researchers’ scholarly contributions are freely available through ScholarWorks. These include faculty publications and presentations, students’ theses and dissertations, university-created and -managed open access journals, and conference proceedings. Currently, ScholarWorks contains nearly 6,500 items representing 427 subject disciplines.
Digital Collections are comprised of rare or unique resources from the GSU Library’s Special Collections & Archives and general collections which have been digitized or are born digital and are made freely available online. These collections provide centralized access to GSU’s diverse inventory of legacy and teaching collections for purposes of instruction, scholarship, and archival preservation. Notable collections include Atlanta Journal-Constitution Photographs, the Great Speckled Bird, Johnny Mercer Collections, Lane Brothers Photographs, and Planning Atlanta, A New City in the Making, 1930s-1990s.

GIL & GALILEO. GSU students, faculty, and staff have access to and borrowing privileges from the collections of the college and university libraries in the state of Georgia. Georgia State University is a member of the GALILEO Interconnected Libraries (GIL) system and Georgia’s virtual library, GALILEO (Georgia Library Learning Online), each of which is described below. In addition to GALILEO and GIL, the GSU Library participates in a number of collaborative organizations, consortia, and regional, national, and international resource sharing memberships that facilitate access to and enhance the availability of print and electronic resources for students and faculty, regardless of their physical locations. Examples of resource sharing are described below.

- Through collaboration and resource sharing, Georgia Library Learning Online (GALILEO) provides anytime, anywhere access to library information for all Georgia citizens and seeks to improve local library services by lowering institutional costs for database subscriptions while also increasing online access to a wider range of shared electronic materials. Georgia’s virtual library was initiated in 1995 by the USG. GALILEO supports more than 100 core databases, indexing thousands of periodicals, newspapers, and scholarly journals with more than 10,000 journal titles provided in full-text. These are supplemented by 200 other databases funded by the GSU Library. Participating members include the USG’s 29 public colleges and universities (including GSU), 29 private colleges and universities in Georgia, all of the state’s 25 technical colleges, 13 public library systems, two special libraries in Georgia, and hundreds of K-12 public schools. GALILEO is funded by the state of Georgia and supported by the USG Office of Information and Instructional Technology.

- GALILEO Interconnected Libraries (GIL) provides access to the library collections of all 29 USG institutions of higher education. The purpose of this cooperation is to allow each institution to participate and share resources equitably while developing the necessary core resources for each local institution. Access to these consortial collections is through each library’s online catalog (GIL) and the union catalog for GIL. GIL is the integrated library management system for acquiring, cataloging, discovering, and circulating the collections of all libraries in the 29 USG institutions, including the resources of the state’s top research universities as well as the libraries of the Atlanta History Center and the Georgia Department of Archives and History. GIL maintains an online union catalog of more than 13 million bibliographic records housed across the USG, two-thirds of which are unique holdings at one of the member libraries. GIL Express facilitates the borrowing of materials across the system. USG students, faculty and staff have access to all eligible circulating material at all USG libraries through either onsite or remote requesting services. GIL is funded by the state of Georgia and supported by the USG Office of Information and Instructional Technology.

The Atlanta Regional Council for Higher Education (ARCHE) comprises 20 public and private colleges, universities (including GSU), and other institutions of higher learning in the Atlanta area. The diversity of
institutional missions represented by the membership includes liberal arts colleges, major research universities, comprehensive undergraduate/graduate universities, a school of medicine, a college of art, faith-related institutions, historically black colleges and universities, and single-gender colleges. The consortium provides access to more than 10 million titles through interlibrary loans and interlibrary use. Interlibrary loan is available through truck delivery of library materials. A supplemental advantage of ARCHE over GIL is that its membership includes 12 private colleges and universities in the Atlanta area that provide library access and lending to member faculty, students, and staff. Consequently, GSU has access to unique collections at institutions such as Emory University, Agnes Scott College, Clark Atlanta University, Morehouse College, Spelman College, the Savannah College of Art and Design-Atlanta, the international Theological Center, and others.

The GSU Library is a member of the Center for Research Libraries (CRL). More than 260 college, university, and independent research libraries in the U.S., Canada, and Hong Kong are members. Since 1949, member libraries have worked together to identify, preserve, and acquire critical evidence and documentation for advanced research and teaching. Researchers, faculty, and students of member libraries benefit from the CRL collections and services such as access to primary source material from national archives, foreign and national government documents, trade and industrial journals, and newspapers. The CRL collections are associated with the fields of science, technology, engineering, and agriculture in addition to the humanities, social sciences, and law.

User-Focused Support and Services

Access to all library staff, resources, and services is essential for students and faculty, no matter their location or need. The GSU Library publishes its operating schedules for in-person/walk-in access and services. Online library services are accessible via individual user login authentication all day, every day, and all users benefit from ubiquitous access to high-quality information resources. The libraries offer orientation sessions and instruction on accessing on-site and electronic resources, use of borrowing and loan programs, archives and special collections, and research assistance.

As noted previously, each campus library provides workstations for use by students, faculty, and staff to ensure access to journal articles, ebooks, digitized collections, video tracks, maps, and more. In addition, each workstation provides access to productivity software, such as the Microsoft Office suite, and specialty software, including Photoshop and ArcGIS, are available at the Atlanta Campus Library to all GSU faculty, staff, and students. All campus libraries provide printing services and most provide laptops and other equipment for checkout.

Library staff are available to all users through a variety of means, both virtually and in person. GSU librarians serve as discipline specialists and liaisons to the academic faculty and departments. This arrangement forges a strong relationship between teaching and research faculty and library faculty. Teaching and research faculty work with library faculty to develop learning resources associated with program curricula and research. Librarians also collaborate with faculty to develop effective search strategies, assist with critical literature reviews for research proposals, consult on data management plans, introduce information resources at faculty meetings, and produce scholarly publications and presentations. Library faculty deliver instruction in the use of information resources through group sessions, individual consultations, and workshops on specialized resources. The libraries also provide
online tutorials, user guides, and reference assistance. Librarians responsible for a subject area rely on a variety of tools to inform selection and purchase of relevant materials, including GOBI, Choice, and others. In managing the collections.

The GSU Library provides a **Distance Learning Service** to ensure that library services for distance learners are equivalent to those provided to on-campus students. Distance education (DE) students can access university-licensed databases from off-campus, check out books, access e-reserves, check the status of books that have been checked out, and make interlibrary loan requests. Additionally, DE students can access library help through phone calls, live chat reference, and email. Phone conferences tailored to the students' schedules can be arranged to provide one-on-one assistance to distance learners. GIL Express is a service by which DE students can request delivery of regularly circulating books from any University System of Georgia (USG) library to the nearest USG library for pickup. Online tutorials are provided on the library's website so students can learn how to search for library materials.

In collaboration with the Office of Disability Services, the libraries will continue to meet the needs of patrons with disabilities. Facilities are ADA compliant and available assistance includes materials retrieval from collections; library orientation or research consultation; instruction in specific equipment operation; referrals to campus and off-campus resources; and other reasonable accommodations. The Atlanta Campus Library and the Center for Disability Services offices on the other campuses provide access to the following hardware and software:

- 27-inch monitor
- JAWS screen reading software
- Premier to Go (ptg)
- Inspiration 8
- Read & Write Gold
- Zoomtext
- Dragon Naturally Speaking
- SARA (Scanning and Reading Appliance)
- CCTV device
- Braille printer
- Magic screen magnification software
- Adjustable workstations
- Trackball mice and ergonomic keyboards

**Special Collections & Archives**

Special Collections & Archives is housed within the Atlanta Campus Library and is staffed by a department head, an assistant department head, five archivists, and five support staff. Many of the collections consist of records and papers documenting the twentieth and twenty-first century American South. Subject strengths of Special Collections & Archives include the heritage of workers and their unions in the South and elsewhere (Southern Labor Archives, Archives of the International Association of Machinists and Aerospace Workers); American popular music and culture (Johnny Mercer Collection, Popular Music & Culture Collection); efforts to ratify the Equal Rights Amendment (ERA) in Georgia and the second wave of the women's movement (Donna Novak Coles Georgia Women's Movement Archives); regional and national efforts to ratify the ERA and the second wave of the women's
movement (Lucy Hargrett Draper Collections on Women’s Rights, Advocacy, and the Law); LGBTQ activist and advocacy activities in Georgia and the Southeast (Archives for Research on Women and Gender); and other social movements, especially in Georgia (Social Change Collection). Georgia’s political heritage is documented in several of the collections as well as the Georgia Government Documentation Project. The department also houses the Georgia State University Archives, consisting of records of University offices, deliberative bodies, and organizations, as well as resources on GSU history. The Georgia State University Archives will expand to include the records and history of Georgia Perimeter College.

All users of Special Collections & Archives can access archival holdings information and some digital content through GIL and Digital Collections. Onsite access to collections and reference assistance are available during the department’s operating hours, which are available on the library’s website. Reference assistance also is provided via phone and email.

Memberships

The GSU Library is a member of the Association of Southeastern Research Libraries, the Center for Research Libraries, the Digital Library Federation, and the Coalition for Networked Information. The Law Library holds membership in Computer-Assisted Legal Instruction, Ex Libris Users of North America, the Legal Information Preservation Alliance, the Law Library Microform Consortium, LYRASIS, the New England Law Library Consortium, and OASIS.

Supporting Documentation

[1] GSU Library website
[2] GALILEO Interconnected Libraries (GIL) - About
[3] Georgia Library Learning Online (GALILEO) - About
[4] GSU Librarians – Credentials
[5] Organizational chart of the Georgia State University Library
[6] ScholarWorks @ Georgia State
[7] Digital Collections
[8] Atlanta Regional Council for Higher Education (ARCHE) membership
[9] ARCHE loan information
[10] Center for Research Libraries (CRL) information
[11] Distance Learners
2.10 The institution provides student support programs, services, and activities consistent with its mission that are intended to promote student learning and enhance the development of its students. (Student support services)

Statement of Compliance

Georgia State University is in compliance with this core requirement

Impact of Consolidation

Consistent with its mission, the consolidated Georgia State University has a wide variety of student support programs, services, and activities that promote student learning and enhance the development of its students. That array of student support services is greater and benefits more students as a function of consolidation than was the case prior to consolidation.

The student support programs, services, and activities of Georgia Perimeter College were largely combined with and consolidated into the similar and existing student support programs, services, and activities of Georgia State University. Student support services are now centrally administered from the Atlanta campus, with representatives located on all of the suburban campuses. Two vice presidents oversee student support programs, services, and activities for the new GSU’s large student body and more complex operation. In addition, intercollegiate athletics are managed by the Athletics Director. The Vice President for Student Affairs oversees the student support programs and services that pertain to student life, development, and activities. The Vice President for Enrollment Management & Student Success oversees the student support programs and services that pertain to recruitment, retention, progression, and success academically. Both of these vice presidents report to the Senior Vice President for Academic Affairs & Provost. That organizational structure reflects the university’s commitment to reinforcing the partnership and interdependence of various academic and student affairs units for effectively serving students.

The student support services that existed at GPC’s five campuses prior to consolidation continue to be offered to students on those GSU suburban campuses today. In the wake of consolidation, however, those services are now coordinated centrally from the Atlanta campus. For example, the Student Affairs Division administers student activities functions at each of the five GSU-Perimeter campuses (Alpharetta, Clarkston, Decatur, Dunwoody, and Newton), with staff and faculty at each site, but those functions are coordinated through the Atlanta Campus. Prior to consolidation, GPC had 91 interest-based chartered student organizations that continue to exist post-consolidation on the GSU suburban campuses. Those chartered student organizations now follow the same regulations and have the same oversight as all other chartered student organizations at GSU. All of GSU’s campuses, including the main campus in downtown Atlanta, follow a single set of regulations for operations and consistency regarding policies and procedures. All GSU students comply with a single Student Code of Conduct, which is applied to each campus equally. Students attending classes at each site elect Student Government Association (SGA) representatives and various executive officers that meet and govern locally; however, the SGA President is elected on a university-wide ballot to represent all students enrolled at all locations. Further, each off-campus site had a student programming board (“JAG”) that has been
renamed Spotlight Programs Board and continues to provide student activities and programs of interest to the students at each site. Moreover, each board coordinates with the downtown campus in planning a number of university-wide large-scale events that existed at Georgia State University prior to the consolidation (e.g., Homecoming, "Georgia State Night at Six Flags," "Georgia State Night at the Aquarium," and various concerts). Programs that have a focus on diversity and multiculturalism are represented on each campus, with the primary coordination being done through the Atlanta Campus. Finally, while funding for all student activities and student organizations at each site continues to be allocated from student activity fee monies, which are based upon both fee structure and enrollment at the site, a single set of guidelines determines university-wide funding criteria.

Student Body Profile for Which Student Support Services are Provided

The Georgia State community is characterized and strengthened by its diversity, which is among our greatest sources of pride. Our student body reflects the makeup of our state and anticipates the increasing diversity of our nation as a whole, as acknowledged in the University's Diversity Strategic Plan. GSU is now the largest university in the USG, with more than 50,000 students, over 2,700 faculty members and nearly 300 degree and certificate programs in over 100 fields of study. Georgia State has a racially diverse student body with 37 percent being white, 38 percent black, 13 percent Asian, 5 percent mixed race, 0.3 percent American Indian, 0.1 percent native Hawaiian/Pacific Islander and 7 percent unreported. Eight percent of Georgia State students define their ethnicity as Hispanic.

GSU confers approximately 9,000 degrees annually and has approximately 500,000 alumni. The total workforce is approximately 5,800 and the annual operating budget is more than $920 million. We take as a matter of course that all of our students, who come from every county in Georgia, every state in the nation and more than 150 countries, deserve a first-rate education. And while we have continued to provide access to nontraditional students, over the past decade GSU also has attracted many of the state's most talented undergraduates. We are confident that thus far we have been successful in educating our multifaceted student body and are proud of our alumni, who have excelled and led in all areas of endeavor at local, state, national and international levels. In 2009 Georgia State was named one of the Top 100 Public Universities in the U.S. by Forbes magazine, based on student satisfaction, affordability and success in job placement of its graduates. We have made continued improvement in teaching a priority in the University Strategic Plan.

GSU, once known as a commuter school, now offers a rich and vibrant student experience through a remarkable array of academic, social and cultural opportunities including community-building programs in athletics, student life and recreation, Freshmen Learning Communities, and peer tutoring. Over the past 15 years we also have added extensive undergraduate housing, which now accommodates 5,287 on-campus residents. And over the past decade we have built exciting, competitive NCAA athletic programs, including the GSU Panthers football team, which established a winning record in its first season of play in the Georgia Dome. The new GSU retains its historical focus on selective admissions to baccalaureate and graduate programs, but after consolidation, offers expanded opportunities for access to college through Perimeter College. The consolidated institution's Atlanta campus and five suburban campuses are coordinated by the centralized administrative support services located on GSU's main campus.

Georgia State University
Substantive Change Report: Consolidation
July 26, 2016
Listing of the new GSU’s Student Support Services, Programs, and Activities

The impact of the consolidation on the organization and staffing of individual support services, activities, and programs is described, division by division, below.

Office of Vice President for Student Affairs

The Office of the Vice President for Student Affairs provides leadership for the Division of Student Affairs in the management of fiscal ($50.5M) and human resources (260 FTE professional staff and 641 student employees); establishing goals for strategic planning and assessment; encouraging staff development that promotes professional growth and advances leadership opportunities; and, providing the vision for programs and services that enhance the student experience. The Office of the Vice President also maintains close working relationships with the Office of the Provost and other administrative units. In addition to supervising Division departments, staff in the Office of the Vice President are responsible for a variety of administrative functions including implementation of the University’s Strategic Plan; assessment of organizational structure and program alignment; stewardship of fiscal resources; recruitment, evaluation and training of personnel; communication, both internal and external to the Division; ensuring compliance with regulatory/accreditation standards; and, review of existing policies and development of additional policies relevant to professional practice. In keeping with the mission of Student Affairs practices, the Vice President for Student Affairs provides innovative programs, quality services and sustainable environments that support student development, student progression, cultural competence and diversity at Georgia State University. As a result of consolidation, Department Heads in Student Affairs supervise staff providing programming and services to students of the consolidated University. Comprehensive Student Affairs services continue on all GSU campuses. Psychological and Health Services, Testing Centers, Recreation, Civic Engagement, Student Activities, Student Government and the Dean of Student Services of the former GPC are now administratively housed in the Division of Student Affairs.

Student Activities and Chartered Organizations

Georgia State University provides a rich array of student events and activities that encompass more than 700 chartered student organizations among the six full-service campuses of the university. The Division of Student Affairs continues to offer students on all campuses a broad range of involvement and leadership opportunities related to students’ interests in academic, cultural, social, community and volunteer activities; fraternities and sororities; health and wellness; performing arts; and political, recreational, environmental, and religious activities. The Student Government Association serves as the official voice for students by representing student interests to the university and working to improve the student experience by contributing to policies and procedures that have a campus-wide impact. The Spotlight Programs Board, the university-sponsored, student-driven programming board, coordinates social, cultural, educational and entertaining programs on a university-wide basis ranging from concerts, movies and distinguished speakers to novelty events as well as trips to Atlanta attractions. Spotlight also oversees the Cinefest Film Theater and the Gallery Lounge, a gallery where students can exhibit their creative work and learn to curate their shows. Additionally, Student Media groups (including GSTV, the New South and Underground literary journals, The Signal student newspaper, and WRAS-Album 88 student radio station) offer opportunities for students to learn and enhance skills in writing, editing, filming, presentations, journalism, curation and more. The impact of consolidation on student activities...
and organizations can be found in the merging of leadership and large scale programming. For example, going forward, there is a common Homecoming celebration for all campuses. There is one student government president. The suburban campuses continue to offer Perimeter students opportunities to participate in student organizations and activities, but now these are merged under a single leadership body.

Office of Black Student Achievement

The Office of Black Student Achievement focuses on the growth, development and progression of under-represented students, particularly students who identify as African American or of African descent. The overall intent of the office is to assist students in their efforts to navigate a large, urban public institution of higher education. The office focuses on two essential areas in student development: 1) Academic Support; and 2) Cultural and Leadership Development. The office provides university-wide services and programs that target such areas as academic and social programming, cultural enrichment, racial and ethnic awareness, leadership training, and student organizational development. The Office of Black Student Achievement also offers test preparation programs for current and post-graduate students interested in taking the GRE. The Office is currently working to develop a program to prepare students to take the LSAT. These services are open to students campus-wide. Additionally, the Office of Black Student Achievement is expanding its Cultural and Leadership Development to reach out to Perimeter students through Perimeter’s existing Leadership Academy.

Multicultural Center

The Multicultural Center supports the university’s mission to educate students to participate in a global economy with individuals different from themselves. In doing so, individuals from different cultural backgrounds and social identities engage in meaningful experiences that assist in building a culture of care. The Multicultural Center is a unique place to learn, grow and explore. It is a place where every member of Georgia State University’s diverse community can come and share in the promotion of cross-cultural interaction, awareness, communication, dialogue and mutual learning. Through activities and programs, individuals from various cultures, who may hold different social identities, have the opportunity to engage in meaningful interactions and experiences. The Multicultural Center bases its philosophy on equity, diversity and inclusion by fostering the design and implementation of programs to improve students’ multicultural competencies and supports the academic mission of the university by offering practical educational experiences for students that heighten awareness to multicultural issues and societal needs. The Multicultural Center strives to offer programming to help students recognize the ways they benefit from understanding how their individual cultural identities and the identities of others impact their purpose and vision for life and influence personal, academic and career aspirations. Prior to consolidation, no department or staff member had been designated as having responsibility for multicultural programming at Perimeter College. To address this issue, a staff member from the Atlanta campus has moved to the Decatur campus and a new position has been identified to move to the Dunwoody campus. The Division is in the process of hiring for this new position.

Office of Civic Engagement

The Office of Civic Engagement (OCE) promotes and encourages opportunities for community service and service-based learning that enhances student awareness and which advances community
development through response to societal issues and concerns. While the primary focus of the OCE is volunteerism and service-based learning, the office supports the University in its efforts to develop student leaders who understand their civic responsibilities. The OCE provides assistance to students, student groups, faculty, and staff with regards to volunteerism, community service, service-based learning, while serving as a resource for outreach programs in the metropolitan Atlanta area. Major programmatic initiatives include Volunteer and Internship fairs, the Panther Breakaway alternative break program, and Panther Cares, which are service initiatives that encourage student organizations to develop their own service projects. Additionally, in cooperation with the Office of Financial Aid Federal Work Study Program (FWS), the OCE places students in community service work-study jobs. These positions provide co-curricular experiences which are designed to promote critical thinking, problem solving and ethical responsibility. The community service work study program exposes students to multiple viewpoints, helps them to appreciate diversity, and shows them how to navigate the nuances and challenges of working within non-profit agencies that are located in urban environments. The Office of Civic Engagement provides organizational oversight of the Civic Engagement initiatives in which students at all GSU campuses are involved, and works to expand these opportunities to students across the consolidated university.

Counseling & Testing Center

The Counseling and Testing Center supports Georgia State students in reaching their personal and educational goals by: 1) offering high quality, culturally competent, psychological and psychiatric services to a diverse urban university community; 2) providing high quality psychological consultation services to campus partners; 3) providing high quality teaching and training experiences, which include workshops and seminars related to psychological wellness, as well as mentoring and supervision for psychologists and psychiatrists in training; and, 4) evaluating the services and training provided by the Counseling and Testing Center in order to ensure that services are effective and generating individual and collaborative research to advance knowledge in the areas of psychological and health services within university populations. CTC is committed to ensuring that high quality, culturally competent, and integrated health care services are provided so that students of all backgrounds can succeed at Georgia State University. Over the past five years, the demographics of the students receiving clinical services have consistently matched the demographics of the student body at Georgia State University. In 2012-13, following the implementation of a new staffing model, the CTC implemented a walk-in system for initial consultation for students, increasing initial consultations by more than 100%. The number of individual counseling appointments with licensed clinicians has also increased by more than 100%. Through outreach services, the staff engaged more than 12,000 students in mental health education through workshops and classroom presentations and participation in marketplaces, depression and anxiety day screenings, Take Back the Night, Homecoming, Panther Welcome Week, and New Student Orientation. The CTC continues to partner with Student Health Promotion to provide an effective interdepartmental alcohol and other drug program, including alcohol education, prevention, and intervention. In addition, the CTC partners with the Office of the Dean of Students to provide a risk screening consultation for students of concern. CTC's Testing Services annually serve approximately 20,000 individuals (faculty and students from across campus and the Greater Atlanta Community). The CTC's assessment measures indicate student learning and customer satisfaction throughout clinical and testing services. For students at Perimeter College, the Counseling and Testing Center is implementing GSU's integrated health model, which consists of having all health and wellness operations housed either within the same facility or in close proximity to one another. Post-consolidation, Personal
Counselors are being relocated to meet the needs of students on all campuses. For example, A Personal Counselor is being relocated from Newton campus to the Decatur campus. Additionally, a Personal Counselor is being relocated to the Dunwoody campus. Health Educators are also being located on each of the campuses. These positions existed pre-consolidation but were concentrated on only a few locations. The intent is to disperse those staff more broadly among the campuses.

Office of the Dean of Students

The Office of the Dean of Students offers quality, comprehensive programs and services to a diverse student population, providing access, promoting integrity and fostering inclusion. Student Advocate services include Crisis/Emergency Response (e.g., Student of Concern Committee), Victim Assistance, Emergency Student Locator Service, Emergency Notifications to Instructors regarding student absences, General Inquiry Response/Resource/Referral Networks, and administration of the GSU Emergency Withdrawal Policy. ODOS also administers the Georgia State University Student Code of Conduct and Academic Policies through investigation and adjudication of General Conduct complaints; coordination of mediation referrals; interpretation of the Code for faculty, staff, students and other stakeholders; advisement of the Student Judicial Board, as well as administrative support to the Senate Committee on Student Discipline related to all Academic Honesty Policy violations and General Conduct cases. Additionally, ODOS supports student engagement and involvement by providing students and their family’s myriad opportunities to fully engage in the GSU community including New Student Orientation, Greek Life, Student Organizations, Student Recognition, Student Leadership Development, Multiculturalism, student support service, and Parent Relations (includes the Parents Association) as well as through the administration of the Student Activity Fee. Both the Student Code of Conduct as well as the Student Activity Fee are uniform across all campuses. There is one Student Code of Conduct which is administered on each campus and that applies to all students, regardless of degree level or location. The Student Activity Fee process also follows a uniform process, where a standard set of guidelines applies to the processes and procedures used to allocate student fees. As a result of consolidation, the structure of the Deans of Student Affairs at Perimeter College has changed. Prior to consolidation, a Dean of Student Affairs position was located on each of GPC’s five campuses. Now, the number has been reduced to three and the titles have been changed to Assistant Dean of Students. Further, the title of the Associate Vice President for Student Life has changed to Associate Dean of Students. Going forward, a single set of policies and procedures is in place for the Dean of Students office, including a single Student Code of Conduct covering all students on all campuses.

Office of Disability Services

The Margaret A. Staton Office of Disability Services provides services and accommodations to assist students, faculty, and staff in achieving their educational, instructional, and employment objectives. By assuring physical and programmatic access, ODS seeks to afford persons with disabilities an equal opportunity to participate in and benefit from the programs and services offered through Georgia State University. Services and accommodations provided include academic testing accommodations (for both students in face to face and online classes) such as extended time, use of assistive technology, sign language interpreters and closed captioning, volunteer note-takers/note taking technology, alternate text formatting for print materials, priority registration, advocacy with faculty to assure appropriate academic accommodations, referral and liaison services within and outside the university, academic coaching and learning strategies for individuals with cognitive disorders, disability-related training and
consultation for faculty and staff on ADA/504 compliance and accessibility matters, and scholarships to qualified students who are registered with ODS. Additionally, ODS utilizes the University’s online learning management system (Desire2Learn/Collaborate Classroom) to provide instructional materials in alternate format and conducts distance intake appointments via telephone and Collaborate. The Office of Disability Services provides services to all campuses and consistently follows Federal mandated ADA rules and regulations. The Director of the Office of Disability Services is located on the Atlanta Campus and the Associate Director for Disability Services is located at the Dunwoody campus, with administrative representatives at each of the campuses. As part of the consolidation, the Perimeter College Director of Disability services position was reclassified to Associate Director and this position now reports to the Director located at the Atlanta campus.

Recreational Services

Recreational Services promotes healthy lifestyles through exceptional recreational programs, services and facilities offered to the University community. The Student Recreation Center, a 161,112 square foot, 4-level multi-purpose recreational facility with nearly 2,000 entries per day offers fitness, instructional clinics, aquatics, intramural sports, sport clubs, and outdoor recreation. The facility includes top-of-the-line selectorized weight equipment, cardio-respiratory equipment, free weights, gymnasium space, indoor track, and an aquatics center. Additionally, the facility offers racquetball and squash courts, climbing wall and bouldering cave, and a game room. Services include fitness assessments, personal training and nutrition consultations. Instructional clinics in martial arts, yoga, dance, and sport instruction are also available. Touch-the-Earth, an extensive outdoor recreation program, offers a wide variety of outdoor experiences from a weekend hike in the North Georgia Mountains to life-changing experiential excursions across the country as well as abroad. A complete outdoor rental center is also available for outdoor equipment needs. Indian Creek Recreation Area, located 16 miles from campus, encompasses over 15 acres of beautiful hardwoods and gently rolling terrain and offers the Georgia State community a newly renovated Lodge used for meetings, retreats, and social events; a large outdoor swimming pool and kiddie pool; over ½-acre event lawn; picnic areas, sand volleyball court, and team-building ropes course. Finally, the Panthersville Recreation Complex is located 12 miles from campus and includes two large lighted fields (used for intramural sports competition, sport club practices, and special events), sun deck, restrooms, and parking areas. Recreational Services follows similar administrative responsibilities as other units in the Division of Student Affairs, with the Director of Recreational Services being located on the Atlanta Campus and the Associate Director of Recreational Services being located on the Decatur Campus. As a result of consolidation, the Perimeter College Director of Recreation Services’ position was reclassified to Associate Director of Recreation. This staff member was relocated to the Clarkson campus. The Director of Recreation Services is located on the downtown campus and provides administrative oversight university-wide. Existing Recreational programs, activities and services are being expanded university-wide to each campus.

Student Health Clinic

The Student Health Clinic in the newly consolidated university provides more than 20,000 patient visits annually with typical services including common illness diagnosis and treatment, routine annual physicals, PAP smears, STD checks, pregnancy tests and emergency contraception. Outsourced through a competitive bidding process since 1998, TenetHealth/Atlanta Medical Center has continuously operated the Student Health Clinic (current contract renewed to 2017). Located adjacent to the

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July 26, 2016
University Commons residence hall, the Clinic provides care for students exclusively, and is open Monday-Thursday from 8am to 7pm and Friday from 8am to 5pm with summer hours of Monday-Friday from 8am to 5pm. Most appointments are scheduled in advance; however, walk in appointments are available for urgent sick visits. True life-threatening emergencies are advised to call 911 and/or 3-3333 for Georgia State University Police. The Clinic in the newly consolidated university is currently staffed with a full-time Physician, an Associate Director, a Business Affairs Coordinator, four full-time Nurse Practitioners, one part-time Nurse Practitioner, four Medical Assistants and two Registered Nurses (one being the Clinic Manager) as well as five clerical staff who handle the daily activities of both Clinic and immunization patients. Students are not charged for office visits (funded through their Student Health Fee); however, fees are charged for tests, medicines, supplies and vaccines. Dispensary prescription medications are available for the most commonly prescribed drugs, which are kept in the Clinic dispensary. Some over the counter drugs (e.g., Aspirin, Tylenol cough medicine) are available to patients at no charge, after an appropriate triage intake is completed. Additionally, the Clinic’s Immunization Office is responsible for enforcing the immunization requirements set forth by the Board of Regents of the University System of Georgia and reviewed annually, with changes made in consultation with the State of Georgia Health Department. New students are required to show proof of immunity to MMR, Tetanus/Diphtheria, Hepatitis B, and Varicella (Meningococcal is also required for newly admitted freshman students planning to reside in University Housing). Administrative functions are structured as described above in the Counseling and Testing Center section. While the consolidation has been taking place, a parallel change is that the contract with TenetHealth is not being renewed. Instead, the Student Health Clinic will work as an independent self-operating unit, directed and managed by the Director of the Counseling and Testing Center, who is located on the Atlanta campus.

Student Health Promotion

_Student Health Promotion_ provides and supports health promotion services, events, programs, and community partnerships, which empower Georgia State University students to make informed, healthier choices and engage in harm reduction/disease prevention strategies. The core areas of educational focus for Student Health Promotion are sexual assault prevention and alcohol education. Additional areas of programming and health promotion services include substance abuse prevention; healthy sexuality education, including sexual assault and sexually transmitted infection prevention; stress management and mental health promotion; healthy eating and body image education; violence prevention; physical fitness education; and, health and safety education, including the prevention of unintentional injury. At GPC Prior to consolidation, the responsibility for maintaining Student Health Promotions was held by Recreational Services. In the new GSU, the Directors of Recreational Services and the Counseling and Testing Center work together to provide oversight of Student Health Promotion for the consolidated GSU student body.

Student University Center

_The Student University Center_ enhances the quality of student life by creating and fostering a sense of community and contributing to the learning environment for all of the Center’s constituencies. The Center creates a distinctive environment supported by quality, responsive services that facilitate programs, student services, and community interaction. Open fifty weeks per year, seven days per week, 16 hours per day (and occasionally extending to 20 hours in a day) the Center supports nearly
5700 programs, events and meetings per year. Students utilize this comfortable and safe facility to study, relax between classes and to meet their fellow students. The Student University Center also provides advisement to a variety of student activities including Student Media groups (Signal Newspaper, GSTV, the New South literary journals), Campus Events (Distinguished Speaker Series, Music, Special Events) and the Spotlight Programs Board (Concerts, Panther Prowl, Traditions, Special Events, Cinefest Theater). The Student University Center on the Atlanta Campus provides administrative direction for Perimeter College. Student events and activities are being reviewed to determine how best to provide a unified student experience campus-wide. The primary challenge in providing a unified programmatic experience is that there is a differential in student fees for two-year and four-year students. Every effort is being made to ensure that programs of similar quality are offered on all of GSU's campuses.

University Housing

University Housing provides quality on-campus housing to enhance the personal growth and development of students by offering modern, safe, and secure facilities and opportunities for intellectual and social engagement, as well as promoting purposeful interactions between residents and staff. University Housing is an "auxiliary enterprise unit," it operates as a self-sufficient business entity and receives no operating funds from the State of Georgia, the Board of Regents, or Georgia State University. All costs associated with management, maintenance, personnel, and utilities are covered by revenue generated through student housing rentals, conferences, and resident parking. University Housing oversees the operation of six facilities and two parking decks: University Lofts, University Commons, Patton Hall, Greek Townhomes, Piedmont North and Piedmont Central. The operating budget for University Housing is approximately $32 million. University Lofts (UL), which opened in August 2002, has 234 loft style apartments of varied floor plans. The unique apartment configuration allows this building to hold approximately 565 residents. University Commons (UC), which opened in August 2007, is a 4.2-acre complex of four buildings ranging from 8 to 15 stories and houses 2033 residents. The UC has a 786 space covered parking deck for residents. UC is also the location for the Georgia State University Student Health Clinic, the MILE (math) Lab, Commons Market, and GSUPD substation and dispatch office. Patton Hall (PH) opened in August 2009 adding 331 beds. PH is exclusively for first-year students and houses a dining hall located on the ground floor that is available to the entire Georgia State community. Students living in Patton Hall enjoy a suite-style floor plan and have a meal plan requirement. Greek Housing (G) opened in fall 2010 and consists of 9 townhomes of varying occupancy totaling 139 students. These townhomes have a variety of room layouts and a community bathroom on each floor of each townhome. There is a fully-furnished kitchen and living room on the first floor of each townhome. Piedmont North (PN) is a residential complex with 1,125 beds (Hall B opened in 2010 and Hall A opened in 2011). Students reside in double and triple shared bedrooms with a bathroom in each unit. Students living in PN have a meal plan requirement that can be used in the complex dining hall. Parking at this facility consists of 254 deck spaces and 61 surface parking spaces. In Fall 2016, Piedmont Central (PC) opens with 1,152 beds. Students reside in a private and shared semi-suite, with a bathroom in each suite. Students living in PC have a meal plan requirement that can be used in the dining hall. As a result of consolidation, at this time there have been no plans to expand on-campus housing to Perimeter campuses; however, there are discussions regarding allowing Perimeter students the opportunity to reside in University Housing on the downtown campus.
Intercollegiate Athletics

As part of the consolidation, GPC's Department of Athletics was discontinued and all athletic activities expired. As of June 2015, all student-athletes at GPC were notified of this decision. Students were released from their contracts so they could transfer to another program without impact on their eligibility. Scholarships remain in place so students can stay and complete their education if they want to.

Georgia State Athletics welcomes all students, faculty, and staff to participate in the consolidated GSU athletics events. Specific marketing programs targeting each Perimeter College campus are being developed and coordinated with on-campus designated contacts through the athletics marketing department. Our goal is for all students on the Perimeter campuses to be "Panthers from Day One."

Supporting Documentation

1. Spotlight Programs Board Website
2. Diversity Strategic Plan
3. University Strategic Plan
4. Office of Black Student Achievement Website
5. Multicultural Center Website
6. Office of Civic Engagement Website
7. Counseling and Testing Center Website
8. Dean of Students Website
9. Student Code of Conduct
10. Disability Services Website
11. Recreation Services Website
12. Touch The Earth Program Website
13. Student Health Clinic Website
14. Student Health Promotions Website
15. Student University Center Website
16. University Housing Website
17. Athletics Website
2.11.1 The institution has a sound financial base and demonstrated financial stability to support the mission of the institution and the scope of its programs and services.

The member institution provides the following financial statements: (1) an institutional audit (or Standard Review Report issued in accordance with Statements on Standards for Accounting and Review Services issued by the AICPA for those institutions audited as part of a systemwide or statewide audit) and written institutional management letter for the most recent fiscal year prepared by an independent certified public accountant and/or an appropriate governmental auditing agency employing the appropriate audit (or Standard Review Report) guide; (2) a statement of financial position of unrestricted net assets, exclusive of plant assets and plant-related debt, which represents the change in unrestricted net assets attributable to operations for the most recent year; and (3) an annual budget that is preceded by sound planning, is subject to sound fiscal procedures, and is approved by the governing board.

(Financial resources and stability)

Statement of Compliance

Georgia State University is in compliance with this core requirement.

Impact of Consolidation

Prior to consolidation Georgia State University had a sound financial basis and demonstrated financial stability. Although Georgia Perimeter College had experienced a period of financial instability in 2011-2012, in the year prior to consolidation it had returned to a balanced budget of expenditures and revenues. Georgia State University operated with balanced budgets of expenditures to revenues for many years and had substantial unrestricted net assets.

That continues to be the case for the consolidated GSU. The System chancellor expected substantial redirection of funds to result from the consolidation of the administrative operations of the two institutions, and that has been realized. The chancellor also indicated that the consolidated institution would retain the redirected funds and was expected to divert them primarily to the expansion of academic programs and services of the University.

Significant savings have been realized as a result of the consolidation due to elimination of duplicate services and positions. These savings, estimated at $4.6 million for Fiscal Year 2017, are being redirected towards existing programs and services as well as towards new initiatives. The costs to consolidate were absorbed by the two institutions in Fiscal Year 2016 so that subsequent years' savings are available for programs and services.

The Chancellor of the USG has stressed that savings will remain available to the institutions with no correlating reduction in funding.

Other Evidence of Continuing Compliance
State funds are allocated to Georgia State University (GSU) as part of the overall general appropriation to the University System of Georgia (USG). As Georgia’s revenues have decreased in recent years, institutions have endured substantial cuts in state funding, yet the consolidating institutions, Georgia State University (GSU) and Georgia Perimeter College (GPC), adapted and thrived. At GSU, state appropriations fell 4.7 percent ($9.3 million) from FY 2010 to FY 2016, but have increased modestly since FY 2012, reducing the loss from the peak of FY 2012. The 4.7 percent drop in state funding would have been devastating to GSU had it not been offset by tuition and fee increases and enrollment growth. At GPC, state appropriations fell 16.5 percent ($9.3 million) from FY 2010 to FY 2016. The 16.5 percent drop in state funding at GPC was caused by both the state’s economic downturn and a large drop in enrollment. The 16.5 percent drop in state funding would have been devastating to GPC had it not been offset by tuition and fee increases and cost reductions. This decrease was partially offset by a 58.7% increase ($136.2 million) in tuition revenue during the same period due to Board of Regents (BOR) approved tuition increases. Even with the tuition increases, tuition levels remain affordable and reasonable when compared to those at comparable institutions in other states.

In addition to state appropriations and tuition revenue, GSU relies on an array of diverse financial resources to meet their financial needs, including Auxiliary Enterprises, endowments, gifts, sponsored operations, capital funding, and student fees.

Auxiliary Enterprises for GSU consists of bookstore operations, student dining and campus catering, student housing, parking, transportation, card services, copy services, student health services, and vending. These self-supporting units are provided as a service to students, faculty, and staff. Through the years, Auxiliary Enterprises at the two consolidating institutions built up a reserve fund of over $31 million that can be used by GSU to subsidize shortfalls in other areas if needed.

The GSU Foundation, a much larger organization with over $200 million of total cash and investments, merged the assets of the GPC Foundation into the GSU Foundation as of April 1, 2016. The GSU Foundation’s mission is to serve as an ambassador of Georgia State University, supporting and assisting the University in achieving its mission through the identification, solicitation and stewardship of gifts, and by collaborating and advising on activities for the benefit and advancement of the University.

Sponsored operations at the two institutions totaled $201,551,051 in Fiscal Year 2015 and is budgeted for $250,000,000 for the consolidated institution in Fiscal Year 2017.

GSU charges several mandatory student fees:

- The Institutional Fee was established by the BOR to help offset State Budget reductions and resulted in revenue of approximately $39,569,057 in Fiscal Year 2015 for both schools.
- Technology fees are used to provide students with technology related tools including software packages, specialized computers and printers, and infrastructure. Technology fee revenue was $8,634,510 in Fiscal Year 2015 for both schools.
- Student Activity Fees, including the Recreation and Wellness Fee, totaled $11,817,330 for Fiscal Year 2015 for both schools. These funds are used to support extracurricular and co-curricular life on the six campuses including all student life programs, events, organizations, services, and facilities.
• The Athletic Fee supports intercollegiate athletic. For the consolidated institution the Athletic Fee revenue totaled $20,665,187 for Fiscal Year 2015.

The recent Annual Financial Report (AFR) and Georgia Department of Audits and Accounts (GDAA) engagement confirms the financial stability of GSU. Although GSU operated with two separate budgets during Fiscal Year 2016, a consolidated AFR will be prepared, and the GDAA will conduct an audit of the consolidated statements for Fiscal Year 2016 which will be available in late 2016. Consolidated unrestricted net assets, exclusive of Plant assets and Plant-related debt, as of June 30, 2015 totaled $139,482,166 excluding the effects of Governmental Accounting Standards Board (GASB) 68. Our Statements of Net Position (GSU and GPC) are included as evidence.

Projected Revenues, Expenditures, and Cash Flow – First Year Budget

The effective date of the consolidation in early January, 2016 fell in the middle of the fiscal year. Although many aspects of the consolidation went into effect at that time, the consolidating institutions maintained separate accounting/budget systems for the fiscal year, and each operated within the resources of its approved Fiscal Year 2016 budget. However, the consolidated institution, GSU, will provide one AFR to the USG and received one audit/review from the State Department of Audits for Fiscal Year 2016. Budget management was centrally coordinated during Fiscal Year 2016 to ensure the needs of the new GSU were met. The Fiscal Year 2017 budget for the consolidated GSU took effect on July 1, 2016.

The US Department of Education (USDOE) continued with separate financial aid allocations to GSU and GPC for Fiscal Year 2016. Fiscal Year 2017, beginning July 1, 2016, is the first year of a consolidated budget for GSU from both the USG and the USDOE.

Although the two consolidating institutions maintained separate budget and accounting systems for Fiscal Year 2015, Exhibit 2.11.1 shows the Original Budget and the actual revenue and expenses on a consolidated basis. The consolidated Fiscal Year 2017 original budget is shown. Fiscal Year 2016 is in progress.

<table>
<thead>
<tr>
<th>Revenue: Fiscal Year 2015 Budget to Actuals and Fiscal Year 2017 Budget</th>
<th>Comparison of Budget to Actuals</th>
<th>Fiscal Year 2017</th>
<th>Revenue:</th>
<th>Fiscal Year 2015 Original Budget</th>
<th>Fiscal Year 2015 Actuals</th>
<th>Difference</th>
<th>Original Budget - GSU</th>
</tr>
</thead>
<tbody>
<tr>
<td>State Appropriations</td>
<td>240,439,622</td>
<td>239,902,712</td>
<td>(536,910)</td>
<td>260,426,059</td>
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<td>Special Funding Int.</td>
<td>0</td>
<td>175,000</td>
<td>175,000</td>
<td>0</td>
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<tr>
<td>Student Tuition &amp; Fees</td>
<td>282,351,996</td>
<td>288,870,619</td>
<td>6,318,623</td>
<td>285,869,008</td>
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<tr>
<td>Other General</td>
<td>36,588,047</td>
<td>39,021,869</td>
<td>2,433,822</td>
<td>43,528,196</td>
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<tr>
<td>Indirect Cost Recovery</td>
<td>30,225,500</td>
<td>11,879,437</td>
<td>(18,346,063)</td>
<td>30,000,000</td>
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<tr>
<td>Technology Fee</td>
<td>8,439,568</td>
<td>8,509,776</td>
<td>70,208</td>
<td>8,439,568</td>
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<tr>
<td>Sponsored Operations</td>
<td>187,762,379</td>
<td>189,869,959</td>
<td>2,107,580</td>
<td>250,000,000</td>
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<td>Dept Sales and Svcs</td>
<td>20,508,363</td>
<td>29,081,435</td>
<td>8,573,072</td>
<td>50,000,000</td>
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<td>Auxiliary Enterprises</td>
<td>87,896,871</td>
<td>88,446,603</td>
<td>549,732</td>
<td>76,885,509</td>
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<tr>
<td>Total Revenue</td>
<td>$894,212,346</td>
<td>$895,150,104</td>
<td>$957,794</td>
<td>$1,005,168,340</td>
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<tr>
<td>Expenditures:</td>
<td></td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>Instruction</td>
<td>263,120,383</td>
<td>228,521,308</td>
<td>34,599,075</td>
<td>311,975,873</td>
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<tr>
<td>Research</td>
<td>67,378,655</td>
<td>72,746,072</td>
<td>(5,367,417)</td>
<td>70,023,742</td>
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<td>Public Service</td>
<td>3,437,536</td>
<td>1,581,229</td>
<td>1,856,307</td>
<td>3,940,048</td>
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<td>Academic Support</td>
<td>102,412,036</td>
<td>86,705,134</td>
<td>15,706,902</td>
<td>113,444,548</td>
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</table>
As shown in Exhibit 2.11.1, the actual Fiscal Year 2015 revenue was $957,794 over budget that included a small reduction in State Appropriations and Indirect cost carryforward reserve funding not included in Actuals revenue. However, GSU still ended the year with an increase in net position. As evidenced by this budget reduction, as well as the decrease in State Appropriations since Fiscal Year 2009, GSU is a flexible organization with the ability to adapt to the economic realities it faces.

The Fiscal year 2017 budget reflects an increase in State Appropriations and Sponsored Operations Revenue. These increases, along with administrative savings due to the consolidation, will assist GSU in meeting its needs. Contingency plans are in place should revenue not materialize as projected and include utilizing net asset Reserves as well as reducing expenditures in the areas of travel and operating expenses, especially IT purchases. If necessary, additional steps such as a reduction in force can be used, and additional cost saving measures can be employed to reduce utility costs.

Each year the Capital Plan recommendations are reviewed, discussed and approved by the President annually for submission to the Board of Regents. The Plan guidelines recommend that projects be separated into three lists: minor capital projects between $500,000 and $5,000,000; major capital projects for jobs valued at $5,000,000 or more; and payback projects. Other sources for capital improvements include Major Repair and Rehabilitation (MRR) funds from Bond sales, Institutional resources, Public Private Ventures, and grants. Georgia State University's 2017-2021 submission included eight major capital projects and three minor capital with a total value of $182.8 million. Our FY16 MRR Allocation for the combined campus was $7,717,500. In FY15, we were awarded a $22.5 million grant from the Woodruff Foundation. This grant facilitated several improvements to the 25 Park Place district including the creation of a media production center for education, research and entrepreneurship and partnerships with the Georgia film, music, games and arts, as well as enhancements to the streetscape, replacement of the building’s façade, etc. in which construction is underway.

Several capital projects that had been previously approved for construction are currently in various phases. Those projects include an interior finish and theater flooring upgrade in the Cole Fine Arts Auditorium on the Clarkston campus. That project is nearing completion and has commitments of approximately $658,000 to date. The Science Teaching Lab Addition at the Alpharetta campus is
budgeted for $6.3 million and is being designed to add approximately 18,880 sq. ft. of teaching lab space to the existing facility. The Classroom South Addition Phase II is a 35,000 sq. ft. expansion of the Classroom South building and will primarily create state of the art classrooms and science teaching labs at the downtown campus. It has an approved budget of $17 million and is also in the design phase and scheduled to start constructions by October 2016.

Both GSU and GPC have historically maintained balanced budgets in accordance with state and USG regulations as demonstrated by their financial reports. The practice of maintaining a balanced budget, adequate cash reserves, and a positive net asset balance all indicate that GSU’s fiscal management will be sound and that the institution has the financial resources to carry out its programs and services in accordance with strategic objectives.

As a USG institution, GSU currently does not utilize the USG’s Information Technology Services (ITS) to host its instance of the PeopleSoft accounting system. However, GSU does stay in compliance with the state of Georgia’s accounting policies as well as Governmental Accounting Standards Board (GASB) standards. The budget-checking functionality of the PeopleSoft system precludes over-expenditure of budgeted funds and will assist the University in maintaining a balanced budget.

Unrestricted net assets represent resources derived from student tuition and fees, state appropriations, sales and services of educational departments, Auxiliary Enterprises and other general revenue sources. These resources are used for transactions relating to the educational and general operations of the University, and may be used to meet current expenses for those purposes, except for unexpended state appropriations (surplus) which must be returned to the USG for remittance to the Office of the State Treasurer. Auxiliary Enterprises are substantially self-supporting activities that provide services for students, faculty, and staff.

The consolidated institution has 12 public private venture (PPV) financed projects on its campuses.

The debt and capital leases for GSU and GPC are detailed as follows:

**GSU Capital Leases**

Capital leases are generally payable in installments ranging from monthly to annually and have terms expiring in various fiscal years between 2015 and 2045. Expenditures for fiscal year 2015 were $29.2 million of which $20.4 million represented interest. Total principal paid on capital leases was $8.8 million for the fiscal year ended June 30, 2015. Interest rates range from 4.392 to 8.6 percent including copiers.
### Capital Lease Schedule

**Description** | **Lessor** | **Outstanding Principal Balance at 6/30/15**<br>$\text{Original Principal}<br>$\text{Lease Term}<br>$\text{Begin}<br>$\text{End}<br>$\text{Balance at 6/30/15}<br>$
---|---|---|---|---|---|---|
* Aplachatra Center | GSU Foundation | $11,500,373 | 20 years | Mar-00 | Feb-20 | $4,963,921 |
Lofts housing | GSU Foundation | $39,965,234 | 27 years | Jan-05 | Aug-32 | $34,835,995 |
* Student Recreation Center | GSU Foundation | $29,442,579 | 21 years | Jul-01 | Jun-21 | $16,124,231 |
Bldg Center | GSU Foundation | $1,041,646 | 35 years | Dec-09 | Nov-44 | $993,773 |
* Petit Science Center | GSU Research Foundation | $85,853,469 | 30 years | May-10 | Jun-39 | $80,940,822 |
* SunTrust building & Complex | GSU Foundation | $65,493,384 | 30 years | Jun-07 | Jun-37 | $64,331,723 |
Various copiers | various vendors | $1,777,663 | 3 to 5 years | Jul-02 | Jun-20 | $1,063,816 |
**Total Leases** | | | | | | **$401,699,425** |

*denotes the PPV leases

Outstanding Principal Balance at 6/30/15 includes current debt of $6,566,136.

**GPC Capital Leases**

Capital leases are payable in installments ranging from monthly to semi-annually and have terms expiring in fiscal year 2035. Expenditures for fiscal year 2015 were $8,737,396 of which $3,704,623 represented interest expense and $197,586 represented executory costs. Total principal paid on capital leases was $4,835,187 for the fiscal year ended June 30, 2015. Interest rates for lease payments made during fiscal 2015 ranged from 2.33 percent to 4.81 percent. The schedule below details capital leases reported as of June 30, 2015.

**Georgia Perimeter College**

Fiscal Year Ended June 30, 2015

**Capital Lease Schedule**

| Description | Lessor | **Outstanding Principal Balance at 6/30/15**<br>$\text{Original Principal}<br>$\text{Lease Term}<br>$\text{Begin}<br>$\text{End}<br>$\text{Balance at 6/30/15}<br>$
---|---|---|---|---|---|---|
* Newton Academic Bldg | GPC Foundation Real Estate<br>Newton, LLC<br>GPC Real Estate Student | $22,682,812 | 28 years | Jun-07 | May-35 | $19,375,045 |
* Newton Student Learning Ctr | GPC Foundation Real Estate<br>Support 1<br>GPC Real Estate Student | $11,754,177 | 25.9 years | Aug-09 | Jun-35 | $12,215,796 |
* Clarkston International Ctr | GPC Foundation Real Estate<br>Support 1<br>GPC Real Estate Student | $3,048,759 | 25.7 years | Sep-09 | Jun-35 | $2,908,760 |
* Clarkston Parking Deck | GPC Foundation Real Estate<br>Support 1<br>GPC Real Estate Student | $8,281,580 | 26.9 years | Aug-08 | Jun-35 | $8,319,059 |
* Clarkston Student Success Ctr | GPC Foundation Real Estate<br>Support 1<br>GPC Real Estate Student | $6,015,435 | 26.3 years | Mar-09 | Jun-35 | $5,877,313 |
* Decatur Student Success Ctr | GPC Foundation Real Estate<br>Support 1<br>GPC Real Estate Student | $9,002,865 | 26.2 years | May-09 | Jun-35 | $8,726,282 |
* Dunwoody Student Success Ctr | GPC Foundation Real Estate<br>Support 1<br>GPC Real Estate Student | $9,356,899 | 26.3 years | Apr-09 | Jun-35 | $9,107,054 |
* Dunwoody Parking Deck | GPC Foundation Real Estate<br>Support 1<br>GPC Real Estate Student | $8,436,012 | 26.9 years | Aug-08 | Jun-35 | $8,474,389 |
**Total Leases** | | | | | | **$795,800,506** |

*denotes the PPV leases

Outstanding Principal Balance at 6/30/15 includes current debt of $6,566,136.
*denotes the PPV leases

Outstanding Principal Balance at 6/30/15 includes current debt of $2,138,593.

Net Capital Assets compared to Long Term Debt

<table>
<thead>
<tr>
<th></th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>GSU</td>
<td>$682,520,767</td>
<td>$749,917,821</td>
<td>$812,135,465</td>
<td>$816,950,085</td>
<td>$810,457,161</td>
<td>$748,852,999</td>
</tr>
<tr>
<td></td>
<td>$321,646,975</td>
<td>$313,420,834</td>
<td>$294,180,637</td>
<td>$376,023,248</td>
<td>$367,336,068</td>
<td>$203,119,311</td>
</tr>
<tr>
<td>capital asset to LTD Ratio</td>
<td>2.1</td>
<td>2.4</td>
<td>2.1</td>
<td>2.2</td>
<td>2.2</td>
<td>3.7</td>
</tr>
<tr>
<td>GPC</td>
<td>$162,412,057</td>
<td>$170,769,594</td>
<td>$163,963,710</td>
<td>$167,530,188</td>
<td>$254,369,336</td>
<td>$153,902,848</td>
</tr>
<tr>
<td></td>
<td>$81,599,466</td>
<td>$80,711,581</td>
<td>$79,434,517</td>
<td>$78,145,487</td>
<td>$78,382,929</td>
<td>$74,394,400</td>
</tr>
<tr>
<td>capital asset to LTD Ratio</td>
<td>2.0</td>
<td>2.1</td>
<td>2.1</td>
<td>2.0</td>
<td>2.0</td>
<td>2.1</td>
</tr>
</tbody>
</table>

The fiscal year 2015 amounts in long term debt do not include the new GASB 68 pension liability amounts of $155,571,936 for GSU and $48,627,332 for GPC. These amounts were excluded for comparative purposes and because they were not in any previous years. The decrease in assets and debt for GSU in 2015 was due to the Public Private Partnership (P3) master agreement that resulted in the removal of the two dormitory assets from GSU’s ledgers and payoff of the debt by the vendor/concessionaire during fiscal year 2015.

The bond trustees hold Debt Service Reserves and Repair & Replacement Reserves in excess of $8 million for the PPVs.

Supporting Documentation

2. Georgia Department of Audits and Accounts (GDAA)
3. Statement of Net Position GSU
4. Statement of Net Position GPC
2.11.2 The institution has adequate physical resources to support the mission of the institution and the scope of its programs and services. *(Physical resources)*

**Compliance Statement**

Georgia State University is in compliance with this core requirement.

**Impact of Consolidation**

The consolidation of Georgia Perimeter College with Georgia State University (GSU) resulted in creation of the largest university student body in the University System of Georgia (USG). The new GSU has a total student enrollment of over 50,000, supported by six full-service campus locations in Atlanta, Clarkston, Decatur, Dunwoody, Alpharetta and Newton and two additional leased off-campus instructional sites, as well as a virtual campus for online and distance education. Due to the largely complementary nature of GPC and GSU prior to consolidation, the continuing academic programs of the new GSU post-consolidation required minimal changes to be made in the physical configuration of campus locations, facilities, space, equipment and their operations. The consolidated Facilities Management staff and managers are placed and operating in multiple campus locations to provide necessary support in maintaining safe, clean and comfortable buildings and grounds that are required for instructional, research, library, student life, administrative, athletic and recreational functions.

The consolidated GSU has over 12.5 million gross square feet (GSF) with approximately 300 professional and skilled trade employees in the areas of space and capital planning, design and construction, renovations, maintenance and operations, building services and facilities information systems. The process of institutional consolidation involved a thorough assessment of the staffing levels required to adequately support the expanded facilities of the new GSU, and they were judged to be adequately staffed in all areas following the consolidation of the two plant divisions.

The assignable square feet (ASF) of the consolidated GSU resulted in notable increases in several space utilization categories compared to GSU prior to consolidation. Those increases are shown in the following table.
General University Facilities Use
Assigned Square Footage: GSU Consolidated University

<table>
<thead>
<tr>
<th>ASF Category</th>
<th>Type of Space</th>
<th>GSU ASF (Fall 2015)</th>
<th>PC ASF (Fall 2015)</th>
<th>Consolidated GSU ASF</th>
<th>% Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>Classroom Facilities</td>
<td>222,920</td>
<td>126,962</td>
<td>349,882</td>
<td>+ 57%</td>
</tr>
<tr>
<td>200</td>
<td>Laboratory Facilities</td>
<td>609,271</td>
<td>112,325</td>
<td>721,596</td>
<td>+ 18%</td>
</tr>
<tr>
<td>300</td>
<td>Office Facilities</td>
<td>1,073,970</td>
<td>266,707</td>
<td>1,340,677</td>
<td>+ 25%</td>
</tr>
<tr>
<td>400</td>
<td>Study Facilities</td>
<td>218,000</td>
<td>139,643</td>
<td>357,643</td>
<td>+ 64%</td>
</tr>
<tr>
<td>500</td>
<td>Special Use Facilities</td>
<td>394,744</td>
<td>78,357</td>
<td>473,101</td>
<td>+ 20%</td>
</tr>
<tr>
<td>600</td>
<td>General Use Facilities</td>
<td>352,675</td>
<td>110,585</td>
<td>463,260</td>
<td>+ 31%</td>
</tr>
<tr>
<td>700</td>
<td>Supporting Facilities</td>
<td>2,835,530</td>
<td>55,281</td>
<td>2,890,811</td>
<td>+ 2%</td>
</tr>
<tr>
<td>800</td>
<td>Health Care Facilities</td>
<td>3,413</td>
<td></td>
<td>3,413</td>
<td>unchg</td>
</tr>
<tr>
<td>900</td>
<td>Residential Facilities</td>
<td>899,653</td>
<td></td>
<td>899,653</td>
<td>unchg</td>
</tr>
<tr>
<td><strong>TOTALS</strong></td>
<td></td>
<td>6,610,176</td>
<td>889,860</td>
<td>7,500,036</td>
<td>+ 13%</td>
</tr>
</tbody>
</table>

Campus Master Plan(s)

The Facilities Planning Department is responsible for the orderly assessment and strategic planning to address present and future facilities needs for the University, provides feasibility analysis, project programming, and concept development on capital project initiatives, and updates the University's annual capital request to the Board of Regents and university campus master plan.

The major goals of our unit are:

- Conducting studies of the physical needs of the University
- Coordination of the planning and programming processes for physical facilities,
- Determining present/future facility needs of the various University departments,
- Assembling requests and analyzing plans for the expansion of facilities,
- Evaluates changes which affect the exterior appearance of the campus,
- Managing the preparation and execution of professional services contracts,
- Interfacing with local agencies to coordinate University and city planning,
- Performing analysis and allocation of available space within University buildings.

Georgia State University retained Sasaki Associates for its Campus Master Plan update which was completed in December 2012. Its primary goal was to identify implementation strategies to advance the...
University Strategic Plan and proposed campus transformation with the Kell Hall demolition and creating a Campus Greenway. Consultants met with the President, Provost, all Vice Presidents and Deans and various faculty, staff, and student groups. They also gathered input from Central Atlanta Progress and City of Atlanta staff. In addition they used the web portal to receive feedback from campus constituents on such items as favorite (or least favorite) campus buildings, social spaces, restaurants, pedestrian routes/paths etc.

Georgia Perimeter College updated its Facilities Master Plan in 2000. It addressed campus growth patterns and site locations of proposed facilities based on existing and projected student enrollments. As a result a Student Center and parking deck were added at Clarkston campus. Development of Decatur and Dunwoody campuses was consistent with Facilities Master Plan 2000 suggestions. GPC initiated a Master Plan update in 2012 however this was not formally completed. Later it retained a consultant to provide site studies for various campus locations and projects.

A new Facilities Master Plan will be initiated in FY 2017 to meet the academic, strategic and research mission of the consolidated university.
## Campuses and Locations Fall 2016

<table>
<thead>
<tr>
<th>Campus Name</th>
<th>Campus Location</th>
<th>Acreage</th>
<th># of Buildings</th>
<th>Primary Programs</th>
<th>Primary Usage</th>
<th>Date Established</th>
</tr>
</thead>
<tbody>
<tr>
<td>Downtown Campus</td>
<td>Atlanta</td>
<td>71.79</td>
<td>61</td>
<td>All Programs</td>
<td>All Usage</td>
<td>1913</td>
</tr>
<tr>
<td>Panthersville Language Research</td>
<td>Decatur</td>
<td>55</td>
<td>4</td>
<td>Lab</td>
<td>Research</td>
<td>1987</td>
</tr>
<tr>
<td>Indian Creek Lodge</td>
<td>Decatur</td>
<td>15.5</td>
<td>1</td>
<td>Lodge, pool, ropes course</td>
<td>Athletics Recreation</td>
<td>1974</td>
</tr>
<tr>
<td>Hard Labor Creek</td>
<td>Social Circle</td>
<td>1.5</td>
<td>2</td>
<td>Astronomy</td>
<td>Research</td>
<td>1989</td>
</tr>
<tr>
<td>CHARA at Mt. Wilson</td>
<td>California</td>
<td>0</td>
<td>3</td>
<td>Astronomy</td>
<td>Research</td>
<td>1997</td>
</tr>
<tr>
<td>RCB MBA Centers</td>
<td>Dunwoody Atlanta (Lenox Area)</td>
<td>0</td>
<td>1</td>
<td>Business</td>
<td>Business</td>
<td>2009 2007</td>
</tr>
<tr>
<td>GSU/Clarkston</td>
<td>Clarkston GA</td>
<td>64</td>
<td>14</td>
<td>*Select academic pathways</td>
<td>Academic</td>
<td>1964</td>
</tr>
<tr>
<td>GSU/Decatur</td>
<td>Decatur, GA</td>
<td>58</td>
<td>8</td>
<td>*Select academic pathways</td>
<td>Academic</td>
<td>1972</td>
</tr>
<tr>
<td>GSU/Dunwoody</td>
<td>Dunwoody, GA</td>
<td>75</td>
<td>10</td>
<td>*Select academic pathways</td>
<td>Academic</td>
<td>1998</td>
</tr>
<tr>
<td>GSU/Newton</td>
<td>Newton County GA</td>
<td>101</td>
<td>3</td>
<td>*Select academic pathways</td>
<td>Academic</td>
<td>2008</td>
</tr>
<tr>
<td>GSU/Alpharetta</td>
<td>Alpharetta, GA</td>
<td>39</td>
<td>2</td>
<td>*Select academic prog/pway</td>
<td>Academic</td>
<td>2000</td>
</tr>
</tbody>
</table>

*Attachments\Guided Pathways.pdf* the specific pathways are listed on this chart in the supporting documentation.
GSU Overview

Facilities: GSU’s main campus occupies downtown Atlanta, spanning 71.79 acres with 61 buildings. Established in 1913, the main campus of GSU has 206 classrooms, 297 teaching laboratories, 190 open laboratories, 643 research laboratories, and 5,127 offices. Additional sites include Panthersville, Language Research Center and Indian Creek Lodge locations in Decatur, the Hard Labor Creek location in Social Circle, the North Metro at Alpharetta location in Alpharetta, and two Robinson College of Business MBA Centers in Dunwoody and Atlanta (Lenox). Outside of Georgia, GSU also occupies CHARA at Mt. Wilson in California for astronomical research. In 2014, ten renovation and improvement projects were completed, all together totaling an approximate cost of $33.2 million.

Student Housing: GSU currently has 2000 beds at the University Commons, 569 beds (in 231 apartments) at the Lofts, 331 beds in Patton Hall (freshman housing), 139 beds in fraternity and sorority housing and 1124 beds in the Piedmont North complex. Piedmont Central residence hall with 1150 beds is currently under construction and scheduled to open by August 2016.

Student Dining Halls: GSU opened its first self-operated dining hall (325 seat capacity) in Patton Hall in fall 2009 and added a second dining facility at Piedmont North complex in 2011. Piedmont North dining hall has access to convenient on-site parking. Both dining halls provide several food choices to the students, faculty and staff. New 450 seat dining hall attached to Piedmont Central residence hall will become operational by August 2016.

Athletic Facilities: GSU has a 16-sport (10 women’s and 6 men’s) Division I athletic program and participates in the Sun Belt conference. The NCAA basketball and sand volleyball courts are located on the downtown campus at the Sports Arena complex and football practice facility at 188 Martin Luther King Jr. Drive is within walking distance of campus. Baseball and soccer fields are located at the Panthersville campus in DeKalb County. Football home games are played at the Georgia Dome in downtown Atlanta.

The consolidated GSU also has five off campus instructional sites described in detail below.

GSU Clarkston Campus

The Clarkston campus is located at 555 North Indian Creek Drive, Clarkston in Dekalb County, 10 miles northeast of downtown Atlanta. It consists of approximately 565,000 GSF in 14 buildings on 64 acres. Building inventory includes science teaching labs, computer classrooms, general classrooms, an International Center, a Student Success Center, a Fine Arts building, a Physical Education building, a Nursing building, a Continuing Education building, a Public Safety building, the Jim Cherry Learning Resource Center, a College Center, an Auxiliary Services building and a Plant Operations building.

GSU Decatur Campus

The Decatur campus is located at 3251 Panthersville Road, Decatur in DeKalb County, 9 miles southeast of downtown Atlanta. It consists of approximately 225,000 GSF in 8 buildings on 58 acres.
Building inventory includes a Classroom building, a Student Success Center, an Administration building, a Physical Education building, a Public Safety building and a Maintenance Operations building. The administration building houses the Office of the Dean, Perimeter College and a campus library.

**GSU Dunwoody Campus**

The Dunwoody campus is located at 2101 Womack Road, Dunwoody, in DeKalb county, 16 miles northeast of downtown Atlanta. It consists of approximately 310,000 GSF in 10 buildings on 75 acres. Building inventory includes an Administration building, a Learning Resource Center/Student Center, a Science building, a Classroom building, a Field House, a Public Safety building and a Plant Operations building.

**GSU Alpharetta Campus**

The Alpharetta campus is located at 3705 Brookside Parkway, Alpharetta in Fulton County, 25 miles north of downtown Atlanta. It consists of approximately 96,000 GSF in 2 buildings on 39 acres. These facilities provide general classrooms, teaching labs, computer labs, a small bookstore and library, an administrative office and an academic support space. A new science teaching lab addition project is currently in design phase.

**GSU Newton Campus**

The Newton campus is located at 239 Cedar Lane in Newton County, 40 miles east of downtown Atlanta. It consists of approximately 155,000 GSF in 3 buildings on 101 acres. They house all instructional, student services, student life, library, administrative and academic support spaces.

**Other Off-Campus Facilities:**

Off-campus facilities are either maintained by GSU maintenance staff or contract employees depending on the site, scope and mission of the facility. These include:

- **Language Research Center**: Located in DeKalb county, LRC consists of four (21,917 GSF) buildings on a 5.5 acre site. It primarily supports the primate and animal research activities and received grant funding from NIH, NSF, NASA, the Wenner-Gren Foundation, the McDonnell- Pew Foundation and other agencies. It is maintained by GSU maintenance staff, but it is not an instructional site.

- **Lakeside Center**: 50,000 GSF office facility is located at 1975 Lakeside Drive, Tucker, GA. It primarily houses Information Technology and other administrative offices and is maintained by the building owner as per lease terms and conditions.

- **200 Tower Place**: GSU currently leases 63,826 GSF at 3348 Peachtree Road, Atlanta for academic use (E-MBA programs) by Robinson College of Business and is maintained by the building owner as per lease terms and conditions.
• Panthersville Athletic Fields: Located in DeKalb County (adjoining LRC) these facilities are maintained by GSU maintenance and Athletic department staff, but is not an instructional site.

• Hard Labor Creek Observation Center: 2,003 SF facility is located in Hard Labor Creek State Park, Rutland, GA 30063.

• CHARA Observatory: 18,537 SF facility is located at 307 Observatory Road, Mt. Wilson, CA, 91203

Capital Planning Process

The consolidated GSU will continue with its current capital planning process. The Capital Plan recommendations are reviewed, discussed and approved by the President. Every year in response to the notification from the Board of Regents (BOR), Facilities Management prepares and submits a Five-Year Capital Plan, and Annual Major Repair and Renovation (MRR) Funding Request. All capital requests are prepared using BOR guidelines and in conjunction with the current Campus Master Plan. GSU’s FY 2017-2021 Capital Request for major and minor projects totaled to $182.8 million. For FY 2016 MRR funding GSU requested $14,574,500 for twenty-four projects and received $6,024,500. Former GPC received $1,693,000 for three MRR projects which are tracked and managed by consolidated GSU Facilities Management. All these requests are reviewed, discussed and prioritized by Planning and Development Committee, Capital Planning and Space Allocation Committee (CPSAC), and the MRR Joint Planning and Development and Budget Committee (University Senate Sub-Committees).

CPSAC is a sub-committee of the Planning Development Committee and is responsible for reviewing, recommending and approving all space changes and allocations across the campus. It consists of members from the University Senate and the Student Government Association. The Provost serves as the Chair of the Committee and it meets once every month. Campus departments can request new space allocation or changes to existing space by using the Space Request Form which is available on the Facilities Management website. CPSAC will continue to oversee all space changes for the consolidated GSU including the added space assignments from GPC.

The Classroom Facilities Council (CFC) meets once every month to discuss the conditions and the technological needs of all classrooms across the campus. This Committee is composed of faculty and staff representatives and is chaired by the Assistant Provost for Administrative Operations.

Facilities Leadership and Organization

GSU Associate Vice President (AVP) for the Facilities Management Services Division (FMSD) reporting directly to Senior Vice President for Finance and Administration (SVP) will lead the team with administrative oversight of consolidated institution’s physical facilities, infrastructure and equipment. The AVP is supported by director of facilities planning, director of design and construction, director of maintenance and operations, director of renovation, director of administration and various professional, trades, maintenance and administrative staff.

Georgia State University
Substantive Change Report: Consolidation
July 26, 2016
The FMSD of the consolidated GSU is responsible for planning, design, construction, renovation and maintenance & operation of all facilities with a mission to provide safe, clean, attractive and energy efficient buildings that are conducive for teaching, research, living and recreation activities. The FMSD meets this goal by ensuring optimal functioning and use of facilities at all campuses through a program of customer-focused maintenance support.

The FMSD maintains and updates all the space and room inventories across the campus and provides this data to BOR and other constituent groups as required.
Construction and Renovation Projects Underway Presently

The following projects represent improvements in the adequacy of the consolidated GSU’s facilities that are underway or planned.

<table>
<thead>
<tr>
<th>Building/Project</th>
<th>Budget/Proposed Budget</th>
<th>Scheduled/Proposed Completion Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Construction/ Renovation Projects</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science Park Phase 2 (shells, 2 floors) – 65,500 GSF</td>
<td>$27.4 M</td>
<td>Completed</td>
</tr>
<tr>
<td>Piedmont Central Residence Hall (BOR Public Private Partnership Project) 1,150 beds with 450 seat dining hall</td>
<td>$63M</td>
<td>July 2016</td>
</tr>
<tr>
<td>Standard Building and Haas-Howell Buildings Window Replacement</td>
<td>$913,000</td>
<td>June 2017</td>
</tr>
<tr>
<td>T Deck Parking Improvements-Phase II</td>
<td>$950,000</td>
<td>September 2016</td>
</tr>
<tr>
<td>1 Park Place AHU Replacement</td>
<td>$1.5M</td>
<td>December 2016</td>
</tr>
<tr>
<td>Sports Arena Scoreboard Replacement</td>
<td>$480,000</td>
<td>Completed</td>
</tr>
<tr>
<td>Campus ADA/Life Safety Upgrades</td>
<td>$517,000</td>
<td>December 2016</td>
</tr>
<tr>
<td>Langdale Hall AHU Replacement</td>
<td>$1.5M</td>
<td>October 2016</td>
</tr>
<tr>
<td>Urban Life VAV Replacement</td>
<td>$500,000</td>
<td>December 2016</td>
</tr>
<tr>
<td>Science Park Phase II (Build Out): Build out of 2nd floor (vivarium), 3rd and 4th floors (research labs) and pedestrian bridge to Petit Science Center at 5th floor.</td>
<td>$19.5 M</td>
<td>July 2016</td>
</tr>
<tr>
<td>25 Park Place Façade and Lobby Renovation</td>
<td>$3.5 M</td>
<td>September 2016</td>
</tr>
<tr>
<td>Project Description</td>
<td>Cost</td>
<td>Timeline</td>
</tr>
<tr>
<td>------------------------------------------------------------------------------------</td>
<td>--------</td>
<td>-------------------------------</td>
</tr>
<tr>
<td>25 Park Place – Cube Building Renovation: For Center for Media Innovation and</td>
<td>$10.5 M</td>
<td>Start construction by July 2016</td>
</tr>
<tr>
<td>Instruction. Funded by a grant from Woodruff Foundation.</td>
<td></td>
<td>and complete by December 2016</td>
</tr>
<tr>
<td>Science Annex Addition: Expand 4th and 5th floors to add two science teaching labs -</td>
<td>$700,000</td>
<td>December 2016 (contingent on funding approval)</td>
</tr>
<tr>
<td>Phase III</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NE Building Replace Chillers and Cooling Tower - Dunwoody</td>
<td>$1.1M</td>
<td>March 2017</td>
</tr>
<tr>
<td>Clarkston Campus – Cole Auditorium Renovation</td>
<td>$612,000</td>
<td>August 2016</td>
</tr>
<tr>
<td>NE Building Roof Replacement – Dunwoody</td>
<td>$451,000</td>
<td>December 2016</td>
</tr>
<tr>
<td>Classroom South Addition Phase II: 35,000 sq. ft. addition—the final phase of the</td>
<td>$17 M</td>
<td>December 2017.</td>
</tr>
<tr>
<td>expansion to the Classroom South building, primarily creating classroom and science teaching labs.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science Teaching Lab Addition – Alpharetta</td>
<td>$6.3M</td>
<td>August 2017</td>
</tr>
<tr>
<td>55 Park Place 12th Floor Renovation - RCB Delta Student Success Center</td>
<td>$3.6M</td>
<td>July 2017</td>
</tr>
<tr>
<td>55 Park Place 5th and 6th Floor Renovation - AYSPS</td>
<td>$2.0M</td>
<td>August 2017</td>
</tr>
</tbody>
</table>

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<table>
<thead>
<tr>
<th>Projects in Planning Phase</th>
<th>Description</th>
<th>Cost</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Urban Life 4th and 6th Floor Renovation – School of Public Health</td>
<td>$900,000</td>
<td>February 2017</td>
<td></td>
</tr>
<tr>
<td>Science Park Phase III Programming and Site Studies</td>
<td>$70,000</td>
<td>November 2016</td>
<td></td>
</tr>
<tr>
<td>25 Park Place Plaza Development Concepts</td>
<td>$34,250</td>
<td>December 2016</td>
<td></td>
</tr>
<tr>
<td>Kell Hall Relocation Plan</td>
<td>To be determined</td>
<td>To be determined</td>
<td></td>
</tr>
</tbody>
</table>

Network and Wireless Infrastructure

Georgia State University offers a high-quality network experience for students, faculty, staff, as well as guests who access resources on and between campuses. Reporting units of the Chief Innovation Officer and Chief Technology Officer oversee and maintain the technology infrastructure. Consolidation provided the opportunity for a reduction in duplicated services and to provide high-capacity access to locally-hosted information technology resources at both campuses.

GSU employs a physical network infrastructure built on redundant architecture and a wireless local area network (WLAN) infrastructure in all academic and administrative buildings. The network infrastructure is composed of over 3200 access points spread across all campuses and provides wireless connectivity to over 15 thousand concurrent devices on a daily basis. Additionally, the infrastructure is supported by an uninterruptible power supply that ensures reliability to users. The primary data centers are equipped with generators that ensure seamless network service in the event of an extended power outage and disaster-recovery protocols that, when implemented, mirror key data or entire servers. Data centers and network/telephone closets are accessed through secure key control or electronic swipe card locks.
### Educational Technologies and Applications at GSU

<table>
<thead>
<tr>
<th>Educational Use</th>
<th>Technology Name</th>
<th>Users</th>
</tr>
</thead>
<tbody>
<tr>
<td>Media/Content Development</td>
<td>Adobe Creative Cloud</td>
<td>Faculty, Students, Staff</td>
</tr>
<tr>
<td>Media/Content Development</td>
<td>Adobe Presenter</td>
<td>Faculty, Staff</td>
</tr>
<tr>
<td>Photography Management</td>
<td>Aperature</td>
<td>Faculty, Students, Staff</td>
</tr>
<tr>
<td>Mapping</td>
<td>Arc/GIS</td>
<td>Faculty, Students</td>
</tr>
<tr>
<td>Computer Aided Design</td>
<td>Autocad</td>
<td>Faculty, Students</td>
</tr>
<tr>
<td>Distance Education/Web Conferencing</td>
<td>Blackboard Collaborate</td>
<td>Faculty, Students, Staff</td>
</tr>
<tr>
<td>Web Hosting</td>
<td>Bluehost SPOKE</td>
<td>Faculty, Students</td>
</tr>
<tr>
<td>Distance Education</td>
<td>Brightspace by D2L</td>
<td>Faculty, Students, Staff</td>
</tr>
<tr>
<td>Media/Content Development</td>
<td>Camtasia</td>
<td>Faculty, Staff</td>
</tr>
<tr>
<td>Media/Content Development</td>
<td>Captivate</td>
<td>Faculty</td>
</tr>
<tr>
<td>Chemistry</td>
<td>ChemDraw</td>
<td>Faculty, Students</td>
</tr>
<tr>
<td>Student Response System</td>
<td>DyKnow</td>
<td>Faculty, Students</td>
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</table>

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<table>
<thead>
<tr>
<th>Student Metrics</th>
<th>EAB</th>
<th>Faculty, Students</th>
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</thead>
<tbody>
<tr>
<td>Lecture Capture</td>
<td>Echo360</td>
<td>Faculty, Students</td>
</tr>
<tr>
<td>Individual Websites and Blogs</td>
<td>Edublogs</td>
<td>Faculty, Students, Staff</td>
</tr>
<tr>
<td>Professional Development Registration</td>
<td>Eventbrite</td>
<td>Faculty, Students, Staff</td>
</tr>
<tr>
<td>Distance Education/Live Online Proctoring</td>
<td>Examity</td>
<td>Faculty, Students</td>
</tr>
<tr>
<td>2Media/Content Development</td>
<td>FinalCut</td>
<td>Faculty, Students, Staff</td>
</tr>
<tr>
<td>Distance Education/Grammar Checking</td>
<td>Grammarly</td>
<td>Faculty, Students, Staff</td>
</tr>
<tr>
<td>Student Response System</td>
<td>I&gt;clicker</td>
<td>Faculty, Students</td>
</tr>
<tr>
<td>Distance Education/Media Hosting</td>
<td>Kaltura</td>
<td>Faculty, Students, Staff</td>
</tr>
<tr>
<td>Media/Content Development</td>
<td>Logic</td>
<td>Faculty, Students, Staff</td>
</tr>
<tr>
<td>Faculty and Student Training</td>
<td>Lynda.com</td>
<td>Faculty, Students, Staff</td>
</tr>
<tr>
<td>Category</td>
<td>Tool</td>
<td>Users</td>
</tr>
<tr>
<td>----------------------------------</td>
<td>-------------------------------</td>
<td>--------------------------------</td>
</tr>
<tr>
<td>Analytical/Mathematical</td>
<td>Maple</td>
<td>Faculty, Students</td>
</tr>
<tr>
<td>Analytical/Mathematical</td>
<td>Maple TA</td>
<td>Faculty, Students</td>
</tr>
<tr>
<td>Analytical/Mathematical</td>
<td>MapleTA/D2L Integration</td>
<td>Faculty, Students</td>
</tr>
<tr>
<td>Analytical/Data Visualization</td>
<td>Mathematica Online</td>
<td>Faculty, Students</td>
</tr>
<tr>
<td>Analytical/Data Visualization</td>
<td>Mathematica</td>
<td>Faculty, Students</td>
</tr>
<tr>
<td>Analytical/Data Visualization</td>
<td>MatLab</td>
<td>Faculty, Students</td>
</tr>
<tr>
<td>Content</td>
<td>Nursing Central</td>
<td>Faculty, Students</td>
</tr>
<tr>
<td>Research Repository</td>
<td>NVivo</td>
<td>Faculty, Students</td>
</tr>
<tr>
<td>Classroom Capture</td>
<td>Panopto</td>
<td>Faculty, Students, Staff</td>
</tr>
<tr>
<td>Wikistyle Q&amp;A</td>
<td>Piazza</td>
<td>Faculty, Students</td>
</tr>
<tr>
<td>Distance Education/Live Online Proctoring</td>
<td>ProctorU</td>
<td>Faculty, Students</td>
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<tr>
<td>Surveying</td>
<td>Qualtrics</td>
<td>Faculty, Students, Staff</td>
</tr>
<tr>
<td>Text-to-Speech Translation</td>
<td>Readspeaker</td>
<td>Faculty, Students</td>
</tr>
<tr>
<td>Online Event/Testing Registration</td>
<td>RegisterBlast</td>
<td>Faculty, Students</td>
</tr>
<tr>
<td>Service</td>
<td>Tool/Software</td>
<td>Audience</td>
</tr>
<tr>
<td>----------------------------------------------</td>
<td>------------------------</td>
<td>-----------------</td>
</tr>
<tr>
<td>Distance Education/Online Test Security</td>
<td>Respondus RLDB/Monitor</td>
<td>Faculty, Students</td>
</tr>
<tr>
<td>Analytical/Data Visualization</td>
<td>SAS</td>
<td>Faculty, Students</td>
</tr>
<tr>
<td>Distance Education/Media Hosting</td>
<td>ShareStream</td>
<td>Faculty, Students, Staff</td>
</tr>
<tr>
<td>Online Training and Development</td>
<td>SkillSoft</td>
<td>Faculty, Students, Staff</td>
</tr>
<tr>
<td>Distance Education/Tutoring</td>
<td>Smarthinking</td>
<td>Students</td>
</tr>
<tr>
<td>Classroom Management Software</td>
<td>SmarySync</td>
<td>Faculty</td>
</tr>
<tr>
<td>Speech Classes</td>
<td>Speech Capture</td>
<td>Faculty, Students</td>
</tr>
<tr>
<td>Media/Content Development-Training</td>
<td>Spotlight Performance</td>
<td>Faculty, Students</td>
</tr>
<tr>
<td>Analytical/Data Visualization</td>
<td>SPSS</td>
<td>Faculty, Students</td>
</tr>
<tr>
<td>Media/Content Development</td>
<td>Storyline 2</td>
<td>Faculty</td>
</tr>
<tr>
<td>Analytical/Data Visualization</td>
<td>Tableau</td>
<td>Faculty, Students</td>
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<td>Distance Education/Plagiarism Detection</td>
<td>Turnitin</td>
<td>Faculty, Students</td>
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<tr>
<td>Tracking Tutoring Activity</td>
<td>TutorTrac</td>
<td>Students, Staff</td>
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<tr>
<td>Virtual Environment</td>
<td>VM Fusion</td>
<td>Staff</td>
</tr>
<tr>
<td>Distance Education/Voice Discussions</td>
<td>Voicethread</td>
<td>Faculty, Students</td>
</tr>
<tr>
<td>Faculty and Student Equipment Checkout</td>
<td>WebCheckout</td>
<td>Faculty, Students, Staff</td>
</tr>
<tr>
<td>Part-time Staff Scheduling</td>
<td>WhentoWork</td>
<td>Staff</td>
</tr>
<tr>
<td>Interactive Learning</td>
<td>Zaption</td>
<td>Faculty, Students</td>
</tr>
</tbody>
</table>
### Enterprise/Administrative Applications at GSU

<table>
<thead>
<tr>
<th>Administrative Use</th>
<th>Technology Name</th>
<th>Users</th>
</tr>
</thead>
<tbody>
<tr>
<td>University SIS</td>
<td>Banner Student</td>
<td>Faculty, Staff</td>
</tr>
<tr>
<td>University SIS</td>
<td>Banner Self-service</td>
<td>Students, Faculty, Staff</td>
</tr>
<tr>
<td>University SIS</td>
<td>Banner Financial Aid</td>
<td>Staff</td>
</tr>
<tr>
<td>University SIS</td>
<td>Banner Accounts Receivable</td>
<td>Staff</td>
</tr>
<tr>
<td>Student Advisement</td>
<td>Banner CAPP</td>
<td>Staff</td>
</tr>
<tr>
<td>Document Management</td>
<td>Banner Document Management</td>
<td>Faculty, Staff</td>
</tr>
<tr>
<td>International Student Visa tracking</td>
<td>Sunapsis</td>
<td>Staff</td>
</tr>
<tr>
<td>International Student Visa tracking</td>
<td>fsaATLAS</td>
<td>Staff</td>
</tr>
<tr>
<td>Student Portal</td>
<td>Luminis</td>
<td>Students, Faculty, Staff</td>
</tr>
<tr>
<td>Student Advisement</td>
<td>DegreeWorks</td>
<td>Students, Staff</td>
</tr>
<tr>
<td>Classroom Scheduling</td>
<td>Series 25 (a.k.a. R25, S25)</td>
<td>Staff</td>
</tr>
<tr>
<td>Classroom Scheduling</td>
<td>25 Live</td>
<td>Staff</td>
</tr>
<tr>
<td>Credit card payment gateway, web ACH</td>
<td>Paypath/Webcheck</td>
<td>Students, Staff</td>
</tr>
<tr>
<td>Online storefront with CC gateway and payment API</td>
<td>Marketplace</td>
<td>Students, Faculty, Staff</td>
</tr>
<tr>
<td>Student Accounts Billing</td>
<td>Bill+Payment</td>
<td>Students, Staff</td>
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<tr>
<td>Student Accounts POS</td>
<td>CORE Cashiering</td>
<td>Staff</td>
</tr>
<tr>
<td>Identity Integration and disambiguation</td>
<td>Axiom</td>
<td>Staff</td>
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<tr>
<td>Online admissions application (Undergrad)</td>
<td>XAPPLICATION (GAcollege411)</td>
<td>Students, Staff</td>
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<tr>
<td>Online admissions application (Undergrad)</td>
<td>ApplyWeb</td>
<td>Students, Staff</td>
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<table>
<thead>
<tr>
<th>Service Description</th>
<th>System</th>
<th>Users</th>
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</thead>
<tbody>
<tr>
<td>Recruitment (Undergraduate, Graduate)</td>
<td>ConnectCRM</td>
<td>Students, Staff</td>
</tr>
<tr>
<td>Online admissions application (Graduate)</td>
<td>ApplyYourself</td>
<td>Students, Staff</td>
</tr>
<tr>
<td>Student Advisement</td>
<td>GradesFirst</td>
<td>Staff</td>
</tr>
<tr>
<td>Student Advisement</td>
<td>Student Success Collaborative</td>
<td>Students, Staff</td>
</tr>
<tr>
<td>Electronic transcript delivery</td>
<td>eTranscripts</td>
<td>Students, Staff</td>
</tr>
<tr>
<td>Electronic Transcripts on demand</td>
<td>eScripSafe</td>
<td>Students, Staff</td>
</tr>
<tr>
<td>Collections software</td>
<td>Revenue Results</td>
<td>Staff</td>
</tr>
<tr>
<td>Student CRM for Enrollment Services Center</td>
<td>Parature Enterprise Edition (a.k.a. PanthersAnswers)</td>
<td>Students, Staff</td>
</tr>
<tr>
<td>One Stop Shop Queue management</td>
<td>Q-Flow Queue Management</td>
<td>Staff</td>
</tr>
<tr>
<td>Application/Management of Study Abroad experience</td>
<td>Study Abroad</td>
<td>Students, Staff</td>
</tr>
<tr>
<td>Career Center Management</td>
<td>Career Center Contact Manager (C3M)</td>
<td>Students, Staff</td>
</tr>
<tr>
<td>Job Website, Career Services Management, Co-op/internship management</td>
<td>The CSO System</td>
<td>Students, Staff</td>
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<tr>
<td>Housing application and management</td>
<td>Housing Director</td>
<td>Students, Staff</td>
</tr>
<tr>
<td>Judicial Affairs management</td>
<td>Conduct Coordinator (f.k.a., Judicial Officer) ** Being replaced by Maxient</td>
<td>Staff</td>
</tr>
<tr>
<td>Housing software</td>
<td>Residence Life, Staff Selection, Guest Tracking modules</td>
<td>Staff</td>
</tr>
<tr>
<td>------------------</td>
<td>-----------------------------------------------</td>
<td>-------</td>
</tr>
<tr>
<td>Housing assessment</td>
<td>ACUHO-I / EBI Resident Assessment</td>
<td>Staff</td>
</tr>
<tr>
<td>Judicial Affairs management</td>
<td>Conduct Manager</td>
<td>Staff</td>
</tr>
<tr>
<td>Student Portal, Community, Collaboration</td>
<td>OrgSync</td>
<td>Students, Staff</td>
</tr>
<tr>
<td>Manage conference and events</td>
<td>Kx Residential</td>
<td>Staff</td>
</tr>
<tr>
<td>Conference management</td>
<td>conferenceCMS</td>
<td>Staff</td>
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<tr>
<td>Medicat</td>
<td>Health Center Management</td>
<td>Staff</td>
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<tr>
<td>A/P, G/L, Commitment control, Fixed Asset</td>
<td>PeopleSoft Financials</td>
<td>Faculty, Staff</td>
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<tr>
<td>eProcurement</td>
<td>Marketplace and eProcurement</td>
<td>Faculty, Staff</td>
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<tr>
<td>Procurement</td>
<td>ePro</td>
<td>Faculty, Staff</td>
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<tr>
<td>PeopleSoft Financial Data Mart</td>
<td>iStrategy</td>
<td>Staff</td>
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<tr>
<td>Nonresident Alien Tax Compliance system</td>
<td>GLACIER</td>
<td>Staff</td>
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<tr>
<td>Integrated Workplace Management System</td>
<td>Archibud Space Management and Building Operations</td>
<td>Staff</td>
</tr>
<tr>
<td>IBM Maximo</td>
<td>Facilities management</td>
<td>Staff</td>
</tr>
<tr>
<td>Outsourced payroll and benefits administration</td>
<td>ADP Payroll &amp; Benefits</td>
<td>Students, Faculty, Staff</td>
</tr>
<tr>
<td>Software for tracking and managing the Employee Application process.</td>
<td>Taleo - Job Tracking</td>
<td>Faculty, Staff</td>
</tr>
<tr>
<td>Software for tracking and managing the Employee On-boarding process.</td>
<td>Taleo - OnBoarding</td>
<td>Faculty, Staff</td>
</tr>
<tr>
<td>Software for tracking and managing the Employee Application process.</td>
<td>Taleo - Performance Management</td>
<td>Faculty, Staff</td>
</tr>
<tr>
<td>OOD/HR Case Management for grievances</td>
<td>Advocate</td>
<td>Faculty, Staff</td>
</tr>
<tr>
<td>Grants, Contract Management, A/R, Billing</td>
<td>PeopleSoft Grants Management</td>
<td>Faculty, Staff</td>
</tr>
<tr>
<td>Research protocol management</td>
<td>iRIS (Integrated Research Information Software)</td>
<td>Faculty, Staff</td>
</tr>
<tr>
<td>Research protocol management</td>
<td>IRBWise</td>
<td>Faculty, Staff</td>
</tr>
<tr>
<td>Research effort reporting system</td>
<td>PERS</td>
<td>Faculty, Staff</td>
</tr>
<tr>
<td>Research chemical management solution</td>
<td>Chematix</td>
<td>Faculty, Staff</td>
</tr>
<tr>
<td>Intellectual Property Management</td>
<td>Inteum Web</td>
<td>Faculty, Staff</td>
</tr>
<tr>
<td>Software to support the creation, review, approval, and electronic submission of grant proposals.</td>
<td>Cayuse424</td>
<td>Faculty, Staff</td>
</tr>
<tr>
<td>Research cluster Scheduler</td>
<td>EnginFrame</td>
<td>Faculty, Staff</td>
</tr>
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<td>Web content management system</td>
<td>WordPress Multi-site</td>
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<tr>
<td>Web content management system</td>
<td>Drupal</td>
<td>Staff</td>
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<tr>
<td>PikWik Analytics</td>
<td>Web analytics</td>
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<tr>
<td>MobileFirst (Worklight)</td>
<td>Mobile platform</td>
<td>Students, Faculty, Staff</td>
</tr>
<tr>
<td>-------------------------</td>
<td>----------------</td>
<td>------------------------</td>
</tr>
<tr>
<td>University mobile app</td>
<td>U360</td>
<td>Student, Faculty, Staff</td>
</tr>
<tr>
<td>University development/fundraising</td>
<td>RaisersEdge</td>
<td>Staff</td>
</tr>
<tr>
<td>GSU Foundation financials</td>
<td>FinancialEdge</td>
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</tr>
<tr>
<td>University development/fundraising</td>
<td>NetCommunity</td>
<td>Staff</td>
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<tr>
<td>University development/fundraising</td>
<td>Business Intelligence</td>
<td>Staff</td>
</tr>
<tr>
<td>Rialto ticketing management</td>
<td>PatronsEdge</td>
<td>Staff</td>
</tr>
<tr>
<td>Data Dictionary for HigherEd</td>
<td>Data Cookbook</td>
<td>Staff</td>
</tr>
<tr>
<td>Enterprise business intelligence/reporting</td>
<td>Crystal Enterprise (Business Objects)</td>
<td>Staff</td>
</tr>
<tr>
<td>Data Visualization</td>
<td>Tableau</td>
<td>Staff</td>
</tr>
<tr>
<td>Email, Lync, SharePoint</td>
<td>Office 365</td>
<td>Student, Faculty, Staff</td>
</tr>
<tr>
<td>LISTSERVE software</td>
<td>LISTSERVE</td>
<td>Staff</td>
</tr>
<tr>
<td>Large file transfer email integration</td>
<td>Allardsoft Large File Transfer</td>
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</tr>
<tr>
<td>BI platform utilized by Tracker applications</td>
<td>Pentaho</td>
<td>Staff</td>
</tr>
<tr>
<td>BI platform utilized by Tracker applications</td>
<td>Pentaho</td>
<td>Staff</td>
</tr>
<tr>
<td>Enterprise digital signage solution</td>
<td>AxisTV Digital Signage Software</td>
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<td>Digital Signage</td>
<td>Element</td>
<td>Staff</td>
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<tr>
<td>Video surveillance application</td>
<td>Oculans</td>
<td>Staff</td>
</tr>
<tr>
<td>Collaboration</td>
<td>Social Office</td>
<td>Staff</td>
</tr>
<tr>
<td>University calendar</td>
<td>ActiveData Calendar</td>
<td>Staff</td>
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<tr>
<td>Emergency communications</td>
<td>Rave Alert</td>
<td>Staff</td>
</tr>
<tr>
<td>--------------------------</td>
<td>--------------------</td>
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</tr>
<tr>
<td>PantherCard system</td>
<td>Bb Transact</td>
<td>Students, Staff</td>
</tr>
<tr>
<td>Permit, Citation, POS system for Parking and Transportation</td>
<td>Flex (and Flex eBiz)</td>
<td>Students, Faculty, Staff</td>
</tr>
<tr>
<td>Access control for parking facilities</td>
<td>Scannet</td>
<td>Students, Faculty, Staff</td>
</tr>
<tr>
<td>Point-of-sale (POS) system for retail operations Auxiliary Services support</td>
<td>QuadPoint Back Office</td>
<td>Students, Faculty, Staff</td>
</tr>
<tr>
<td>Biometric (hand reader) system for dining halls</td>
<td>HandNet</td>
<td>Students, Faculty, Staff</td>
</tr>
<tr>
<td>Inventory Management for Dining Halls</td>
<td>Food Pro</td>
<td>Staff</td>
</tr>
<tr>
<td>POS system</td>
<td>Micro</td>
<td>Students, Faculty, Staff</td>
</tr>
<tr>
<td>Food Waste Tracking system</td>
<td>Automated Food Waste Prevention Tracking Systems</td>
<td>Staff</td>
</tr>
<tr>
<td>Print and copy system.</td>
<td>NOWDOCS/NOWPRINT</td>
<td>Students, Faculty, Staff</td>
</tr>
<tr>
<td>Library</td>
<td>Ex Libris</td>
<td>Students, Faculty, Staff</td>
</tr>
<tr>
<td>Library</td>
<td>Galileo</td>
<td>Students, Faculty, Staff</td>
</tr>
<tr>
<td>Databases and hosted services for electronic</td>
<td>Discovery Services</td>
<td>Students, Faculty, Staff</td>
</tr>
<tr>
<td>Enterprise authentication</td>
<td>LDAP</td>
<td>Students, Faculty, Staff</td>
</tr>
<tr>
<td>Identity management</td>
<td>NetIQ</td>
<td>Students, Faculty, Staff</td>
</tr>
<tr>
<td>Enterprise directory services</td>
<td>Active Directory</td>
<td>Students, Faculty, Staff</td>
</tr>
<tr>
<td>Enterprise authentication; Single Sign-On Solution for SAML, CAS, Open ID</td>
<td>GLUU SSO Manager</td>
<td>Students, Faculty, Staff</td>
</tr>
<tr>
<td>Password Manager Solution for the University</td>
<td>Quest Password Manager (QPM)</td>
<td>Students, Faculty, Staff</td>
</tr>
<tr>
<td>---------------------------------------------</td>
<td>------------------------------</td>
<td>-------------------------</td>
</tr>
<tr>
<td>Central IT service management</td>
<td>Footprints, HelpDesk</td>
<td>Staff</td>
</tr>
<tr>
<td>Project Portfolio Management System</td>
<td>eClipse Project Portfolio Management System</td>
<td>Staff</td>
</tr>
<tr>
<td>AD password policy management</td>
<td>SpecOps Password Policy</td>
<td>Staff</td>
</tr>
<tr>
<td>Manages the download of software available to Faculty and Staff</td>
<td>Kivuto - Software Download Manager</td>
<td>Students, Faculty, Staff</td>
</tr>
<tr>
<td>Asset Management software for IS&amp;T</td>
<td>Fixed Assets</td>
<td>Staff</td>
</tr>
<tr>
<td>Security Awareness Training</td>
<td>Phishme Enterprise</td>
<td>Staff</td>
</tr>
<tr>
<td></td>
<td>SANS Securing The Human</td>
<td>Faculty, Staff</td>
</tr>
<tr>
<td>Enterprise Security</td>
<td>McAfee suite</td>
<td>Faculty, Staff</td>
</tr>
<tr>
<td>Endpoint Security - Antivirus</td>
<td>LANDesk Security Suite</td>
<td>Faculty, Staff</td>
</tr>
<tr>
<td>Security Vulnerability Scanning</td>
<td>QualysGuard Enterprise</td>
<td>Faculty, Staff</td>
</tr>
<tr>
<td></td>
<td>Nessus Security Center</td>
<td>Faculty, Staff</td>
</tr>
<tr>
<td>Enterprise Security Operations Monitoring</td>
<td>Dell Secure Works</td>
<td>Faculty, Staff, Students</td>
</tr>
<tr>
<td>Web Application Security</td>
<td>Imperva WAF</td>
<td>Faculty, Staff</td>
</tr>
<tr>
<td>Security Information &amp; Events Monitoring</td>
<td>Splunk SIEM</td>
<td>Faculty, Staff, Students</td>
</tr>
<tr>
<td>Network Security</td>
<td>DAMBalla</td>
<td>Faculty, Staff, Students</td>
</tr>
<tr>
<td></td>
<td>Palo Alto Networks</td>
<td>Faculty, Staff, Students</td>
</tr>
<tr>
<td>Network Perimeter Security</td>
<td>Fortinet Security</td>
<td>Faculty, Staff, Students</td>
</tr>
<tr>
<td>----------------------------</td>
<td>---------------------------</td>
<td>-------------------------</td>
</tr>
<tr>
<td>Cisco</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Enterprise DNS services</td>
<td>DNS/DHCP services</td>
<td>Staff</td>
</tr>
<tr>
<td>Wireless authentication</td>
<td>Radius service</td>
<td>Staff</td>
</tr>
<tr>
<td>Oracle database tool</td>
<td>Spotlight</td>
<td>Staff</td>
</tr>
<tr>
<td>Telephone billing</td>
<td>Telemate Billing</td>
<td>Staff</td>
</tr>
<tr>
<td>Mac management</td>
<td>Casper Suite</td>
<td>Staff</td>
</tr>
<tr>
<td>Help Center remote control tool</td>
<td>Bomgar</td>
<td>Staff</td>
</tr>
<tr>
<td>Systems monitoring</td>
<td>What's Up Gold</td>
<td>Staff</td>
</tr>
<tr>
<td>Telephone ticketing system</td>
<td>Pinnacle Management Suite</td>
<td>Staff</td>
</tr>
<tr>
<td>Desktop management</td>
<td>SCCM (System Center Configuration Manager)</td>
<td>Staff</td>
</tr>
<tr>
<td>Building Automation for Petit Science Center</td>
<td>Metasys Building Automation System</td>
<td>Staff</td>
</tr>
<tr>
<td>Housing Maintenance Management</td>
<td>Maintenance Management Software</td>
<td>Staff</td>
</tr>
<tr>
<td>Safety and Risk Mgt GSU property, tort, worker's compensation, student and auto claims</td>
<td>RiskEnvision</td>
<td>Staff</td>
</tr>
</tbody>
</table>
**Consolidated IT Support and Service**

The consolidated GSU has an established IT department that provides support and assistance to all campus constituents. The table below is an overview of email domain services currently offered at GSU.

### GSU Email Domain Services

<table>
<thead>
<tr>
<th>Service User</th>
<th>Combined University</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty and Staff</td>
<td>Microsoft Office 365 (@gsu.edu)</td>
</tr>
<tr>
<td>Students</td>
<td>Microsoft Office 365 (@student.gsu.edu)</td>
</tr>
</tbody>
</table>
The table below describes the impact in major areas of IT support and service, in alphabetical order.

**IT Services and Support – post Consolidation.**

<table>
<thead>
<tr>
<th>Technology Area</th>
<th>GSU</th>
<th>GPC</th>
<th>Proposed for Consolidation</th>
<th>Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Data Centers</td>
<td>Buildings: Library South Data Center, Alpharetta Data Center</td>
<td>Buildings: Clarkston Data Center</td>
<td>Consolidating into an enterprise primary and secondary data center for the combined institution to provide seamless highly available service for daily operations, disaster recovery compliance, business continuity and service failover.</td>
<td>This result in cost savings by reducing the number of data centers. This will also allow opportunity for the university to regain real estate space to use for other purposes if desired. The primary and secondary data center will continue to ensure continuity of operations particularly during the consolidation implementation phase.</td>
</tr>
<tr>
<td>Educational Technologies</td>
<td>Various technologies described later in this section.</td>
<td>Various technologies described later in this section.</td>
<td>Standardized classroom technology for instruction, standardized workstation experience, standardized applications for the enterprise, combined licensing, and standardized authentication.</td>
<td>This will result in cost savings due to volume licensing discounts and reduced overhead for ongoing IT support. Additionally, a standardized teaching and learning environment across the campuses will be beneficial for faculty and students.</td>
</tr>
<tr>
<td>Enterprise-wide Technical Architecture</td>
<td>GSU technical architecture</td>
<td>GPC technical architecture</td>
<td>The strategy is to build a more simplified and consistent next-generation enterprise network and system architecture to support the new combined institution.</td>
<td>A single, enterprise-wide technical architecture for both campuses will reduce complexity and unify technical skill sets. Investing in and implementing next-gen, simplified, systems/network and security technologies will not only lead to an enterprise architecture that is more nimble and easier to manage and greatly increase our agility in delivering services to our customers. Overall this will provide a stable and more secure infrastructure and efficient support model—all projected to provide high quality, responsive customer service and support.</td>
</tr>
<tr>
<td>Technology Area</td>
<td>GSU</td>
<td>GPC</td>
<td>Proposed for Consolidation</td>
<td>Impact</td>
</tr>
<tr>
<td>-----------------------------------------------------</td>
<td>------------------------------</td>
<td>------------------------------</td>
<td>--------------------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------</td>
</tr>
<tr>
<td>General Purpose and Program-specific Computer Labs</td>
<td>3 labs with 204 workstations</td>
<td>80 labs with 2300 workstations</td>
<td>A total of 83 computers labs across 6 campuses with a combined total 2504 workstations.</td>
<td>Lab environments will adhere to a single user workflow for faculty and students. Users will also have access to a larger number of total workstations and greater availability of software resources.</td>
</tr>
<tr>
<td>and Classrooms</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>GSU-to- GPC Network Connectivity</td>
<td>Shared state network and internet connectivity</td>
<td>Shared state network and internet connectivity</td>
<td>Dedicated high-speed (2-10GbE) Redundant network connection between campuses in addition to existing Internet connectivity.</td>
<td>This will provide a near local area network (LAN) experience for all students, faculty, and staff who access resources between campuses. Consolidation will allow for a reduction in duplicated services and provide connectivity to access IT resources from either campus.</td>
</tr>
<tr>
<td>Network Management</td>
<td>Local network management, monitoring, troubleshooting, and security.</td>
<td>Local network management, monitoring, troubleshooting, and security.</td>
<td>Centralized/converged network management, change management, monitoring, troubleshooting, and security. The GSU Cyber Security department will lead the effort to create blended or extended security teams, utilizing team members within the applications, client services (endpoint support), enterprise systems, and networking departments as security technicians and liaisons.</td>
<td>Provides a single pane of glass to ensure the data-driven services are dedicated to supporting the new university's mission. Unified or blended teams will greatly increase our capabilities and act as a force-multiplier for extending the cybersecurity apparatus into the functional areas of IT, for enhanced agility, network and security monitoring, and incident response.</td>
</tr>
</tbody>
</table>

A consolidated IT staff will provide a larger resource pool with a broad scope of knowledge and talent and allow flexibility in workload/scheduling. This will positively impact the quality of customer support.
<table>
<thead>
<tr>
<th>Technology Area</th>
<th>GSU</th>
<th>GPC</th>
<th>Proposed for Consolidation</th>
<th>Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Operational Hours</td>
<td>Centralized service desk with customer access by phone, email, walk-up, and web. Monday – Friday: 7a.m. to 10 p.m. Saturday: 7:30 a.m. to 8:30 p.m. Sunday: 12 p.m. to 11 p.m.</td>
<td>Centralized service desk with customer access by phone, email, walk-up, and web. Monday – Friday: 7 a.m. to 10 p.m.</td>
<td>GSU and GPC will consolidate to a centralized, single-entry point of service model accessible via phone, email, and web. Face-to-face assistance will be conducted through offices with walk-up counters where available. Additionally, field technicians will be located at each campus to resolve issues that require office or classroom visits.</td>
<td>With consolidation, hours will be according to the GSU schedule of operations and will be adjusted based on customer needs. A single-entry point model will result in streamlined operations, staffing efficiencies, and improved incident-related response.</td>
</tr>
<tr>
<td>Technology Area</td>
<td>GSU</td>
<td>GPC</td>
<td>Proposed for Consolidation</td>
<td>Impact</td>
</tr>
<tr>
<td>---------------------</td>
<td>------------------------------------------</td>
<td>------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Service Desk Support</td>
<td>Available by phone, email, web form, and walk-up locations 96 hours a week.</td>
<td>Available by phone, email, web form, and walk-up locations 37 hours a week.</td>
<td>The new IT service desk will be combined under a single vertical with a single entry point-of-contact by phone, email, web, and self-service. Hours of operation will adjust with the needs of the new university.</td>
<td>The unified service desk will allow for a seamless support experience regardless of location or contact source.</td>
</tr>
<tr>
<td>Student Email</td>
<td>Microsoft Office 365</td>
<td>Microsoft Office 365</td>
<td>All student email will continue to be hosted with Office 365. Perimeter College students will be provisioned GSU identities and Office 365 accounts.</td>
<td>Lower long-term cost of ownership, and automated provisioning and account management.</td>
</tr>
<tr>
<td>Technology-enhanced Classrooms</td>
<td>282 technology-enhanced instructional spaces</td>
<td>250 technology-enhanced instructional spaces</td>
<td>Classroom user experience will be standardized over time and will take into account necessary learning tools from the combined institution.</td>
<td>Over time learning spaces will continue to match the required goals of the institution while excelling in reliability and flexibility.</td>
</tr>
<tr>
<td>Telephone and Facsimile Services</td>
<td>Unify VoIP for phone and facsimile systems</td>
<td>Avaya/Cisco VoIP for phone and facsimile systems</td>
<td>Each campus will continue to use their respective phone systems. Points of contact for consolidated university services will be unified by way of consolidated phone directory.</td>
<td>There will be minimal short-term changes. Unified phone numbers for consolidated services will provide convenience for inter-campus communication.</td>
</tr>
<tr>
<td>Wireless Networking</td>
<td>GSU SSID and GPC Identity Source</td>
<td>GSU SSID and GPC Identity Source</td>
<td>A single, wireless network name (SSID) and consolidated identity source.</td>
<td>A unified authentication and a seamless wireless roaming experience for all students, faculty, and staff regardless of campus.</td>
</tr>
</tbody>
</table>
## Services and Support – Current and Proposed for Consolidation.

<table>
<thead>
<tr>
<th>Technology Area</th>
<th>GSU</th>
<th>GPC</th>
<th>Proposed for Consolidation</th>
<th>Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer-based Testing</td>
<td>80 Seats</td>
<td>50 seats</td>
<td>Consolidation will result in 130 seats of specialized testing available for faculty members in the combined institution. Coordination of testing activities and test registration will result in a seamless experiences for both faculty and students at all campuses.</td>
<td>Combined efforts of coordination and resources at Georgia State University will allow faculty to have flexibility and scalability of testing facilities.</td>
</tr>
</tbody>
</table>
### Project Benefits of a Consolidated IT Infrastructure

<table>
<thead>
<tr>
<th>Consolidation of IT Infrastructures</th>
<th>Benefit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Centralized Maintenance</td>
<td>All service-impacting transitions will be performed off-hours and/or over weekends following advanced coordination with university operations and announcements to users. This protocol will help to mitigate downtime and impact to users of enterprise services.</td>
</tr>
<tr>
<td>Centralized Enterprise Monitoring</td>
<td>Centralized oversight of network security, monitoring, troubleshooting, and change management will be optimize skill sets, increase workload flexibility, and standardize operational processes.</td>
</tr>
<tr>
<td>Campus-to-Campus Connectivity</td>
<td>A high-speed (10Gb) and redundant wide-area network will be made available between campuses over the state-wide network, PeachNet. This will provide users at either site the ability to collaborate with large files or data sets in real time while providing a conduit for continuity and disaster recovery.</td>
</tr>
<tr>
<td>Consolidated Wireless</td>
<td>A secure, unified wireless network name will be accessible by students, faculty, staff, and invited guests across both campuses.</td>
</tr>
<tr>
<td>Standardized Life Cycle Replacement</td>
<td>As existing network hardware nears the end of its serviceable life, replenishments will adhere to a single enterprise-wide technical architecture. This will provide long-term efficiencies by unifying IT employee skill sets and improving hardware interoperability.</td>
</tr>
</tbody>
</table>
GSU’s Distance Learning Operations

The combined Georgia State University, including its remote campuses, offers an extensive portfolio of resources that support faculty and students interested in engaging in distance learning initiatives. At the downtown campus, our Center for Excellence in Teaching and Learning (CETL) has recently expanded by building a new 6500 square foot faculty development center. It features three recording studios for creating video and audio content and includes a LED light board for creating dynamic online content. The new central CETL location also offers an interactive learning space where faculty can meet for seminars and workshops. We two computer-based training classroom and an interactive workshop room as well. At each of our remote campuses, we have a center called IdeaSpot staffed by an instructional support professional who can assist faculty in the development of content and the use of the online learning tool set. These IdeaSpot locations are complemented by a second, larger CETL location and a computer-based training classroom at one of our largest remote campuses. All faculty from all campuses are invited to make use of the resources at all other campuses.

Each of our campuses has facilities that can serve as proctored testing labs for our distance education students. During finals, additional computer-based classrooms are allocated to serve as expanded proctored testing labs to accommodate the large number of online students in classes that require in-person testing.

Supporting Documentation

1. Georgia State University Facilities Master Plan
2. University Strategic Plan
3. GSU CPFR 2017-2021
4. Georgia Perimeter College Facilities Master Plan
5. Perimeter College Guided Pathways
6. Board of Regents Guidelines on Capital Project Requests
7. Planning and Development Committee Website
8. Capital Planning Committee Website
9. CPSAC Membership
10. University Space Request Form
11. Facilities Planning and Development Website
12. Facilities Current Projects Map
13. GSU MRR Requests 2016
14. GPC MRR Requests 2016
15. Facilities Management Org Chart
16. ITT Org Chart
17. GSU Space Utilization Data from BOR
18. GPC Space Utilization Data from BOR
Section 3: COMPREHENSIVE STANDARDS

3.2 Governance and Administration

3.2.1 The governing board of the institution is responsible for the selection and the periodic evaluation of the chief executive officer. (CEO evaluation/selection)

Compliance Statement

The governing board of Georgia State University is in compliance with all key elements of this Comprehensive Standard.

Impact of Consolidation

The Board of Regents (BOR) of the University System of Georgia (USG) is the governing board for the colleges and universities that compose the USG, including GSU. The consolidation of Georgia State University and Georgia Perimeter College did not result in any changes to BOR policies and procedures for the selection and evaluation of presidents of USG institutions. Furthermore, the president of GSU before consolidation was selected to be president of the newly consolidated GSU by the governing board.

Other Evidence of Continued Compliance

The Constitution of the State of Georgia establishes the University System of Georgia and grants governing authoring of System member institutions to the Board of Regents (BOR). As a member institution of the University System of Georgia, the Board of Regents is responsible for electing the chief executive officer of the University as well as renewing the contract of the President of the University on an annual basis. These powers are outlined within the BOR Policy Manual sections 2.1 Election of Presidents by the Board and BOR Policy Manual Section 2.2 Procedure for Selection of a President for USG Institutions.

The impact of the institutional consolidation had no effect on the existing role and responsibilities of a university president in the University System of Georgia. However, the administrative consolidation of two previously independent institutions in the University System of Georgia into one resulted in the retention of only one of the two institutional presidents following the effective date of the consolidation. Prior to the consolidation of Georgia State University and Georgia Perimeter College, Dr. Mark P. Becker was president of Georgia State University from 2009 to consolidation and was named President of Georgia State University upon consolidation. Rob Watts was interim President of Georgia State University.
Perimeter College from 2012 to consolidation. The Chancellor identified Dr. Mark P. Becker as the lead president for the consolidated institution.

Bylaws of the Board of Regents specify that the Board is responsible for the operation of all institutions in the University System of Georgia. The Board’s policy manual describes the authority and responsibilities of university presidents and asserts that each president is on a one-year contract to be renewed at the Board’s late spring meeting.

Board policy calls for ongoing assessment of each president, a process "...which consists of open communication between the Chancellor...and the president on both individual and institutional goals and objectives as well as on the methods and processes used to achieve them." The policy further states that, "Evaluations will be factored into the annual appointment renewal for each president."

The Board of Regents, through the Chancellor of the University System, appoints the President. The President is responsible to the Chancellor for the operation and management of the University and for the execution of all directives of the Board and the Chancellor.

The BOR Policy Manual, Section 2.5, describes the authority and responsibilities of institution presidents. Section 2.3 calls for the evaluation of each president on an ongoing basis and mandates that evaluation be conducted for USG presidents as part of their annual appointment renewal as president. As part of the annual evaluation, the president is evaluated on progress toward meeting individual goals, institutional strategic goals, and the strategic initiatives of the USG. In addition to the annual evaluation, each USG president undergoes a 360 evaluation using an external consultant every five years for the purpose of assessing the overall leadership and performance of presidents. President Mark Becker was last evaluated in 2015-2016.

Per the Procedures for the Evaluation of the University President passed by the GSU Senate March 12, 2015, the performance of the President will be reviewed in his or her third year in the first evaluation cycle. Subsequent reviews will be on a five year cycle, unless, at the conclusion of a review, the Executive Committee of the Senate votes to implement the next review cycle in fewer than five years. The purpose of such comprehensive reviews is to evaluate the progress of the President, to provide the opportunity for constructive input from faculty and other constituencies, to review the individual’s professional contributions and performance as a “leader” and as an “administrator,” and to provide feedback to improve his or her performance.

If the President’s appointment begins between July 1 and December 31, notification of the first review will be given in January of the third year following the date of the appointment and the review will take place during the following 12 months (the calendar year review cycle). If the President’s appointment begins between January 1 and June 30, notification of the first review will be given in August of the third year following the date of the appointment and the review will take place during the following nine months (the academic year review cycle). The second and subsequent reviews will be given on the academic year review cycle.

If the President is officially on leave for more than 90 days in any 12-month period, that period will not be counted as a year for purposes of determining when the President is evaluated.

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If the President is hired with an interim/acting qualification and still holds that interim/acting position three years later, the President will be evaluated on the cycle as indicated in the Procedures for the Evaluation of the University President. When an interim/acting qualification is removed, the official effective date of the removal of the interim/acting qualification will count as the President's date of appointment.

The faculty portion of the evaluation of the President is a summary of faculty responses to the Georgia State University Evaluation Form by faculty members designated as evaluators and holding rank as defined in the Statutes Art. V, Sec. 1 and contract with .75 EFT or above. The evaluation of the President also will contain a staff component which is a summary of staff responses to the Georgia State University Staff Component Form for the President by staff members designated as evaluators. This evaluation does not preclude evaluations by other constituencies, as approved by the Executive Committee. The President is not eligible to complete an evaluation on him/herself.

Dr. Becker has been evaluated annually by the BOR. Following each evaluation, the chancellor recommended that the BOR renew Dr. Becker's appointment as president of GSU for the following year.

Supporting Documentation

1. Board of Regents Policy Manual Section 2.1
2. Board of Regents Policy Manual Section 2.2
3. Bylaws of the Board of Regents
4. Board of Regents Policy Manual Section 2.5
5. Board of Regents Policy Manual Section 2.3
6. GSU Senior Leadership Evaluation Schedule
7. Procedures for the Evaluation of University President
8. University Statutes
3.2.2 The legal authority and operating control of the institution are clearly defined for the following areas within the institution’s governance structure: (Governing board control)

Compliance Statement

The governing board of Georgia State University is in compliance all key elements of this Comprehensive Standard.

Impact of Consolidation

The institutional consolidation that formed Georgia had no impact on or made no changes to these regulatory controls and legal authority of the BOR. However, the consolidation required BOR review and approval of a new mission statement for GSU, the consolidation of GSU and GPC’s FY 2017 operating budgets to establish financial stability for GSU, and oversight of GSU’s institutional policy consolidations in compliance with established BOR policies. All of these controls will be addressed in subsections of this standard below.

Other Evidence of Continued Compliance

The Georgia Constitution and state law grant to the University System of Georgia (USG) Board of Regents (BOR) exclusive right to govern, control, and manage the University System of Georgia, including all of its member institutions. That governing board control is manifest in the BOR Policy Manual which addresses BOR control over institutional mission, institutional financial stability, and institutional policy.

Supporting Documentation

1. State of Georgia Constitution
3.2.2 The legal authority and operating control of the institution are clearly defined for the following areas within the institution’s governance structure: (Governing board control)

3.2.2.1 the institution’s mission;

Compliance Statement

The governing board of Georgia State University is in compliance with this Comprehensive Standard.

Impact of Consolidation

The consolidation of GSU and Georgia State University (GPC) had no impact on, and resulted in no changes to, the governing board’s legal authority and operating control of the institution with regard to the establishment and approval of the new GSU’s mission statement. However, BOR approval of the new GSU’s mission statement was required prior to consolidation and was included in the Consolidation Prospectus approved by the Commission.

Other Evidence of Continued Compliance

The proposed institutional consolidation required the consolidation of the two institutions’ mission statements, which was accomplished early in 2015 by a 42-member Consolidation Implementation Committee with representatives from both institutions. The proposed mission statement for the consolidated GSU was endorsed by President Becker, who recommended it for Board approval. The new mission statement was subsequently reviewed and approved by the Board of Regents at its January 2015 meeting.

The legal authority and operating control of GSU are clearly defined for the mission within the institution’s governance structure. Final authority for governance, control, and management of each of the institutions of the University System of Georgia (USG), which includes GSU, resides with the Board of Regents (BOR) of the USG. This authority is designated to the BOR in both the Constitution of the State of Georgia (Article VIII, Section IV, Paragraph 1):

...The government, control, and management of the University System of Georgia and all of the institutions in said system shall be vested in the Board of Regents of the University System of Georgia.

and the Official Code of Georgia Annotated (OCGA)/§ 20-3-31):

The board of regents shall have power: (1) to make such reasonable rules and regulations as are necessary for the performance of its duties.

The authority of the BOR to approve the mission of the member institutions is included in the BOR Policy Manual, Section 2.10:

Georgia State University
Substantive Change Report: Consolidation
July 26, 2016
The mission of the University System of Georgia (USG) is achieved through the collective missions of our state’s public colleges and universities......The individual mission and function of the institutions within the USG must be aligned with the overall USG mission in order to strategically meet the higher education needs of the State. To that end, the function and mission of each institution in the University System of Georgia (USG) is determined by the Board of Regents, and any change in institutional function and mission must be approved by the Board.

Supporting Documentation

1. BOR Approves New GSU Mission Statement
2. Constitution of the State of Georgia
3. OCGA § 20-3-31
4. BOR Policy Manual 2.10
3.2.2 The legal authority and operating control of the institution are clearly defined for the following areas within the institution’s governance structure: (Governing board control)

3.2.2.2 the fiscal stability of the institution;

Compliance Statement
The governing board of Georgia State University is in compliance with this Comprehensive Standard.

Impact of Consolidation
No substantive changes to the governing board’s control over the financial stability for the institution have occurred as a result of the consolidation of Georgia State University (GSU) and Georgia Perimeter College (GPC). Both institutions were, and the consolidated institution is, under the same governing board, the Board of Regents, which had and continues to have the same policies and procedures in place to control the financial stability of all institutions in the University System of Georgia, including the new GSU.

Other Evidence of Continued Compliance
Governing Board Control
The legal authority and operating control for the financial affairs of Georgia State University are constitutionally vested in the Board of Regents of the University System of Georgia. The Board of Regents (BOR) is charged with allocating its annual lump sum state appropriation from the legislature/governor to the institutions under its control in ways that further the efficiency and economical administration of the USG. BOR bylaws indicate that the governing board allocates funds to USG institutions in April each year and approves budgets for each institution within the University System of Georgia (USG), including Georgia State University, by June.

USG institutions are directed to prepare operating budgets for review by the BOR and are allowed to amend budgets excepting amendments that both exceed $1 million and involve state general fund appropriations. Updated budgets must be reported quarterly to the USG chief financial officer, and budget deficits must be reported immediately. Tuition and fees are set by the BOR. Tuition and fees are determined by the BOR after the annual legislative session ends and the BOR’s state appropriations are known for the coming fiscal year. With state appropriation levels known, the BOR sets tuition and fee levels in such a way as to ensure sufficient institutional funding and the financial stability of the institutions under its control.
The BOR has two standing committees with oversight responsibilities pertaining to the financial stability of USG institutions: the Committee on Finance and Business Operations and the Committee on Internal Audit, Risk, and Compliance.

Recent evidence of the BOR’s actions over the financial affairs of GSU can be seen in the governing board’s approval of the institution’s 2016-17 tuition and fees, its allocation of funds for GSU’s FY2016 budget, and its approval of GSU’s balanced FY2017 budget. The funding increases for consolidated GSU in FY2017 over FY2016 (for GSU and GPC combined) amounted to $52,683,686. Clearly, those increases along with the retained savings from administrative consolidations ensured the financial stability of the new University moving forward.

Supporting Documentation

1. BOR Bylaws
3.2.2 The legal authority and operating control of the institution are clearly defined for the following areas within the institution’s governance structure: (Governing board control)

3.2.2.3 institutional policy

Compliance Statement
The governing board of Georgia State University is in compliance with this Comprehensive Standard.

Impact of Consolidation
The consolidated Georgia State University continues to be an institution of the University System of Georgia and is governed by the Board of Regents of the USG. Therefore, the consolidation has no impact on its legal authority and operating control with regard to policy.

Other Evidence of Continued Compliance
As an institution of the University System of Georgia, the legal authority and operating control of Georgia State University (GSU) are clearly defined within the statutes of Georgia State University (GSU).

- *The Board of Regents of the University System of Georgia* “is the single governing and management authority for public higher education in Georgia.”

- *As described in Article II of the Statutes of Georgia State University,* the president of GSU is the chief administrative officer of the institution and is responsible to supervise and direct the efficient operation of the institution. As such, the president of GSU, Dr. Mark Becker, implements policy as required by the governing board and other agencies such as regulators or accrediting agencies, and also approves institutional policies that ensure the efficient operation of the University.

State Authority for the Board of Regents
The *Constitution of the State of Georgia* establishes the Board of Regents (BOR) of the University System of Georgia and provides that “government, control, and management of the University System of Georgia (USG) and all institutions” are vested in the BOR [Article VIII, Section IV, Paragraph 1, Constitution of the State of Georgia].

The Official Code of Georgia Annotated (OCGA) § 20-3-51 states that the “government, control, and management of the university system and all of its institutions shall be vested in the board of regents.”

More specifically the OCGA grants the BOR the authority:
"to exercise any power usually granted to such corporation, necessary to its usefulness, which is not in conflict with the Constitution and laws of this state";

"to establish all such schools of learning or art as may be useful to the state and to organize them in the way most likely to attain the ends desired"; and

"to consolidate, suspend, or discontinue institutions; merge departments; inaugurate or discontinue courses; and abolish or add degrees".

Governing Board Authority and Control

BOR policy applies to all USG institutions, including GSU, and is clearly set forth in the BOR Policy Manual and associated handbooks and manuals serve as guides to assist USG institutions in implementing BOR policy at the institutional level.

The secretary to the BOR is responsible for maintaining BOR policies, including their periodic review and update. BOR actions or policy reviews and updates are recorded in BOR meeting minutes and posted on a website open to the public.

Below are examples of BOR policies that GSU uses to exercise its authority and control of the institution.

- **BOR Policy Manual, 3.1**, Academic Affairs, General Policy: “The Board of Regents shall expect of each president, his/her faculty and staff, the deans, and the faculties of each USG institution efficient service measured by approved academic standards, and shall look to them to promote effective higher education, having in view resources available to them, and, in the discharge of its duties as a Board, must hold them responsible for a failure to achieve these results. The Board is of the opinion that it would not be reasonable to make USG academic authorities accountable for results obtained and at the same time deny them the power to choose ways and means they believe to be best adapted to achieve the ends desired.”

- **BOR Policy Manual, 4.1.1**, Student Affairs, Institutional Responsibility: “Admission, discipline, promotion, graduation, and formulation of all rules and regulations pertaining to students of USG institutions are matters to be handled by the institutions within the framework of regulations of the Board of Regents. Students violating rules and regulations of an institution may be punished, suspended, excluded, or expelled as may be determined by the institution.”

- **BOR Policy Manual, 7.1**, Finance and Business: “The Board of Regents shall be the only medium through which formal requests shall be made for appropriations from the General Assembly and the Governor of the State of Georgia. The Board shall make the allocation of funds to the institutions at the April meeting or the next regular meeting following the approval of the Appropriations Act, or as soon thereafter as may be practicable. The Board shall also make the allocation of funds to the institutions at the April meeting or the next regular meeting following the approval of the Appropriations Act, or as soon thereafter as may be practicable.”

- **BOR Policy Manual, 7.2.2**, Auxiliary Enterprises Revenues and Expenditures: “Auxiliary enterprise operations shall operate on a self-supported basis with revenues derived from student fees and other

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non-state sources, except as provided below. Each auxiliary enterprise operation shall be charged for its share of plant operations and maintenance expense as a direct expense, and/or charged on the basis of an allocation methodology, such as share of total institutional square footage."

"USG institutions may choose also to charge administrative overhead to recoup general costs expended on behalf of each operation. USG institutions shall, notwithstanding the above, allocate at least all direct expenses to the respective auxiliary. Each institution shall develop and update annually a five-year plan for each auxiliary enterprise operation that defines the level and manner of service to be provided, planned expenditures and sources of revenue, including projected fee requirements."

- **BOR Policy Manual, 7.2.3**, Operating Budgets: "Each USG institution shall prepare an operating budget for educational and general activities and an operating budget for auxiliary enterprises of the institution for the fiscal year within the limit of funds allocated plus estimated internal income of the institution. Operating budgets of separately incorporated athletic organizations are specifically excluded from this process, although the transfer of student fees to those separately incorporated organizations must be reflected as a single item in the budget submitted to the Chancellor."

- **BOR Policy Manual, 7.4**, Private Donations to the USG and its Institutions: "A USG institution may accept gifts, bequests, agreements, or declarations of trust, except gifts of real property. By accepting such gifts, donations, bequests, or declarations of trust, the president of the institution affirms that the gift or donation carries no obligations to the institution that may conflict with state law or Board of Regents policy. The president also affirms that acceptance of the gift or donation will not impose a financial burden on the institution beyond that which can be managed within its current budget. If acceptance of the gift or donation would require the institution to incur additional cost that cannot be borne within current resources, the institution shall be required to obtain the approval of the Board of Regents before the gift or donation is formally accepted.

Each institution shall provide a summary report as required to the Chancellor on all gifts received by the institution and its cooperative organizations through private donations under procedures established by the USG chief fiscal officer.

Each president is authorized to execute those documents necessary to provide proper fiscal management of those funds accepted under this authorization and, at their discretion, to further delegate the authority to execute such documents to the chief business officers of the institutions. Gifts of real property are addressed in **Section 9.9**, Real Property Ownership and Asset Management, of this Policy Manual (BOR)."

**Supporting Documentation**

1. **GSU Governance and Strategy**

2. **Article II of the Statutes of Georgia State University**

3. **Constitution of the State of Georgia**

4. **(OCoG) § 20-3-51**
5. Board of Regents Policy Manual Section 3.1
6. Board of Regents Policy Manual Section 4.1.1
7. Board of Regents Policy Manual Section 7.1
8. Board of Regents Policy Manual Section 7.2
9. Board of Regents Policy Manual Section 7.4
10. Board of Regents Policy Manual Section 9.9
11. GSU Statutes
3.2.3 The governing board has a policy addressing conflict of interest for its members. **(Conflict of interest)**

Compliance Statement

The governing board of Georgia State University is in compliance with this Comprehensive Standard.

Impact of Consolidation

State laws and University System of Georgia (USG) Board of Regents (BOR) policies prohibit conflicts of interest by governing board members. The consolidation of Georgia State University and Georgia Perimeter College into Georgia State University had no impact on and made no changes to regulations prohibiting conflicts of interest among members of the BOR of the USG.

Other Evidence of Continued Compliance

As an agency of the state of Georgia, the BOR of the USG and its individual members are subject to rules and regulations pertaining to conflict of interest as defined in state law as well as in BOR Bylaws. There are at least seven sections of the Georgia Code and two sections of the BOR Bylaws that define and prohibit conflicts of interest for members of the BOR who are appointed by the Governor of Georgia to serve as part-time public officials in their capacity on the governing board. Those regulations are as follows:

**Focus of Policy**

- **O.C.G.A. 45-10-1** Code of Ethics for Government Service for "any person" in government service
- **O.C.G.A. 45-10-20** Definitions of "any person" and "public official" apply to appointed members of the BOR
- **O.C.G.A. 45-10-22** Avoidance of conflicts of interest involving business transactions with the state
- **O.C.G.A. 45-10-24** Part-time public officials are not permitted to do personal business with the state
- **O.C.G.A. 45-10-26** Distinguishes between public officials and employees, but calls for full disclosure from both concerning business interests
- **O.C.G.A. 45-10-40** Specific reference to BOR members and conflicts of business interests
- **O.C.G.A. 45-10-41** Penalties for BOR member infractions involving conflict of interest
- **BOR Bylaws II 2** BOR members cannot accept gifts or compensation
- **BOR Bylaws V 2** BOR members cannot recommend persons for USG employment
- **BOR Policy Manual 8.2.20** Ethics Policy that includes BOR members

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**Unannotated Georgia Code O.C.G.A. 45-10-1** establishes a Code of Ethics for all persons in government service. That code specifically cites several fundamental principles for the avoidance of conflict of interest and upon which other sections of the Georgia Code and Regents Bylaws are based. It states that any person in government service should:

“V. Never discriminate unfairly by dispensing of special favors or privileges to anyone, whether for remuneration or not, and never accept, for himself or his family, favors or benefits under circumstances which might be construed by reasonable persons as influencing the performance of his governmental duties.”

“VII. Engage in no business with the government, either directly or indirectly, which is inconsistent with the conscientious performance of his governmental duties.”

“VIII. Never use any information coming to him confidentially in the performance of governmental duties as a means for making private profit.”

State law article **O.C.G.A. 45-10-20** defines the jurisdiction of these laws for “any person” and “public official” in a manner that includes the members of the BOR when it states:

“(8) ‘Person’ means any person, corporation, partnership, proprietorship, firm, enterprise, franchise, association, organization, or other legal entity.”

“(9) ‘Public official’ means...any person appointed to a state office where in the conduct of such office the person so appointed has administrative and discretionary authority to receive and expend public funds and to perform certain functions concerning the public which are assigned to him by law.”

**Georgia Code article O.C.G.A. 45-10-21** is intended to protect “the integrity of all governmental units of this state and of the recruitment and retention of qualified personnel by prescribing essential restrictions against conflicts of interest in state government.” In part, **O.C.G.A 45-10-21** reads as follows:

(a) it is essential to the proper operation of democratic government that public officials be independent and impartial, that governmental decisions and policy be made in the proper channels of the governmental structure, that public office not be used for private gain other than the remuneration provided by law, and that there be public confidence in the integrity of government. The attainment of one or more of these ends is impaired whenever there exists a conflict between the private interests of an elected official or a government employee and his duties as such. The public interest, therefore, requires that the law protect against such conflicts of interest and establish appropriate ethical standards with respect to the conduct of elected officials and government employees in situations where conflicts exist.

**O.C.G.A. 45-10-22** states that “it shall be unlawful for any public official who has limited power for himself or on behalf of any business, or for any business in which such public official or member of his family has a substantial interest to transact any business with the agency for which such public official serves.” In addition, since members of the BOR are considered to be part-time public officials with state-wide powers, **O.C.G.A. 45-10-24** prohibits such officials from transacting business with any state agency. Georgia Law makes no distinction between state employees and “any public official” in the required
disclosure of business transactions with state agencies as noted in O.C.G.A. 45-10-26. This is underscored specifically for members of the Board of Regents in O.C.G.A. 45-10-40, which states:

“No member of the Board of Regents of the University System of Georgia or of the Board of Human Resources, no trustee or other officer of any institution which is wholly or in part supported by state funds and no partnership of which such person is a member shall make any contract with the governing board of trustees of such institution or any officer of such institution for the sale and purchase of merchandise or supplies for such institution whereby profit shall accrue to such board member or trustee or such partnership of which such person is a member. Such trustee or officer of such institution shall not make any profit or receive any money for the sale, handling, or disposal of any crop or crops or property of such institution. Such member, trustee, or other officer of such institution shall not make or be interested in any contract for supplies or merchandise for such institution when such contract or the making of the same is wholly or in part made or influenced by the action of the board governing such institution or the trustees thereof or is controlled by any officer of such institution; any and all such contracts are declared to be illegal and void, provided that any such contracts as are described in this Code section may be made with a corporation of which any such board member or trustee is a stockholder if such member or trustee does not vote on or participate in the making of such contract.”

O.C.G.A. 45-10-41 cites the potential penalties that members of the Board of Regents face for violating O.C.G.A. 45-10-40.

The Bylaws of the BOR reiterate some additional specific and related restrictions. Section II, Number 2 of the BOR Bylaws states that, “Members of the Board shall not accept gifts, honoraria, or other forms of compensation from University System institutions or cooperative organizations for speaking or other activities at events sponsored by University System institutions.” Section V, Number 2 states that, “Except as permitted in these Bylaws or The Policy Manual of the Board, a member of the Board of Regents shall not recommend any person for employment in any position in the University System.” Both of these excerpts from Regents Bylaws are rooted in state law as described above.

On November 10, 2008, the BOR approved a new Ethics Policy to which all employees of the University System, including members of the Board of Regents, must adhere. Section 8.2.20.5 Code of Conduct specifically states "Disclose and avoid improper conflicts of interest." To enforce this policy, the Chancellor implemented mandatory training beginning March 31, 2010. This training is administered electronically and is part of a three-pronged approach the University System is taking to enhance compliance with state and federal regulations and to promote ethical conduct by USG faculty, staff, administrators, vendors, contractors, and members of the Board of Regents.

Supporting Documentation

1. O.C.G.A. 45-10-1
2. O.C.G.A. 45-10-20
3. O.C.G.A. 45-10-22
4. O.C.G.A. 45-10-24

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5. **O.C.G.A. 45-10-26**

6. **O.C.G.A. 45-10-40**

7. **O.C.G.A. 45-10-41**

8. **BOR Bylaws**

9. **BOR Policy Manual Section 8**
3.2.4 The governing board is free from undue influence from political, religious, or other external bodies and protects the institution from such influence. (External influence)

Compliance Statement
The governing board of Georgia State University is in compliance with this Comprehensive Standard.

Impact of Consolidation
The Board of Regents of the University System of Georgia (BOR-USG) is the governing board for the colleges and universities that compose the USG, including Georgia State University. The Constitution of the State of Georgia, Georgia laws, and the bylaws of the BOR clearly state that the BOR members (i.e., Regents) are expected to be free from undue external influence. The consolidation of Georgia State University (GSU) and Georgia Perimeter College (GPC) did not result in any changes to state laws or BOR policies in that regard.

Other Evidence of Continued Compliance
The Board of Regents (BOR) of the University System of Georgia (USG) operates under numerous laws, regulations, policies, and procedures that protect the BOR from undue influence from political, religious, and other external bodies. As a public university in the state of Georgia under the control of the BOR, Georgia State University operates under the same or similar laws, regulations, policies, and procedures, protecting the institution from undue influence. Article VIII, Section IV, Paragraph 1 of the Constitution of the State of Georgia, Georgia laws (O.C.G.A. 20-3-21, O.C.G.A. 20-3-31, and O.C.G.A. 20-3-53), and the Board of Regents Bylaws, Article I, Section 2 give the governing board independence and exclusive authority over the government, control, and management of the University System of Georgia, including GSU, thus preventing undue influence from political, religious, and other external bodies.

The BOR Policy Manual Section 12.1 states:

The Board of Regents is unalterably opposed to political interference or domination of any kind or character in the affairs of any USG institution (BOR Minutes, 1941-42, p. 88). The Board's constitutional authority and independence in matters of USG state appropriations and financial management are reinforced in BOR Bylaws Article VIII, Section IV, Paragraph 1 with these words:

(c) Appropriations made for the use of any or all institutions in the university system shall be paid to the board of regents in a lump sum, with the power and authority in said board to allocate and distribute the same among the institutions under its control in such way and manner and in such amounts as will further an efficient and economical administration of the university system.

The BOR consists of one member from each congressional district in the state and five additional members from the state at large appointed by the Governor and confirmed by the Senate. The Board's composition ensures that interests of the entire state are represented in the affairs of the University.

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System. The seven-year terms of Board members are staggered, thus assuring representation that crosses different gubernatorial administrations. Members serve until their successors are appointed and qualified (BOR Bylaws, Section I-3). The annual rotation of the chairmanship of the Board Meetings - Board of Regents - University System of Georgia BOR Actions List 02-2007 BOR also minimizes the potential for control by a minority of the members (BOR Bylaws, Section IV-2). The BOR Bylaws, Section V-2 states that no individual Board member has the authority to commit the Board to a particular action. BOR Bylaws Section III-4 states that a majority of the members of the Board is needed to constitute a quorum for the transaction of business. All of these features of the Board’s make-up and operation serve to protect the Board of Regents, the University System, and member institutions from undue influence of special interest groups.

Other policies and procedures of the BOR have been established to prevent conflicts of interest that may result in undue external influence. The Official Code of Georgia Annotated (O.C.G.A.), Section 45-10-24, prohibits part-time public officials with state-wide powers from transacting business with any state agency, including their own. The Code of Ethics for government service contained in the OCGA, Section 45-10-1, also prohibits such conflicts of interest. Additionally, Section 21-5-50 of Georgia’s Ethics in Government Act requires all public officials to annually file a financial disclosure statement with the state for payments of more than $10,000 made by any state agency or department to the individual or to businesses they own.

In addition, as an open records and open meetings state, undue influence is less likely to materialize under such public and media access to the operations of the BOR, the USG, and its member institutions. No evidence of undue external evidence has been documented to exist in recent decades.

Supporting Documentation

1. Constitution of the State of Georgia
2. O.C.G.A. 20-3-21
3. O.C.G.A. 20-3-31
4. O.C.G.A. 20-3-53
5. Board of Regents Bylaws
6. BOR Policy Manual Section 12.1
7. O.C.G.A. Section 45-10-24
8. O.C.G.A. Section 45-10-1
9. O.C.G.A. Section 21-5-50
3.2.5 The governing board has a policy whereby members can be dismissed only for appropriate reasons and by a fair process. (Board dismissal)

Compliance Statement

The governing board of Georgia State University is in compliance with this Comprehensive Standard.

Impact on Consolidation

The consolidation of Georgia State University and Georgia Perimeter College had no impact on, and resulted in no changes to, the policies and procedures for board member dismissal.

Other Evidence of Continued Compliance

Policies and procedures for board member dismissal are in place for the University System of Georgia (USG) Board of Regents (BOR). Justifications for board dismissal and the due process procedures for dismissal are described in the Bylaws of the USG BOR, in the Official Code of Georgia Annotated (OCGA), and in the Constitution of the State of Georgia.

According to Article 1, Section 4 of the Bylaws of the USG, members may be dismissed for failure to attend meetings, and a fair process for effecting dismissal is in place:

It shall be the duty of the members of the Board of Regents to attend the meetings of the Board so as to take part in its deliberations. The office of any member of the Board shall be vacated if such member neglects to furnish an excuse in writing to the Board for absence from two consecutive meetings of the Board. If any member fails to attend three successive meetings of the Board without good and valid cause or excuse or without leave of absence from the Chair or, if the Chair for any cause cannot act, from the Vice Chair of the Board, that member's office shall be declared vacant by the Board, and the Secretary to the Board shall notify the Governor of a vacancy on the Board, and the Governor shall fill the vacancy as provided by this part. The Executive and Compensation Committee of the Board shall meet and confer with any member of the Board who fails to attend meetings of the Board, regular or special, and to participate in a substantial way in the activities of the Board. If the Board member continues thereafter to absent himself or herself from Board meetings and from participating substantially in Board activities, the Chair shall so advise the Governor in writing and request that appropriate action be taken.

Section 20-3-26 of the OCGA has a similar provision for dismissal for failure to attend meetings.

A violation of state law on the expected ethical conduct of members of state boards (OCGA § 45-10-3) is also grounds for removal of a Board member. Upon the filing of formal charges of such ethical misconduct with the Governor, the Governor or his designee shall conduct a hearing for the purpose of receiving evidence relative to the merits of such charges. The Board member so charged shall be given
at least 30 days notice prior to such hearing. If the charges are found to be true and upheld by judicial review, the Governor may dismiss the Board member and fill the vacancy.

**OCCA §45-10-4, OCCA § 45-10-24, § 45-10-26, and § 45-10-28** further provide for "removal from office" due to violations of the state’s laws on conflicts of interest. These state laws provide for the removal of a member of the BOR (i.e., an appointed public official) for knowingly transacting prohibited business with the USG or its member units or for failing to file the required yearly disclosure statements concerning personal or familial business interests and transactions with the USG. Removal from the Board is among the stated penalties for such violations of the state code. The due process provided for the Board member in such instances is inherent in the process of civil action brought for the purpose of Board dismissal by the state attorney general.

The *Constitution of the State of Georgia* stipulates that "removal from office of the members of the board of regents shall be as provided by law" ([Article VIII, Section IV, Paragraph 1,f.](#)) Thus, Regents, as public officers, are also subject to dismissal for the reasons stated in **OCCA Section 45-5-1** and with due process procedures outlined in the law as follows:

(a) All offices in the state shall be vacated;

1. By the death of the incumbent;
2. By resignation, when accepted;
3. By decision of a competent tribunal declaring the office vacant;
4. By voluntary act or misfortune of the incumbent whereby he is placed in any of the specified conditions of ineligibility to office;
5. By the incumbent ceasing to be a resident of the state or of the county, circuit, or district for which he was elected;
6. By failing to apply for and obtain commissions or certificates or by failing to qualify or give bond, or both, within the time prescribed by the laws and Constitution of Georgia; or
7. By abandoning the office or ceasing to perform its duties, or both.

(b) Upon the occurrence of a vacancy in any office in the state, the officer or body authorized to fill the vacancy or call for an election to fill the vacancy shall do so without the necessity of a judicial determination of the occurrence of the vacancy. Before doing so, however, the officer or body shall give at least ten days' notice to the person whose office has become vacant, except that such notice shall not be required in the case of a vacancy caused by death, final conviction of a felony, or written resignation. The decision of the officer or body to fill the vacancy or call an election to fill the vacancy shall be subject to an appeal to the superior court; and nothing in this subsection shall affect any right of any person to seek a judicial determination of the eligibility of any person holding office in the state. The provisions of this subsection shall apply both to vacancies occurring under this Code section and to vacancies occurring under other laws of this state.

In recent decades, no member of the BOR has been dismissed for any reason.
Supporting Documentation

1. Bylaws of the USG
2. OCGA 20-3-26
3. OCGA 45-10-3
4. OCGA 45-10-4
5. OCGA 45-10-24
6. OCGA 45-10-26
7. OCGA 45-10-28
8. Constitution of the State of Georgia
9. OCGA 45-5-1
3.2.6 There is a clear and appropriate distinction, in writing and practice, between the policy-making functions of the governing board and the responsibility of the administration and faculty to administer and implement policy. (Board/administration distinction)

Compliance Statement
Georgia State University and its governing board are in compliance with this Comprehensive Standard.

Impact on Consolidation
The consolidation of Georgia State University (GSU) and Georgia Perimeter College (GPC) had no impact on the continuing compliance of the new University and its governing board with this comprehensive standard.

Other Evidence of Continued Compliance
The policies and practices of the Board of Regents (BOR) ensure an appropriate distinction between the governing board’s policy-making authority and the responsibility of institutional administrations and faculty to administer and implement BOR policy. GSU retains its responsibility and authority for administering the institution consistent with the mission and directions set by the governing board and implementing BOR policy at a detailed and specific operational level. The distinctions between the governing board’s policy-making functions and the institution’s policy implementation responsibilities are clear and appropriate, in writing and in practice.

The University System of Georgia (USG) BOR Bylaws (Article 1.2) stipulate that:

The government, control, and management of the University System of Georgia and each of its institutions are vested by the people of Georgia exclusively with the Board of Regents of the University System of Georgia. The Board of Regents possesses such other authority as is granted by the Constitution of the State of Georgia and by acts of the General Assembly. This authority is designated in the Official Code of Georgia Annotated, Section 20-3-31, and the Constitution of the State of Georgia, Article VIII, Section 4, Paragraph 1.

In Section 3.1 of the BOR Policy Manual, the relationship between the BOR, the Chancellor, and the president and administrators of each institution is further clarified:

The Board of Regents shall rely on the Chancellor, the presidents of all USG institutions, and their deans and faculties to develop, adapt, and administer the academic methods and procedures deemed by them to be most effective in promoting efficiency of operations and most appropriate to the advancement of learning.

Without limiting the generality of the preceding paragraph, it is recognized that the following are proper functions of the academic authorities rather than of the Board:
1. To prescribe the teaching load to be carried by each member of the faculty;

2. To determine the maximum and minimum number of students permitted in a class; and,

3. To define the nature and form of records, if any, to be kept of the members of the faculties and of activities of administrative personnel.

The Board of Regents shall expect of each president, his/her faculty and staff, the deans, and the faculties of each USG institution efficient service measured by approved academic standards, and shall look to them to promote effective higher education, having in view resources available to them, and, in the discharge of its duties as a Board, must hold them responsible for a failure to achieve these results. The Board is of the opinion that it would not be reasonable to make USG academic authorities accountable for results obtained and at the same time deny them the power to choose ways and means they believe to be best adapted to achieve the ends desired.

The Board shall look to the Chancellor to survey USG institutions and to report thereon to the Board, as may be necessary to keep it fully informed of the standards of scholarship maintained at each USG institution and the efficiency and effectiveness of the administration of the institutions (BOR Minutes, 1947-48, pp. 170-172; 1989-1990, p. 179).

Section 2.5 of the BOR Policy Manual describes the authority and responsibilities of the presidents of institutions:

2.5.1 Executive Head of Institution

The president of each USG institution shall be the executive head of the institution and of all its departments, and shall exercise such supervision and direction as will promote the efficient operation of the institution. The president shall be responsible to the Chancellor for the operation and management of the institution, and for the execution of all directives of the Board and the Chancellor. The president's discretionary powers shall be broad enough to enable him/her to discharge these responsibilities (BOR Minutes, 1972-74, pp. 69-71; 1977-78, pp. 167-168; April, 2007, pp. 76-77).

2.5.3 Personnel Policies

The president shall be responsible for the initial appointment of faculty members and administrative employees of each institution, the salary and all promotions of each, and be authorized to make all re-appointments of faculty members and administrative employees, except as otherwise specified in this Policy Manual. The president has the right and authority to grant leaves of absence for up to one (1) year for members of the faculty for study at other institutions or for such reasons as the president may deem proper.

He/she shall make an annual report to the Board, through the Chancellor or his/her designee, of the condition of the institution under his/her leadership (BOR Minutes, February, 2007).

The president of each institution, or his/her designee, is authorized to accept on behalf of the Board the resignation of any employee of his/her institution (BOR Minutes, 1977-78, p. 123; 1982-83, p. 225).

Agreements

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The president of each institution, or the president’s designee, shall have the authority to execute, accept, or deliver, on behalf of the Board, the following types of research agreements, settlement agreements, service agreements, and reciprocal emergency law enforcement agreements affecting his/her institution:

1. Research or service agreements whereby the institution concerned, for monetary compensation or other good and valuable consideration, agrees to perform certain institution-oriented research or other personal services within a time period of one (1) year or less.

2. Agreements between USG institutions and hospitals or other organized medical facilities, both public and private, located within the State of Georgia, whereby the hospital or medical facility concerned agrees to provide clinical services to nursing and other students enrolled in nursing and allied health programs at the institution concerned. Said agreements shall be effective for one year with the option of annual renewal as specified therein and shall be subject to cancellation by either party.

3. Reciprocal emergency law enforcement agreements between USG institutions and county and municipal authorities, as authorized by the Georgia Mutual Aid Act, as amended (BOR Minutes, 1993-94, pp. 63-64).

4. Settlements of grievances and complaints, including those filed by state and federal agencies, that do not include a monetary commitment of more than $100,000. Notice of settlements shall be filed with the University System Office of Legal Affairs (BOR Minutes, May 2006; April, 2007).

5. Any agreements necessary for the day-to-day operation of the institution (BOR Minutes, April, 2007).

Section 3.2.1.2 of the BOR Policy Manual addresses the responsibilities of administrators and their faculty status:

Faculty status of full-time administrative officers will necessarily vary with the size and complexity of the institution. A faculty member who has academic rank and rights of tenure in the Corps of Instruction and who accepts an appointment to an administrative office (other than president) shall retain his/her academic rank and rights of tenure as an ex officio member of the Corps of Instruction, but shall have no rights of tenure in the administrative office to which he/she has been appointed.

The additional salary, if any, for the administrative position shall be stated in the employment contract and shall not be paid to the faculty member when he/she ceases to hold the administrative position. An administrative officer having faculty status shall have all the responsibilities and privileges of faculty membership.

Administrative officers shall be appointed by the president with the approval of the Board of Regents and shall hold office at the pleasure of the president.

Section 3.2.4 of the BOR Policy Manual defines the role of the faculty as follows:

The faculty, or the council, senate, assembly, or such other comparable body at an institution (BOR Minutes, May 2010), shall, subject to the approval of the president of the institution:

1. Make statutes, rules, and regulations for its governance and for that of the students;

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2. Provide such committees as may be required;

3. Prescribe regulations regarding admission, suspension, expulsion, classes, courses of study, and requirements for graduation; and,

4. Make such regulations as may be necessary or proper for the maintenance of high educational standards. A copy of an institution’s statutes, rules and regulations made by the faculty shall be filed with the Chancellor. The faculty shall also have primary responsibility for those aspects of student life which relate to the educational process, subject to the approval of the president of the institution (BOR Minutes, 1986-87, p. 333; May 2010).

The administrative and faculty roles and responsibilities at GSU are delineated more specifically in the GSU Statutes. Additionally, administrative position descriptions are posted for each administrator -- director through president -- in the response to Comprehensive Standard 3.2.8.

BOR’s institutional consolidation initiative is a prime example of how the BOR’s policy-making authority is distinguished in practice from the responsibility of system and institutional personnel to administer and implement Board policy. In the January 2012 BOR Meeting Minutes, the BOR charged the USG Chancellor to “take those measures which the Chancellor deems necessary and prudent to give effect to the Board’s determination that these institutions be consolidated so as to enhance and improve educational offerings and student success,” retaining their BOR authority to approve final determinations including the effective date. In January 2015, the BOR exercised its policy-making prerogative to instruct the chancellor and the GPC and GSU presidents to pursue consolidation of Georgia State University and Georgia Perimeter College. It became the responsibilities of the Chancellor’s staff and the GSU and GPC staffs to plan and implement the operational details of consolidation and to secure SACSCOC approval for the Consolidation Prospectus. Following consolidation, it became GSU’s primary responsibility to demonstrate continued SACSCOC accreditation to the Substantive Change Committee and the Board of Trustees of the Commission.

Following Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) approval of the GSU-GPC Consolidation Prospectus in December 2015, the BOR exercised its policy-making authority to formalize the institutional consolidations effective on January 6, 2016 and officially appoint the president of the newly consolidated Georgia State University.

Supporting Documentation

1. Board of Regents Bylaws
2. Constitution of the State of Georgia
3. Official Code of Georgia Annotated, Section 20-3-31
4. Section 3.1 of the BOR Policy Manual
5. Section 2.5 of the BOR Policy Manual
6. Section 3.2 of the BOR Policy Manual

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7. **GSU Statutes**

8. **January 2012 BOR Meeting Minutes**
3.2.7 The institution has a clearly defined and published organizational structure that delineates responsibility for the administration of policies. (Organizational structure)

Compliance Statement

Georgia State University (GSU) is in compliance with this comprehensive standard.

Impact of Consolidation

The institutional consolidation between Georgia State University and Georgia Perimeter College in January 2016 necessitated new organizational and administrative structures, which are reflected in organizational charts. Much of the restructuring was done to reduce administrative redundancy and minimize administrative expansion. Most of the streamlining of the two institutional sets of overlapping administrative positions occurred at the President’s Cabinet level; lower-level units maintained staffing to continue full-service operations at all campuses. The new organizational structure enables GSU to fulfill its mission and to operate efficiently and effectively as a larger and more complex institution.

The Consolidation Implementation Committee, with broad representation from GSU and GPC faculty, staff, administrators, and students approved the organizational structure for the new GSU. In addition, the new organizational structure for the President’s direct reports was approved by the chancellor of the USG, Hank Huckaby, in June 2015.

A number of strategies were used to allocate personnel to the positions on the organizational chart for the new institution. President Becker was confirmed as the new university president by the Regents at their meeting of January 2015. In turn, President Becker confirmed that the existing Georgia State Vice Presidents would remain in their pre-consolidation positions, with the exception of a new cabinet level position of Vice President for Human Resources. A competitive search is underway to fill this position. An organizational chart showing the showing the Cabinet-level administrative positions and persons reporting to the President is provided in the supporting documentation for this narrative.

The consolidated institutional structure incorporates the former Georgia Perimeter College into GSU as a new two-year access college, which is now known as Perimeter College. It is GSU’s ninth college, joining the existing eight colleges at GSU. A new position of Vice Provost and Dean was created to lead Perimeter College. This position was filled by Dr. Peter Lyons in 2016 following a competitive search process. Dr. Lyons previously served as Associate Provost and SACSCOC Accreditation Liaison at GSU prior to consolidation. The Deans of GSU’s other eight colleges retained their positions through the consolidation. An organizational chart showing the showing the academic administrative positions and persons reporting to the Senior Vice President for Academic Affairs and Provost is provided in the supporting documentation for this narrative.

On the academic side at the department and division level, the complementary nature of the two pre-consolidation institutions meant fewer changes than may have been necessitated in previous consolidations in which there were instructional departments competing to offer same discipline.
programs at the same level. The result is that the pre-consolidation organization of deans, department chairs, and faculty at GSU remained unchanged as those units continue to support the consolidated GSU’s four-year and graduate/first professional degree programs. Similarly, the faculty of Perimeter College remained organized in their pre-consolidation divisions and continue to support the associate degree programs and certificates now offered by the new GSU. This academic organizational structure is commensurate with the expanded institutional mission statement previously approved by the BOR. Under that new mission, GSU retains its primary functions as a doctoral research university, but also adds access and associate degree functions through its newest college, Perimeter College. Organizational charts showing the academic administrative positions and persons reporting to each of the nine college deans are provided in the supporting documentation for this narrative.

College of Arts and Sciences Org Chart

J. Mack Robinson School of Business Org Structure

College of Education and Human Development Org Chart

Byrdine F. Lewis School of Nursing Org Chart

School of Public Health Org Chart

School of Law Org Chart

Andrew Young School of Policy Studies Org Chart

Perimeter College Org Chart

Honors College Org Chart

College of The Arts (in operation July 1, 2016; org chart still in development at the time of this report)

As the organizational chart for Perimeter College indicates, the new position of Vice Provost and Dean of Perimeter College is supported by five Senior Associate Deans (one for each of GSU’s suburban campuses where Perimeter College’s educational programs are currently offered), three Associate Deans (for college-level administrative coordination), and a Coordinator for Perimeter College’s division of on-line education. Most of these positions were filled by appointments from the pool of academic administrators who were previously employed by GPC.

Once the Vice Provost and Dean, Senior Associate Deans, and Associate Deans for Perimeter College were identified, they became involved in determining the final structure and processes for identifying Chairs and Associate Chairs of instructional departments and Directors of academic support units in Perimeter College.

In order to become a college-level entity in the new GSU, GPC’s pre-consolidation administrative hierarchy had to be amended in the consolidation process. The GPC positions of President, Provost, and multiple Vice Presidents were eliminated. Some of the incumbents in those positions were
reassigned, or their positions repurposed as appropriate. This was also the case for many GPC
department heads of various administrative support services, student support services, and some
academic support services such as the libraries.

On the administrative side of the GPC-GSU consolidation, units with similar and overlapping functions
were merged into single and often larger support service units, many of which continue to be directed
by administrators who held those leadership positions at GSU prior to the consolidation. Those
consolidated support units now typically have reporting relationships to one of the GSU Vice
Presidents. Support staff positions in those units were typically reorganized, but not eliminated,
because the new GSU maintains a full array of support services post-consolidation for the combined
functions of the former GPC and GSU. Organizational charts showing the administrative positions and
persons reporting to each of the Vice Presidents other than the Provost are provided in the supporting
documentation for this narrative.

Finance and Administration Org Chart

Research and Economic Development Org Chart

Student Affairs Org Chart

Enrollment Management and Student Success Org Chart

All individuals who occupy GSU administrative positions are well qualified to hold those posts. They
were serving in leadership roles prior to and during the consolidation process and will continue to be
in positions of leadership as consolidation activities are completed.

Other Evidence of Continuing Compliance

The organizational charts cited above help to clearly define the organizational structure of the new GSU
in compliance with this comprehensive standard. The titles of each of the vice presidents and their
direct reports help delineate the major divisions of administrative policy oversight that exist at GSU. In
addition, various other publications help to delineate the responsibility for the administration of
governing board and institutional policies.

Chief among those publications within the University System of Georgia (USG) are the Board of Regents
(BOR) Policy Manual, Section 2.5.1; Executive Head of Institution and BOR Policy Manual, Section 2.5.2;
Ex-Officio Faculty Chair which explain the relationship between the governing board (BOR), the
Chancellor, and the institution’s president. Those publications state:

The president of each institution in the University System shall be the executive head of the
institution and of all its departments and shall exercise such supervision and direction as will
promote the efficient operation of the institution. The president shall be responsible to the
Chancellor for the operation and management of the institution, and for the execution of all
directives of the Board and the Chancellor. The president’s discretionary powers shall be broad
enough to enable him/her to discharge these responsibilities (BOR Minutes, 1972-74, pp.69-71;
The president shall be the ex-officio chair of the faculty and may preside at meetings of the faculty.

The president and/or the president's designee shall be a member of all faculties and other academic bodies within the institution. He/she shall decide all questions of jurisdiction, not otherwise defined by the Chancellor, of the several councils, faculties, and officers. The president shall have the right to call meetings of any council, faculty, or committee at his/her institution at any time.

The president shall have the power to veto any act of any council, faculty, or committee of his/her institution but, in doing so, shall transmit to the proper officer a written statement of the reason for such veto. A copy of each veto statement shall be transmitted to the Chancellor. At those institutions that have a council, senate, assembly, or any such body, the president or the president's designee may chair such body and preside at its meetings.

The president shall be the official medium of communication between the faculty and the Chancellor and between the council, senate, assembly, or any such body and the Chancellor (BOR Minutes, 1993-94, p. 239; April, 2007).

Likewise, the Bylaws of the Board of Regents of the University System of Georgia assign primary responsibility to the president of the University for the operation and management of the institution. Presidential roles include acting as ex-officio chair of the University faculty; holding responsibility for appointments, reappointments, and salary decisions on all faculty and administrative personnel; and accepting and executing a wide range of legal agreements that affect the University.

Article II of the GSU Statutes describes the roles and responsibilities of the president. Article III describes the roles and responsibilities of the chief officers—the senior vice president for academic affairs and provost. Other articles in the Statutes describe roles and responsibilities for the faculty, the University Senate, administrative officers of schools and colleges, the academic departments and divisions, and the Staff Council.

Academic Policies of GSU are published in the Faculty Handbook. The Board of Regents Policy Manual is the authoritative source regarding Board-approved policies and procedures within which the University must operate; Section III of this manual outlines Academic Affairs policies.

Supporting Documentation

1. Georgia State University Organizational Chart
2. President’s Cabinet Org Chart
3. Provost’s Administrative Structure Org Chart
4. College of Arts and Sciences Org Chart
5. J. Mack Robinson School of Business Org Structure
6. College of Education and Human Development Org Chart
7. Byrdine F. Lewis School of Nursing Org Chart
8. School of Public Health Org Chart
9. School of Law Org Chart
10. Andrew Young School of Policy Studies Org Chart
11. Honors College Org Chart
12. Perimeter College Org Chart
13. Perimeter College Administrative Org Chart
14. Finance and Administration Org Chart
15. Research and Economic Development Org Chart
16. Student Affairs Org Chart
17. Enrollment Management and Student Success Org Chart
18. Board of Regents Policy Manual Section 2.5
19. Bylaws of the Board of Regents of the University System of Georgia
20. GSU Statutes
3.2.8 The institution has qualified administrative and academic officers with the experience and competence to lead the institution. *(Qualified administrative/academic officers)*

**Compliance Statement**

Georgia State University is in compliance with this Comprehensive Standard.

**Impact of Consolidation**

As part of the institutional consolidation of GSU and Georgia Perimeter College (GPC), a new organizational structure, described in detail in CS 3.2.7, was established, and positions were filled in most cases with current employees from the consolidating institutions. The administrative and academic officer positions filled internally in the new organizational structure are held by individuals who served in the same or similar positions at GSU or GPC prior to consolidation and who are highly qualified for those posts.

Interim administrative appointments were made in a few instances, while national searches were conducted to fill those positions on a permanent basis. During the consolidation planning process, several of GPC’s administrative and academic officers resigned or retired from their positions at GPC to accept administrative posts elsewhere. These consolidating institutions had qualified administrative and academic officers with the experience and competence to lead the respective institutions prior to the consolidation and continue to have qualified administrative and academic officers. The consolidation had no impact on this.

**Other Evidence of Continued Compliance**

At the consolidated GSU, administrative and academic officers are defined as the president, the provost, divisional vice presidents, other chief line officers on the President’s Cabinet, and the college deans. GSU has qualified administrative and academic officers with the experience and competence to lead the institution. These individuals exercised leadership during the process of consolidation planning and have continued to demonstrate effective leadership as consolidation activities have solidified in 2016. These officers represent a diverse group of individuals with credentials and expertise to accomplish the mission and vision of GSU. The credentials and expertise are appropriate to the duties and responsibilities for which they are assigned, as evidenced by the summary of administrative oversight responsibilities and the highlighted qualifications in their biographical sketches provided below. A more detailed description of credentials and expertise is available in the resumes and curricula vitae by clicking the appropriate link in each section.

The GSU Organizational Chart provides context on the interrelationship between administrators, administrative units, and colleges.
President and Provost cabinet:

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Highest Degree Earned</th>
<th>Year Started at GSU</th>
<th>Prior Position</th>
<th>Link to Resume</th>
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</thead>
<tbody>
<tr>
<td>Mark Becker</td>
<td>President</td>
<td>PhD</td>
<td>2009</td>
<td>Executive Vice President for Academic Affairs and Provost at University of South Carolina</td>
<td>Mark Becker</td>
</tr>
<tr>
<td>Risa Palm</td>
<td>Provost and Senior Vice President for Academic Affairs</td>
<td>PhD</td>
<td>2009</td>
<td>Provost and Vice Chancellor for Academic Affairs at State University of New York</td>
<td>Risa Palm</td>
</tr>
<tr>
<td>Sterling Roth</td>
<td>University Auditor</td>
<td>PhD</td>
<td>2003</td>
<td>Chief Audit Officer and Director, University Auditing and Advisory Services</td>
<td>Sterling Roth</td>
</tr>
<tr>
<td>Jerry J. Rackliffe</td>
<td>Senior Vice President for Finance and Administration</td>
<td>JD</td>
<td>2003</td>
<td>Director of Budget and Systems at Georgia State University</td>
<td>Jerry J. Rackliffe</td>
</tr>
<tr>
<td>Timothy Renick</td>
<td>Vice President for Enrollment Management and Student Success and Vice Provost</td>
<td>PhD</td>
<td>2012</td>
<td>Associate Provost for Academic Programs and Chief</td>
<td>Timothy Renick</td>
</tr>
<tr>
<td>Name</td>
<td>Position</td>
<td>Degree</td>
<td>Year</td>
<td>Description</td>
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<tr>
<td>Douglass F. Covey</td>
<td>Vice President for Student Affairs</td>
<td>EdD</td>
<td>2006</td>
<td>Vice President for Student Affairs/Dean of Students at Idaho State University</td>
<td></td>
</tr>
<tr>
<td>Don Hale</td>
<td>Vice President for Public Relations and Marketing Communications</td>
<td>BS</td>
<td>2012</td>
<td>Vice President for Public Affairs at the University of Texas at Austin</td>
<td></td>
</tr>
<tr>
<td>Walter Massey</td>
<td>Vice President for Development</td>
<td>BS</td>
<td>2007</td>
<td>Vice President Development Services at Florida State University</td>
<td></td>
</tr>
<tr>
<td>James Weyhenmeyer</td>
<td>Vice President for Research and Economic Development</td>
<td>PhD</td>
<td>2011</td>
<td>Senior Vice Provost for Research and Economic Development, Office of the Provost, at State University of New York</td>
<td></td>
</tr>
<tr>
<td>Kavita Pandit</td>
<td>Associate Provost for Faculty Affairs</td>
<td>PhD</td>
<td>2016</td>
<td>Associate Provost for International Education at University of Georgia</td>
<td></td>
</tr>
<tr>
<td>Volkan Topalli</td>
<td>Acting Associate Provost for International Initiatives</td>
<td>PhD</td>
<td>2016</td>
<td>Director of Graduate Studies, Department of Criminal</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Academic Unit</td>
<td>Link to Resume</td>
<td></td>
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<tr>
<td>Paul Alberto</td>
<td>College of Education</td>
<td>[Paul Alberto]</td>
<td></td>
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<tr>
<td>Larry Berman</td>
<td>Honors College</td>
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<tr>
<td>Michael Eriksen</td>
<td>School of Public Health</td>
<td>[Michael Eriksen]</td>
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Academic Units:

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<tr>
<th>Name</th>
<th>Academic Unit</th>
<th>Link to Resume</th>
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</thead>
<tbody>
<tr>
<td>Jonathan Gayles</td>
<td>Associate Provost for Institutional Effectiveness</td>
<td>Jonathan Gayles</td>
</tr>
<tr>
<td>Robin Morris</td>
<td>Associate Provost for Strategic Initiatives and Innovation</td>
<td>Robin Morris</td>
</tr>
<tr>
<td>Lisa Armistead</td>
<td>Associate Provost for Graduate Programs</td>
<td>Lisa Armistead</td>
</tr>
<tr>
<td>Charles Cobb</td>
<td>Director of Athletics</td>
<td>Charles Cobb</td>
</tr>
<tr>
<td>Kerry Heyward</td>
<td>University Attorney</td>
<td>Kerry Heyward</td>
</tr>
</tbody>
</table>

Justice & Criminology at Georgia State University

Associate Dean for Undergraduate Learning, College of Arts and Sciences, at Georgia State University

Vice President for Research at Georgia State University

Chair, Department of Psychology at Georgia State University

Director of Athletics at Appalachian State
<table>
<thead>
<tr>
<th>Name</th>
<th>Department</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Richard Phillips</td>
<td>Robinson College of Business</td>
<td>Richard Phillips</td>
</tr>
<tr>
<td>Steve Kaminshine</td>
<td>College of Law</td>
<td>Steve Kaminshine</td>
</tr>
<tr>
<td>Wade Weast</td>
<td>College of the Arts</td>
<td>Wade Weast</td>
</tr>
<tr>
<td>William J. Long</td>
<td>College of Arts and Sciences</td>
<td>Sara Thomas Rosen</td>
</tr>
<tr>
<td>Jeffrey Steely</td>
<td>University Library</td>
<td>Jeffrey Steely</td>
</tr>
<tr>
<td>Mary Beth Walker</td>
<td>Andrew Young School of Policy Studies</td>
<td>Mary Beth Walker</td>
</tr>
<tr>
<td>Nancy Kropf</td>
<td>Byrdine F. Lewis School of Nursing and Health Professions</td>
<td>Nancy Kropf</td>
</tr>
<tr>
<td>Peter Lyons</td>
<td>Perimeter College</td>
<td>Peter Lyons</td>
</tr>
</tbody>
</table>

**Supporting Documentation**

1. [GSU Organizational Chart](#)
3.2.9 The institution publishes policies regarding appointment, employment, and evaluation of all personnel. (Personnel appointment)

Compliance Statement

Georgia State University is in compliance with this comprehensive standard.

Impact of Consolidation

An analysis and evaluation of relevant practices and policies of both institutions on the appointment, employment, and evaluation of all employees were conducted in preparation for consolidating Georgia State University and Georgia Perimeter College. The analysis was performed by Operational Working Groups (OWGs) and their sub-committees, comprised of members from both consolidating institutions.

Since the two (2) consolidating institutions had the same governing board, the Board of Regents (BOR) of the University System of Georgia (USG), institutional consolidation had no impact on changes to the governing board’s published policies and procedures for the appointment/selection, employment, and evaluation of all personnel. Supplemental policies and procedures for implementing BOR policy and procedures at the institutional level for the new GSU also were changed very little from GSU’s existing policies and procedures in that regard. In most instances of policy review at the institutional level, GSU’s existing policies and procedures were adopted for the new GSU. The only exception to this is related to the new GSU’s Staff Grievance Policy and Reduction in Force policies. Both policies were a combination of Perimeter College and Georgia State’s existing policies to create two (2) new policies.

Other Evidence of Continuing Compliance

Governing Board & University System Policies

Georgia State University selects, employs, and evaluates employees in accordance with published policies and procedures adopted by the Board of Regents (BOR), as outlined in Section 8.0 (Personnel) of the BOR Policy Manual. The manual outlines personnel categories (Section 8.1) within the University System of Georgia (USG), general policies for all personnel (Section 8.2), as well as additional policies for other classified personnel and faculty (Sections 8.3 and 8.4).

These policies include procedures for hiring, evaluating performance, and employment termination of both faculty and classified employees. The Board of Regents’ and the University System of Georgia’s policies, provide general guidance on personnel policies; however, specific institutional employment policies and procedures of Georgia State are located in its faculty and employee handbooks. Georgia State’s policies and procedures, regarding the employment process, are in alignment with local, state, and federal laws, including equal employment opportunities and affirmative action provisions.

Institutional Employment Policies and Employee Handbooks

Georgia State recognizes that employees are one of the University’s most valuable resources. Outstanding service is ensured by (1) employing top-tier talent who support the mission in achieving the
goals of the University Strategic Plan; (2) improving individual and organizational performance in promoting learning and development programs; and (3) conducting annual performance reviews to ensure a consistent, continuous, and communicated performance management process.

Policies regarding the selection, employment, and evaluation of employees are published in both the Employee Handbook and the Faculty Handbook as described below. Both handbooks are available for view on-line 24/7 on Georgia State’s main website, as well as on the Human Resources’ website. The Office of Employee Relations, a unit of the Human Resources Department (HR), is responsible for maintaining the Employee Handbook. The Office of Faculty Affairs maintains the Faculty Handbook. HR is responsible for recruiting, selecting, and onboarding all hourly, classified and supervisory administrative employees; classifying and determining compensation; payroll, benefits, and maintaining employment records; and managing the development, employment, and evaluation processes for administrative and professional staff. The Office of Faculty Affairs manages the appointment/selection, employment, and evaluation of academic administrators and the teaching faculty.

Selection and Employment of Staff

Georgia State University’s Employee Handbook contains provisions that are specifically related to the selection of staff. The applicable sections are as follows:

- Hiring and Termination Guidelines: Pre-Employment Screening (Section 103.1)
- Conditions of Employment (Section 103.2)
- Minimum Hiring Standards (Section 205)

The Human Resources website link has a Managers tab, which has step-by-step guidelines and instructions regarding the hiring process. There is also an Onboarding Informational tab that provides specific information for the onboarding of new employees. The website links for both the hiring and onboarding processes are located at: http://managers.hr.gsu.edu/hiring/applicant-tracking-system/ and http://managers.hr.gsu.edu/onboarding/

The hiring process begins when the hiring department initiates a job requisition for posting of a vacant or new position. All staff positions are posted on-line in the Applicant Tracking System (ATS) powered by Oracle Cloud, the Georgia Department of Labor (GDOL), and Higheredjobs.com by the Employment Office. Once the position is entered, the hiring manager meets with the talent acquisition consultant (aka “recruiter”) to discuss the needs of the department, as well as informs the hiring manager of utilization. If a position is under-utilized, the position is required to be posted for a minimum of ten (10) business days. Applicants apply for open positions through the ATS system. Recruiters will review applications to ensure that viable candidates meet the Minimum Hiring Standards (MHS) and preferred skill sets. Those applications that meet the MHS are released to the Human Resource Advisory Council (HRAC) representative of that department, and/or to the hiring manager for further review. Upon completion of the review process, the hiring manager will contact the assigned recruiter and move selected candidates forward for a first-round interview.

The Employment Office prepares the interview questions and assists with the coordination of the search committee and the interview process. At a minimum, at least three (3) candidates must be interviewed for the posted position. If needed, a second interview may conducted before the final selection is made.

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Once a final candidate has been identified, the HRAC/hiring manager uploads the interview evaluation forms into the ATS and the recruiter is notified of the selected candidate's name. The Employment Office will then begin the background screening and reference check process. Upon receipt of the background eligibility, the recruiter initiates the Offer Letter to be reviewed and approved by the hiring manager, HRAC, and the AA/EEO Department. HRAC/hiring manager provides the salary, start date, and other necessary information to be compiled in the offer letter. All interview materials are provided to the AA/EEO Department to ensure compliance with all affirmative action guidelines, policies and laws. Once receipt of approval comes from AA/EEO, the Offer Letter is sent to the selected candidate via email. Once the offer is accepted electronically, an automatic submission to Taleo Onboarding is generated which starts the onboarding process for the new employee.

Simultaneously with the offer letter, a background form is issued to the selected candidate, and the recruiter and/or hiring manager conducts reference checks. The candidate is notified that he/she must complete a background check, credit check (and may include drug testing) and that the offer of employment is conditional pending the result of the background check. Further detail can be found in the Employee Handbook and the Talent Management Office Manual. This manual shows that Georgia State University adheres to its hiring process, as published in our policies and procedures. Perimeter College's staff hiring process followed a similar outline, except the hiring manager and search committee conducted all the steps in the process, whereas Georgia State uses recruiters to conduct the steps in the hiring process.

One documented example is provided in the supporting evidence of this narrative of how these personnel selection and employment policies and procedures were followed in practice at GSU for the recent employment of an individual to fill a staff position. The name of this individual and other identifying or private information has been redacted from the documentation.

Selection and Employment of Teaching Faculty and Academic Administrators

Hiring of Qualified Full-Time Faculty

The institutional mission of the consolidated GSU drives the allocation of resources and guides faculty hiring decisions. Given that teaching will continue to be one of the central missions of the consolidated institution, a highly knowledgeable and effective instructor will teach every class. As evidenced in the attached position advertisements for full-time faculty, both institutions consistently seek individuals who demonstrate the ability to teach effectively and request application materials such as teaching evaluations and statements of teaching philosophies to ensure a commitment to learner-centered teaching.

GSU has a process in place for qualifying faculty based on academic and/or exceptional professional experience. PC requires faculty in its Online Campus to undergo special training in the delivery of online instruction, while GSU downtown makes such training available on a voluntary basis. The consolidated university is developing a uniform process for online teacher training and certification. The process for qualifying faculty is essentially the same but the consolidated GSU is integrating and automating the qualification documentation process using a system to be developed.
At the time hiring decisions are made department chairpersons must indicate whether faculty recommended to be hired are academically qualified, meaning they hold a terminal degree that qualifies them to teach courses within a specific discipline or they have exceptional professional experience combined with academic preparation that qualifies them to teach courses within a specific discipline.

One documented example is provided in the supporting evidence of this narrative of how these personnel selection and employment policies and procedures were followed in practice at GSU for the recent employment of an individual to fill a teaching faculty and academic administrator’s position. The name of the individual has been redacted from that documentation.

Employment Policies for Faculty and Staff

Georgia State’s Employee Handbook contains various employment policies, many of which cover faculty and staff. The Employee Handbook can be found on-line at:

http://managers.hr.gsu.edu/files/gravrty_forms/1-02e6ed3857a89f76b0161de291608bc/2014/01/Georgia-State-University-Classified-Employee-Handbook-Revised-10.20131.pdf

Listed below are examples of some of the policies that govern all employees:

- Equal Opportunity Statement (Section 101.1)
- Sexual Harassment Policy (Section 101.3)
- Discriminatory Harassment Policy (Section 101.4)
- Drug and Alcohol Policy (Section 101.5)
- Staff Grievance Policy (Section 101.7)
- Possession of Dangerous Weapons/Workplace Violence (Section 101.14)
- Smoking/Tobacco Free Campus Policy (Section 101.15)
- Ethics Policy (Section 101.17)
- Background Check (Section 103.1a)
- Classification and Compensation/Payroll (Section 200)
- Benefits (Section 300)
- Vacation, Sick Leave and Leave of Absence (Section 400)

Evaluation Policies and Procedures for Staff

The Human Resources Administrative Practice (HRAP) Manual of the University System of Georgia (USG) states within the Employee Relations guidelines that each institution shall establish a system of performance evaluation for all classified employees. Furthermore, all classified employees must evaluated by their supervisor in a systematic manner and at a specified time period.

Georgia State supports a consistent, continuous, and communicated performance management process and has established policies, criteria, and procedures by which an employee’s performance is evaluated and documented. As required by the Board of Regents, the University has a formal, written performance evaluation that is to be completed for all classified, exempt, and non-exempt employees at least once every calendar year. University-wide training is conducted on how to conduct fair and accurate

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evaluations, as well as how to effectively communicate good and poor performance. Guidelines, instructions, and forms for staff can be found under the Manager tab on Georgia State’s HR website. All employees are evaluated by their immediate supervisor. The next level supervisor must also review and sign-off on the employee’s performance evaluation. Furthermore, it is recommended that all employees receive a Learning Plan Outline, to further develop the skill sets of each employee. Attached is the sample performance evaluation form and Employee Learning Plan for staff employees. Both Georgia State University and Perimeter College have used paper evaluations and will be moving to the Oracle Cloud on-line performance management system with competency-based evaluations.

One documented example is provided in the supporting evidence of this narrative of how these performance evaluation policies and procedures were followed in practice at GSU for the recent evaluation of a staff member. The name of this individual has been redacted from that documentation.

Evaluation Policies and Procedures for Teaching Faculty and Academic Administrators

According to the GSU faculty handbook, each faculty member at Georgia State University shall be evaluated at least once annually in writing by the immediate supervisor. For the GSU downtown campus, the faculty are evaluated on the basis of scholarly attainment and professional growth as evidenced by (a) teaching activity and effectiveness; (b) research, publication, creative scholarly activity, or artistic performance; and (c) institutional and professional service activities.

For Perimeter College, in keeping with its access mission, all faculty members with teaching responsibilities will be evaluated annually on four components of their performance: teaching effectiveness, practices and performance, service, and professional activities.

To ensure a measure of procedural uniformity within the University System, the Chancellor has directed that the following steps be part of all evaluation systems:

- the immediate supervisor will discuss with the faculty member in a scheduled conference the content of that faculty member’s annual evaluation;

- the faculty member will sign a statement to the effect that he/she has been apprised of the content of the annual evaluation;

- the faculty member will be given the opportunity to respond in writing to the annual evaluation, with this response to be attached to the evaluation; and

- the immediate supervisor will acknowledge in writing his/her receipt of this response, noting changes, if any, in the annual evaluation made as a result of either the conference or the faculty member’s written response. This acknowledgment will also become a part of the record - Evaluations by students with the improvement of teaching effectiveness as a major main focus

Student Evaluation of Faculty

- Form Questions applicable University-wide may be developed by the deans of the colleges, the
Senate Academic Programs Committee, and the Senate Faculty Affairs Committee, and shall be approved by the Vice President for Academic Affairs. Questions applicable to a college may be developed by the dean, the departmental chair and the appropriate college-wide faculty committee, and are subject to the approval of the college faculty, the dean, and the Vice President for Academic Affairs. Questions applicable to a department shall be developed by the departmental chair and faculty of the department and are subject to the approval of the faculty of the department, the departmental chair and the dean of the college.

**Frequency** Each faculty member (including part-time and graduate teaching assistants) shall be evaluated by students in all courses the faculty member is teaching unless the department or college/school designates that student evaluations are not appropriate for a specific course.

**Use** The student evaluations are for purposes of self-improvement and information in the faculty evaluation process, as mandated in BOR Policy, Section 8.3.7. The aggregate data of student evaluation questionnaires shall be given to the instructor with a copy to the chairman or unit head. Comments by students shall be given to the instructor with copies to the departmental chair or unit head.

Any college/unit may require data from student evaluation questionnaires as one item in tenure and promotion materials, third-year review, and post-tenure review, provided that majority of full-time faculty members within the college/unit approve of such an action.

**Administration** The University shall use an online procedure for all student evaluations of instruction in all classes unless an online procedure isn't available for a particular course. The University shall provide technical support for only the online method of evaluation.

The procedure for the implementation of online evaluation shall be as follows:

- In order for a student to access his/her grade for a particular course, the student must have either filled out an online course evaluation or actively selected a "do not wish to participate" option at the online evaluation site.

- In no case will a student be allowed to fill out or alter an online evaluation after the grade is viewed.

- The evaluation period for a regular semester (i.e., Spring and Fall) will begin two weeks before classes end and end two weeks after course grades become available to students. The evaluation period for all other terms will begin one week before classes end and end two weeks after course grades become available to students. After the evaluation period the course evaluation ratings will be tabulated and no further evaluations will be included in the overall evaluation of the course. The students, however, will still be required to fill out an evaluation to view their grade, but the evaluation will not count. After the two week period any comments received would be for the enrichment of the instructor only.

One documented example is provided in the supporting evidence of this narrative of how these performance evaluation policies and procedures were followed in practice at GSU for the recent...
evaluation of a teaching faculty member and an academic administrator. Additionally two examples of college promotion and tenure manuals (Perimeter College and Andrew Young School of Policy Studies) are included.

College Evaluation Procedures

Information Dissemination

In order to ensure that faculty and staff are informed about appointment/selection, employment, and evaluation policies and procedures, the Office of Human Resources uses the on-line Onboarding process through Oracle Cloud. Each new employee receives an electronic offer letter that includes a link that takes the employee through the onboarding process. The on-line Onboarding process gives dates for New Employee Orientation (NEO) and New Employee Benefits Orientation (NEBO). Each employee is also made aware of the required state, federal, BOR, and institutional forms that must be completed. Employees are informed to complete Ethics Training and Right to Know, which are mandated by the Board of Regents and the University. The Employee Handbook, Faculty Handbook, and other policies and procedures related to the appointment/selection, employment, and evaluation of employees are available on the Georgia State’s Human Resources website and all new employees are made aware of the location.

Georgia State University is in compliance with the BOR’s mandate in Section 8.2.5 (Employee Orientation) that a new employee shall be responsible for reading and familiarizing himself/herself with the contents of the appropriate policy and/or procedures manuals at his/her institution. Employees are informed of this during NEO and must sign a Policy Awareness and Agreement Form, acknowledging that it is the employee’s responsibility to review and comply with all Georgia State’s policies. An example of this signed form by an employee is provided in the supporting evidence of this narrative. Policies are reviewed on a yearly basis to ensure compliance with applicable local, state, and federal laws, as well as BOR’s regulations. Any university-wide policy has to be approved by either the University Senate (for academic and student policies) or the Administrative Council (administrative policies) prior to it going before the President for final approval. New or revised policies are disseminated via an electronic campus-wide broadcast to all faculty, staff, and administrators. Changes to policies are made to all electronic and hardcopy handbooks, as well as website postings.

Supporting Documentation

1. Board of Regents Policy Manual Section 8.0
2. Board of Regents Policy Manual Section 8.1
3. Board of Regents Policy Manual Section 8.2
4. Board of Regents Policy Manual Section 8.3
5. Board of Regents Policy Manual Section 8.4
6. Hiring and Termination Guidelines: Pre-Employment Screening (Section 103.1)
7. Conditions of Employment (Section 103.2)
8. Minimum Hiring Standards (Section 205)
9. Human Resources Website for Managers
10. Sample Staff Hire Process
11. Example of Faculty Job Posting
12. Sample Faculty Hire Process
13. Equal Opportunity Statement (Section 101.1)
14. Sexual Harassment Policy (Section 101.3)
15. Discriminatory Harassment Policy (Section 101.4)
16. Drug and Alcohol Policy (Section 101.5)
17. Staff Grievance Policy (Section 101.7)
18. Possession of Dangerous Weapons/Workplace Violence (Section 101.14)
19. Smoking/Tobacco Free Campus Policy (Section 101.7.5)
20. Ethics Policy (Section 101.17)
21. Background Check (Section 103.1a)
22. Classification and Compensation/Payroll (Section 200)
23. Benefits (Section 300)
24. Vacation, Sick Leave and Leave of Absence (Section 400)
25. USG Human Resources Administrative Practice Manual Web Page
26. Employee Learning Plan Outline
27. Sample Staff Evaluation Process
28. Sample Faculty Evaluation
29. Sample Administrator Evaluation Process
30. Perimeter College Promotion and Tenure Manual
31. Andrew Young School of Policy Studies Promotion and Tenure Manual
32. Policy Awareness and Agreement Form
3.4 All Educational Programs

3.4.3 The institution publishes admissions policies consistent with its mission. (Admissions policies)

Compliance Statement

Georgia State University is in compliance with this comprehensive standard.

Impact of Consolidation

The consolidated university's main campus is GSU's downtown campus in Atlanta, Georgia (Fulton County), which is home to nine of GSU's ten colleges and most of the university's research and public service programs. Those nine colleges support GSU's baccalaureate, graduate, and first professional degree programs. Admissions to those four-year baccalaureate and post-baccalaureate programs and their home colleges remain selective and competitive, post-consolidation. Admission standards and application requirements for those programs were largely unaffected by consolidation.

The new GSU's tenth college, Perimeter College, has its academic administrative home on GSU's suburban campus in Decatur, Georgia (DeKalb County), although it provides instruction at four other GSU suburban Atlanta campuses as well (Alpharetta, Clarkston, Dunwoody and Newton). Perimeter College supports the new GSU's associate degree and certificate programs in which access and opportunity admission standards apply. Those educational programs were previously offered by GPC before consolidation and were retained as part of the new GSU's expanded mission as expected and approved by the Board of Regents of the University System of Georgia. Admission standards and application requirements for those associate degree programs remain access-oriented and were largely unaffected by consolidation.

In order to maintain the commonly expected selective undergraduate and graduate admissions standards of a large research university while also accommodating retention of the access admission standards of a large two-year college post-consolidation, the new GSU has instituted three admissions portals on its website and three corresponding GSU catalogs—one for its Associate Programs, one for its Bachelor Programs, and one for its Graduate Programs. Necessary differences in admission policies and standards exist among those three divisions, consistent with the new GSU's expanded educational mission. The access admission requirements of GSU's associate programs, supported by GSU's Perimeter College, are published in the Associate Programs admissions portal and catalog. The selective and competitive admission requirements of GSU's baccalaureate and graduate programs are published in the Bachelor Programs and Graduate Programs admission portals and catalogs.

The consolidation of GPC and GSU and the formation of Perimeter College within GSU eliminated the need for associate program students to engage in formal transfer admission processes, as GPC students had to pursue in the past before consolidation, to gain access to GSU's bachelor programs. Beginning in Fall 2016, eligible Perimeter College students only need to complete and submit online the internal Transition Request form to have their records transferred from the associate degree track of Perimeter College to the bachelor degree track on the GSU Atlanta Campus. However, because of the substantive differences in...
admission standards between GSU's associate and bachelor programs, eligibility standards for seamless transition processing include the following:

- Completion of 30 semester hours of college-level credit with at least a 2.0 GPA or satisfaction of bachelor programs admission requirements for freshmen
- Resolution of all learning support and college-prep high school curriculum deficiencies
- Proof of lawful presence
- Positive record of student conduct

The only other notable impact of consolidation on the admissions functions of the university was the necessary administrative reorganization of GPC's and GSU's Admissions Offices for improved coordination, efficiency and effectiveness in the new GSU. For the most part, GPC's staffing and operations were impacted most, as they were consolidated into GSU's existing administrative structure and operations. At GSU, admissions is housed in the Division of Enrollment Management and Student Success under the leadership of Vice Provost Dr. Tim Renick. This is an organizational change for Perimeter College as the admissions office at PC was in the Division of Student Affairs. The Associate Vice President of Admissions will be over the consolidated admissions office with an associate director of admissions heading up the Perimeter campuses admissions office.

In preparation for the GPC and GSU consolidation, several Operational Working Groups (OWG) of the Consolidation Implementation Committee (CIC) collaboratively reviewed institutional admission policies and applicable program admission requirements. The CIC-approved recommendations ensured consistency of admissions policies with the approved mission of the consolidated University. Some of the more notable recommendations emerging from that consolidation planning and implementation process evolved from the work of OWG #18 on Undergraduate Admissions and updates as of June 2016 are noted below:

1. Recommends pursuing admission to Perimeter College as another option for students that do not meet the admission standard for the Atlanta campus. Completed
2. Recommends that the two-year TAG (Transfer Admission Guarantee) and articulation agreements be reviewed for continuation under the new Georgia State University. In process
3. Recommends that at this time not to sever TAG and articulation agreements with other USG and non-USG four-year institutions. Completed
4. Recommends that an integrated marketing and recruitment approach, positioning Georgia State University holistically, with distinct pieces when appropriate for Perimeter College. In process
5. Recommends that the SAT, ACT, TOEFL and IEL test score requirements and policies for PC and GSU remain separate and distinct. Completed
6. Recommends combining the cut scores and courses/credits hours awarded for AP, IB and CLEP for the subject areas where there is alignment between GSU and GPC. The subject areas where there is not alignment, we recommend consulting with the academic departments from GSU and GPC to set a common standard. In process
7. Recommends developing a common Learning Support Program (LSP), testing and placement policy and practice using EPI (English Placement Index) and MPI (Math Placement Index) beginning fall 2016. In process
8. Recommends that at the new university we centralize the processing, tracking and auditing to the Office of Undergraduate Admission of Lawful Presence and initial coding of the Tuition Classification decision (residency determination for tuition payment purposes). Update – Completed
9. Recommends that under the new university that a new Required High School Curriculum Deficiency policy and transfer credit policy be developed. In Process
10. Recommends maintaining separate associate’s degree and bachelor’s degree admission standards and policies. Completed
11. Recommends that GPC and GSU maintain separate undergraduate GA College 411 applications for fall 2016 admission. After the migration of data into a consolidated Banner production database in 2016, a single application will be implemented. – Update. We will be live with one application beginning spring 2017.

Other Evidence of Continuing Compliance

Consistent with its mission, Georgia State University admissions requirements and procedures are publicly available at admissions.gsu.edu and in the GSU Catalogs for prospective students at the Associate, Bachelor, and Graduate levels. The website and catalogs are updated annually. As can be seen in the supporting documents for this narrative, the three admissions portals on the GSU website publish detailed university and program policies of the requirements for completing applications for admission. The three GSU catalogs publish detailed university and program minimum standards for admission. These policies and procedures are clear and reasonable. The substantial number of nationally recognized program accreditations that GSU has achieved stand as testimony to the quality of the institution’s programs and the appropriateness of their admission standards.

Admission into all undergraduate programs, both associate and bachelor, at Georgia State is determined by the Office of Undergraduate Admissions. Admission requirements are developed in accordance with the rules and regulations of the Board of Regents of the University System of Georgia. The University Senate sets admission policies for undergraduates. Admission decisions are primarily based on a previous academic performance and test scores. In some cases, personal qualities, circumstances, character and conduct may also be considered. The Admissions Office and Registrar’s Office, which report to the Vice President for Enrollment Management, coordinate and administer all functions related to college admissions and records.
Table 1 is a comparison of GSU Atlanta Campus current admissions data with data from the previous academic year.

**Summer and Fall 2016 Comparisons**

*July 18 2016 to July 18, 2015*

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**Quality Profile**

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**Fall Transfers**

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<td>Confirmed</td>
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<td>Enrolled</td>
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**Transition**

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**INCEPT Registration (freshman)**

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</tbody>
</table>
Graduate Admissions

The Graduate Admission websites and the Graduate Catalog serve as the key sources of information for prospective students. Graduate admissions at Georgia State University are managed by each academic college's Office of Graduate Admissions. Each college publishes graduate admissions requirements for its graduate programs in the graduate catalog as well as on its graduate office websites. More detail can be found in CS 3.6.4.

The consolidated Georgia State University publishes admissions policies consistent with its mission.

Supporting Documentation

1. GSU Mission Statement
2. Admissions Portal on Website
3. Admissions Requirements in Associate Catalog
4. Admissions Requirements in Bachelor's Catalog
5. Admissions Requirements in Graduate Catalog
6. Transition Request Form
7. Enrollment Management Website
8. GSU Perimeter College Admissions Marketing Material Example
9. GSU Atlanta Campus Admissions Marketing Material Example
3.4.4 The institution publishes policies that include criteria for evaluating, awarding, and accepting credit for transfer, experiential learning, credit by examination, advanced placement, and professional certificates that is consistent with its mission and ensures that course work and learning outcomes are at the collegiate level and comparable to the institution’s own degree programs. The institution assumes responsibility for the academic quality of any course work or credit recorded on the institution’s transcript. (See the Commission policy “Agreements Involving Joint and Dual Academic Awards: Policy and Procedures.”) (Acceptance of academic credit) Note: Although not listed as a reference in the Principles of Accreditation, see also the Commission policy “The Quality and Integrity of Undergraduate Degrees.”

Compliance Statement

Georgia State University is in compliance with this comprehensive standard.

Impact of Consolidation

Prior to consolidation, both Georgia State University and Georgia Perimeter College were in compliance with this comprehensive standard. Both institutions had published policies that included criteria for evaluating, awarding, and accepting credit for transfer, experiential learning, credit by examination, Advanced Placement, and professional certificates as applicable that were consistent with their respective missions and ensured that coursework and learning outcomes were at the collegiate level and comparable to the institution’s own degree programs. Both institutions assumed responsibility for the academic quality of any coursework or credit recorded on the institution’s transcript. Being members of the University System of Georgia and having followed the same transfer of credit policies of the governing board, both institutions were operating with transfer of credit policies that contained substantial overlap. Consequently, consolidation of those transfer of credit policies was rather simple to accomplish for the new GSU.

As part of the consolidation planning process, work groups composed of faculty and staff were formed to propose academic policies for GSU. Each work group was co-chaired by a representative from GSU and a representative from GPC. Organizational Working Group (OWG) 18 was the admissions work group, co-chaired by the Assistant Vice President of Admissions at GSU and Director of Admissions from GPC. The development of recommended policies related to the awarding of transfer and other types of credit was the purview of this work group. A summary of recommendations from this committee can be found in the supporting documentation. The resulting consolidated policies and procedures are described below.

It should also be noted that prior to consolidation, GPC students who sought to pursue baccalaureate degrees at GSU had to apply, typically as transfer students, and have their GPC transcripts formally evaluated for transfer credit purposes upon admission to GSU. Following consolidation, the transition for undergraduate students between GSU’s Perimeter College and its Atlanta Campus is now straightforward and seamless if the Perimeter College student has achieved a minimum of a 2.0 GPA in at least 30 credit hours of study or can satisfy the standards for baccalaureate freshmen admission.
requirements. Post-consolidation, academic credit earned by students at Perimeter College is now automatically transcribed as credit earned at Georgia State University.

Other Evidence of Continued Compliance

Georgia State University is dedicated to the provision of a quality education and comprehensive academic programs to enable student success. To this end, GSU promotes the evaluation, acceptance, and awarding of academic credit to students for transfer coursework, examinations, military experience, and prior learning experience. The policies regulating the awarding of all types of transfer credit are available to the campus community via multiple media: the GSU Catalogs (Associate, Bachelor's, Graduate), the website for admissions and advising, the college websites for graduate admissions and the GSU Testing Center.

Course Transfer Articulation Policy among USG Institutions

(BOR Student Affairs Handbook 2.4.9 Transfer Rules)

Institutions within the University System of Georgia (USG) have carefully designed their core curriculum general education requirements to reflect local institutional culture and to assure that students meet agreed upon general educational outcomes. Each institution has attempted to define a coherent set of courses that reflects the institutional philosophy of general education. Common course numbers and titles are expected to be used throughout the USG in instances where course content and objectives is common across institutions. The implementation guidelines strike a balance between maintaining the coherence of institutional curriculum requirements and the needs and desires of students to take advantage of course offerings at more than one institution. While students are not required to complete the entire core curriculum at one institution and are able to transfer completed courses in the core to another USG institution, they are required to declare a “home” institution whose requirements they are expected to follow. The central purposes of the transfer articulation policy are to ease transferability of core courses among USG institutions and to safeguard the rigor of the collegiate level of the coursework.

The policies regulating the awarding of all types of transfer and other credits are published in the university catalogs and website.

As is commonly accepted practice, there is an important distinction between the acceptance or award of academic credit on a GSU student’s permanent record, and the student’s ability to use all such credits to satisfy the completion requirements of a particular degree program. Regardless of where or how academic credit on a GSU transcript may have been awarded, it must be appropriate to the program and university requirements for degree completion before it can be used for that purpose.

These policies are posted on the website http://admissions.gsu.edu/how-do-i-apply/transfer-students/. A PDF of the website contents can be found in the supporting documentation, but the contents are outlined in this narrative.
Criteria Used for GSU’s Acceptance of Transfer Undergraduate Credit Earned at Other Colleges and Universities

As stated in section 1320.10 Transfer Credit Policy of the Bachelor’s and Associate catalog, when an applicant is accepted for undergraduate transfer admission, courses that parallel the curriculum of Georgia State University will be accepted for transfer credit. Credit typically must have been earned at institutions of higher education with full accreditation by one of the following accreditors:

- Middle States Association of Colleges and Schools
- New England Association of Schools and Colleges
- North Central Association of Colleges and Schools
- Northwest Commission on Colleges and Universities
- Western Association of Schools and Colleges
- Southern Association of Schools and Colleges

Courses completed at a two-year college will be granted lower-division credit.

The total number of hours that may be earned toward a degree by extension or correspondence courses may not exceed 30 semester hours.

Joint Services Transcript (JST) credits earned while serving in the Armed Services may also be evaluated for transfer credit on a case by case basis by the student’s academic advisor in conjunction with the academic department offering the course.

In general, transfer credit will not be awarded for a course that a student has previously attempted at Georgia State (including attempts which resulted in a withdrawal). However, individual departments may waive this rule for their courses.

Because the university has a minimum academic residence requirement, the amount of transfer credit applicable to a degree program may be limited. (See Section 1440.) In addition, Colleges and Departments have their own transfer credit policies and this may also limit the amount of transfer credit applicable to a degree program. All such policies are stated in the catalog in the following sections or on the college website:

- 2000 Andrew Young School of Policy Studies
- 3020 College of Arts and Sciences
- 4050 College of Education and Human Development
- 5020.10 Byrdine F. Lewis School of Nursing and Health Professions
- 7080.40 Robinson College of Business
- Attachments/honors.pdf
- Perimeter College http://perimeter.gsu.edu/admissions/apply/transfer/
The access admission standards that apply only to GSU’s Perimeter College include additional placement testing requirements for beginning and transfer freshmen that affect acceptance decisions for transferable English composition and/or college algebra credits.

Georgia State maintains a web site, http://advisement.gsu.edu/transfer-students/equivalency-charts/, which indicates courses at other institutions that will be accepted as transfer credit (subject to the restrictions noted in this section). If a course at another institution is not on this list, students should consult with the University Advisement Center. As of Fall, 2016, students from Perimeter College no longer are characterized as transfers; rather, they transition seamlessly to the Atlanta campus once they have their associate degrees. However, prior to consolidation, GPC students were subject to the same transfer rules and students from other two-year colleges. The equivalency chart still lists “Georgia Perimeter College” on the list.

The D Credit Grade Restriction applies to both resident and transfer credit. (See Section 1450.)

A student who takes a course at another institution will not receive transfer credit for that course until the end of the semester following the semester in which the course was taken. Therefore, students may not take courses for degree credit at another institution during the semester they plan to graduate from Georgia State.

The acceptance of transfer undergraduate credit is determined at GSU based upon a number of commonly accepted practices in higher education including:

- The credits must be college-level
- The credits must be in a curricular area in which GSU offers coursework and educational programs and has faculty expertise
- The credits must have been earned at a regionally accredited college or university in the U.S. (Exceptions must be reviewed and accepted by the appropriate academic department.) For the credits to have a course title comparable to the relevant GSU course title, the course’s content and learning outcomes must be judged to be comparable to those of GSU’s course
- When the curricular area exists at GSU, but GSU does not have a specific course in that disciplinary area that is comparable, credit for that course may transfer with a 1099, 2099, 3099, or 4099 number
- Typically, students must have earned a grade of C or better in the course to be transferred (required for the general education courses in English composition); a limited number of courses with grades of D may be accepted.
- Appeals for consideration of transfer credit based on other criteria may be considered by the appropriate departmental faculty and academic administrators
Again, the determination of how accepted transfer credit may be used to satisfy specific course requirements for a degree is made by the department faculty that administers the degree program. Also, the department may elect to test the student’s proficiency in transferred course work.

How these criteria have been applied at GSU on an institution-by-institution/course-by-course level can be viewed in charts of transfer course equivalencies which are available online. This information is for reference only. Equivalents are subject to change upon official evaluation by Georgia State University. The inclusion or exclusion of courses on this list does not guarantee or automatically preclude the acceptability of courses.

Georgia State does not grant credit for College-Level General Educational Developmental Tests, USAFI courses, or courses completed at any United States armed forces service school, with the exception of the military academies.

Criteria Used for GSU’s Acceptance of Transfer Graduate Credit Earned at Other Colleges and Universities

Transfer policy for applicable coursework for graduate students is program-specific. Transfer credit hours must originate from a regionally accredited institution and may not have been applied toward another degree. Credit offered for transfer must be approved by the student’s advisor, the program coordinator/director, and the dean of the appropriate college. International transcripts must have a foreign course-by-course credential evaluation by an independent evaluation service that is a member of NACES, the National Association of Credential Evaluation Services, Inc. and the evaluation must certify the equivalency of a regionally accredited institution for the credits to be considered for transfer.

Criteria Used by GSU to Award Academic Credit for Advanced Placement

After taking a College Board Advanced Placement (AP) Test, official test scores should be mailed directly from the College Board to the Georgia State University Office of Undergraduate Admissions for review. Questions regarding credit awards should be directed to the Office of Undergraduate Admissions. High school counselors can provide information concerning the time and place for testing. Credit will be awarded for approved AP examinations as follows:

- **Exam:** (Score for Georgia State Course Credit) = equivalent course prefix and number or explanation

The following are some examples of acceptable scores and the full list can be found in the supporting documents.

- **Art History:** (3, 4, 5) = AH 1700
- **Studio Art: Drawing:** (3, 4, 5) = ART 1010
- **Studio Art: 2-D Design:** (3, 4, 5) = ART 1020
- **Studio Art: 3-D Design:** (3, 4, 5) = ART 1030
Criteria Used by GSU to Award Academic Credit for Credit by Examination

Credit by examination is a process by which a student who believes he or she is proficient in an academic subject may take a CLEP test to earn credit.

Georgia State University awards credit for some College-Level Examination Program (CLEP) subject exams, but does not award credit for the General Exam. Tests should not be scheduled during the last semester before graduation because the limited time remaining may not be sufficient to allow for course validation and the awarding of credit. For credit to be granted, the examination score must be at least 50 or higher, regardless of the ACE recommendation. Credit will be awarded for the following courses:

Exam = Georgia State Course Credit

American Literature (with essay) = Engl 2130
Analysis and Interpretation of Literature (with essay) = Engl 2140

Criteria Used by GSU to Award Academic Credit for Experiential Learning

GSU does not award academic credit for experiential learning, other than that which is described below involving military training.

College Credit for Military Training

In accordance with University System of Georgia policy, GSU uses the criteria below to offer physical education credit for military service indicated on a Joint Services Transcript (JST), ACE (American Council on Education) transcript or Air University/CCAF (Community College of the Air Force) transcripts. Defense Language Institute transcripts may also be submitted for foreign language credit evaluation.

Physical Education Credit

1. Basic military training should serve as substitutes for Physical Conditioning for a total of three semester hour credits: One for PHED 1101 (Choices for Life) and two for a PHED 0004 (Physical Education Activity), for a total of three credit hours.
2. Experience beyond basic military training should be evaluated based upon length and type of activity and the level of accomplishment in the specific activity. For example:
   a. A Navy Seal may receive credit for swimming.
   b. A medic may receive credit for first aid.
   c. A military policeman may receive credit for self-defense.
3. Credit by examination may be offered to students having mastered a specific area of the basic physical education requirement.

Criteria Used by GSU to Award Academic Credit for International Baccalaureate (IB) Coursework

Georgia State University awards credit for International Baccalaureate (IB) examinations, with the exception of English as a Second Language, provided that the academic departments judge the examinations to be comparable to courses at Georgia State. IB diploma completers will be granted college course credit for Standard Level courses with assessment scores of S, 6 or 7 and Higher Level

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courses with assessment scores of 4, 5, 6 or 7. For students who did not complete the IB diploma but were awarded a certificate for completion of a specific subject area, credit will only be given for Higher Level courses with an assessment score of 4 or better. The total college course credits awarded for IB assessments may not exceed 24 credits. Official International Baccalaureate transcripts should be mailed directly from International Baccalaureate to the Georgia State University Office of Undergraduate Admissions for review.

The following is an excerpted list of credit for IB exams, the full list can be found in the supporting documents.

SL = Standard Level
HL = Higher Level

Anthropology:
SL 5 = Anth 1102
SL 6-7 = Anth 1102, 2020
HL 4 = Anth 1102
HL 5 = Anth 1102, 2020

AP credit
IB credit
CLEP

Criteria Used by GSU to Award Academic Credit for Professional Certificates

GSU does not award academic credit for any professional certificates earned on a non-credit basis.

GSU Takes Responsibility for the Quality of All Course Work on its Transcripts

The consolidated university understands that it is responsible for the compliance of all transcripted academic credit with the Commission’s applicable accreditation requirements, policies, procedures, and statements. If the transfer credit is from an accredited institution then an evaluation of content based on the sending institution’s course content is made by the University Advisement Center’s Articulation Team. This team, under the direction of the Assistant Director of Advisement and a team of advisors will take the transfer courses after a student is accepted and match them to the equivalent GSU course. If an equivalent course is not found, then the team sends the course to the appropriate Academic Department for review. The advisement center team works to review and award credit from all programs requested including international colleges/universities and unaccredited colleges/universities. If a course is submitted from a non-accredited institution, this course will go directly to faculty and academic administrators for review.

Once a course has been articulated it will go into the Banner system and appear on the student’s evaluation and official transcript. Banner is a restricted access system so this system along with the course articulation process described above helps ensure the integrity of course work on transcripts.
Supporting Documentation

OWG 18 Final Recommendations

Transfer Credit Policies in the Associate Catalog

Transfer Credit Policies in the Bachelor's Catalog

Transfer Credit Policies in the Graduate Catalog

Transfer Credit Policies on the Admissions Website

Sample Graduate Transfer Policy

GSU Testing Center Website

Board of Regents Academic and Student Affairs Handbook 2.4

Section 1320.10 Transfer Credit Policy of the Bachelor's and Associate catalogs

Section 1440 Academic Residence Requirement of the Bachelor's and Associate catalogs

Departmental Transfer Policies found in the Graduate Catalogs

- 2000 Andrew Young School of Policy Studies
- 3020 College of Arts and Sciences
- 4050 College of Education and Human Development
- 5020.10 Byrdine F. Lewis School of Nursing and Health Professions
- 7080.40 Robinson College of Business

Transfer Policies of the Honors College

Perimeter College Transfer Policies

Equivalency Chart Website

Section 1450 D Credit Grade Restriction of the Bachelor's and Associate Catalog

AP credit chart

IB credit chart

CLEP chart
3.4.5 The institution publishes academic policies that adhere to principles of good educational practice. These policies are disseminated to students, faculty, and other interested parties through publications that accurately represent the programs and services of the institution. (Academic policies)

Compliance Statement:

Georgia State University (GSU) is in compliance with this Comprehensive Standard

Impact of consolidation:

No substantive changes to the process of publishing and disseminating academic policies have occurred as a result of the consolidation of Georgia State University (GSU) and Georgia Perimeter College (GPC). The new GSU continues to rely on University catalogs and handbooks for the publication of academic policies and practices and their 24/7 availability to the public on the GSU website.

In the process of planning for and implementing consolidation, the 43 Operational Working Groups, the Consolidation Implementation Committee, and GSU’s central administration reviewed and considered numerous academic policies, keeping many as is and refining and strengthening others in keeping with principles of good educational practice. That campus-wide effort is documented in transparent fashion on the GSU-GPC consolidation website. Academic policy development and change continue to utilize University governance structures that involve faculty and academic administrators as well as to adhere to pertinent governing board policies.

Other Evidence of Continued Compliance

The Board of Regents of the University System of Georgia (BOR USG) publishes academic policies to be followed by the 29 USG institutions, including GSU, in the BOR Policy Manual. The most pertinent section of the BOR Policy Manual on academic policies is section 3.0 Academic Affairs. The USG Academic and Student Affairs Handbook further guides the institutions in the implementation of BOR academic policies. The most pertinent section of the USG Handbook on academic policies is section 2.0 Academic Programs. These documents are publicly available online at the BOR USG website. Both documents adhere to SACS/COC policies and guidelines as confirmed by consistently successful reviews of the USG institutions.

GSU academic policies comply with both SACS/COC and USG BOR policies and directives. The GSU catalogs are the principal vehicles for communicating academic policies and accurately representing the programs and services of the institution. The most pertinent sections of the catalogs on academic policies, including degree program requirements includes section 1400 University Degree Requirements and Graduation. The catalogs are available online, providing 24/7 access to the public.

Processes of Policy Formation, Review, and Revision

GSU’s academic policies comply with the BOR Policy Manual and the USG Academic and Student Affairs Handbook. The adherence of BOR and USG academic policies to principles of good educational practice...
is reflected in their adoption across a diverse and large set of 29 public colleges and universities in the USG. Internally, the development or change of GSU’s academic policies proceeds through a rigorous, multi-level process that includes college-wide and university-wide representation of faculty, staff, and administrators, further ensuring alignment with principles of good educational practice. Finally, the consolidation process itself generated additional evidence of conformity to principles of good educational practice, as academic policies of the consolidating institutions were carefully examined to guide the creation of academic policies of the new institution.

The BOR Policy Manual states that faculty, subject to the approval by the President of the institution, have the following responsibilities (Section 3.2.4 of the BOR Policy Manual):

- Make statutes, rules, and regulations for faculty governance and for that of the students
- Provide committees as may be required
- Prescribe regulations regarding admission, suspension, expulsion, classes, courses of study, and requirements for graduation
- Make such regulations as may be necessary or proper for the maintenance of high educational standards
- Have primary responsibility for those aspects of student life which relate to the educational process

In accordance with BOR policies, Georgia State University has developed its own academic policies. The oversight of faculty and administration ensures that these policies adhere to the principles of good educational practice. Per Article VI of the university statutes, the University Senate shall, in keeping with the bylaws and policies of the Board of Regents, exercise legislative functions dealing with the general educational policy of the University, the discipline of students, and all other student activities and affairs, including all matters where the President determines there is a need for uniform policy throughout the University. The University Senate shall not adopt any regulations affecting curricula, or the internal affairs of a college, school, or institute except insofar as such action may be necessary to protect the interests of the University as a whole, but it may make recommendations to the faculty of a college, school, or institute concerning matters within the jurisdiction of that college, school, or institute.

A legislative action of the University Senate is subject to veto by the University faculty and/or by the President. The President shall have the right to veto any action of the University Senate within a period of forty-five (45) days after receipt by returning said action to the University Senate with a written statement of objections and by requesting that the matter be reconsidered. The University Senate may (a) accept the veto; (b) construct a compromise action and send it to the President; or (c) reject the veto with the request that the President reconsider. If either the University Senate or the President refuses to recede and if arrangement cannot be reached, the matter shall be referred to the Board of Regents through the Chancellor for review pursuant to pertinent policies of the Board.

The Committee on Academic Programs is composed of the Senior Vice President for Academic Affairs and Provost; Vice Provost for Academic Affairs and Vice President for Enrollment Management and Student Success; the academic deans of the Colleges of Arts and Sciences, Perimeter, Business, Education and Human Development, Law, the Byrdine F. Lewis School of Nursing and Health Professions, the Andrew Young School of Policy Studies, and the Honors College; one student who is a member of the Senate; two staff senators; and at least twenty-seven (27) faculty members, as follows: four (4)
members each from the College of Arts and Sciences, Perimeter College, the J. Mack Robinson College of Business, and the College of Education and Human Development; two (2) members from the Andrew Young School of Policy Studies; one (1) each from the Byrdine F. Lewis School of Nursing and Health Professions, the College of Law and the School of Public Health; with the remainder elected at large.

The duties of the committee include the following:

- developing long-range plans for the academic affairs of the University;
- reviewing and recommending of university policies concerning curricula, new and existing programs, the deactivation and termination of academic programs, and the core curriculum;
- assessing academic programs and general education;
- approving courses having a university-wide designation;
- advising the Provost and Vice President for Academic Affairs on graduate and undergraduate matters, including the promotion, development, and coordination of graduate and undergraduate education.

The Committee on Admissions and Standards is composed of the Senior Vice President for Academic Affairs and Provost; the Vice President for Student Affairs; the Director of Admissions; the Registrar; the Dean of Students; the Director of Financial Aid; the Dean of the Honors College; and the Director of the Student Advisement Center; one student who is a member of the Senate; two staff senators; and at least twenty-two (22) faculty senators, as follows: six (6) members from the College of Arts and Sciences; five (5) members from Perimeter College; four (4) members from the J. Mack Robinson College of Business; and three (3) members from the College of Education and Human Development; one (1) member each from the Byrdine F. Lewis School of Nursing and Health Professions; the Andrew Young School of Policy Studies; the School of Public Health; and the College of Law; with the remainder elected at large.

The committee reviews and recommends to the Senior Vice President for Academic Affairs and Provost and to the University Senate (1) changes in requirements and standards for admission to the university’s undergraduate degree programs, (2) changes in requirements and standards for undergraduate graduation, (3) changes in any university-wide requirements and standards for admission to or graduation from graduate degree programs, (4) changes in undergraduate academic regulations and any university-wide graduate academic regulations, (5) changes in the requirements concerning grades and the grading system, (5) petitions for deviations from the requirements and standards just listed, and (6) policies regarding enrollment management, and academic calendar.

The Committee on Faculty Affairs is composed of the Senior Vice President for Academic Affairs and Provost; the Associate Provost for Faculty Affairs; the Senior Vice President for Finance and Administration; the Associate Provost for Faculty Affairs; one staff senator; and at least thirteen (13) faculty senators as follows: two (2) members each from College of Arts and Sciences, Perimeter College, the J. Mack Robinson College of Business, and from the College of Education and Human Development; one (1) member each from the College of Law, the Andrew Young School of Policy Studies, the Byrdine F. Lewis School of Nursing and Health Professions, the School of Public Health, and the University Library; with any additional members elected at large. In addition, the Director of Affirmative Action, the AVP for

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Human Resources, the University Ombudsman, the AVP for Auxiliary and Support Services, and the representative of the Emeriti Association will attend as non-voting members.

The duties of this committee are to review and recommend to the Senior Vice President for Academic Affairs and Provost and to the University Senate policies which relate to faculty members and their welfare, including recruitment; faculty development; faculty research; academic freedom; promotion and tenure; leaves; compensation programs; health, life insurance programs, and other fringe benefits; and retirement.

Adherence of academic policies to principles of good educational practice is ensured through:

1. Compliance with academic policies and procedures of the USG that reflect good educational practice, such as those for new program approval, core curriculum design, admissions standards, grading practices, program length, comprehensive program review, faculty employment and evaluation, and student appeals; and

2. Compliance with the academic standards of program and institutional accreditors and state licensing boards that ensure program and institutional quality and reflect principles of good educational practice.

Supporting Documentation

1. Board of Regents Policy Manual Section 3.0
2. University System of Georgia Academic and Student Affairs Handbook Section 2.0
3. GSU Catalog section 1400 University Degree Requirements and Graduation
4. Section 3.2 of the BOR Policy Manual
5. Georgia State University Statutes
3.4.9 The institution provides appropriate academic support services. *(Academic support services)*

**Statement of Compliance**

Georgia State University is in compliance with this comprehensive standard.

**Impact of consolidation**

The consolidation of Georgia State University and the former Georgia Perimeter College allows for support services that have proven effective at GSU to be extended to GSU’s Perimeter College. Using these services, over the past 10 years, Georgia State has raised its graduation rate by 22 points, one of the largest increases in the country. This increase is the result of collaborative work in both Student and Academic Affairs to improve the overall student experience and to facilitate retention, progression and timely graduation. This work will continue and accelerate after consolidation facilitated by organizational, technological, data and reporting changes designed to expand effective support to students across the new institution. The significant expansions and changes that will occur in each area are detailed below.

**Support for Faculty**

GSU’s Centers for Instructional Effectiveness and Instructional Innovation, along with Perimeter College’s Center for Teaching and Learning have combined to form Georgia State University’s new *Center for Excellence in Teaching & Learning* (CETL). The merged centers will continue to work towards enhancing the best practices in pedagogy campus-wide. As part of this reorganization, CETL departmental and college-level liaisons are assigned for all programs and resources. The organizational home of CETL will be housed on the 1st floor of Library South on GSU’s Atlanta Campus.

The mission of the CETL is to foster a university community where the best practices of engaged teaching and learning are supported and promoted. The CETL serves as a resource for all instructors, from first-time graduate assistants to seasoned faculty, and offer a variety of professional development opportunities and workshops open to the entire Georgia State community. The merging of these two centers provides even more opportunities for instructors on all Georgia State campuses.

**Support Services in the Division of Student Affairs**

In order to provide all students with an enriching common experience throughout the consolidated university, similar services and programs on all campuses have been organizationally aligned and are administered by the Vice President of Student Affairs. In the new GSU, the Vice President for Student Affairs is aligned tightly with Academic Affairs and reports to the Provost. Resulting changes to program/service delivery include:

- Unified electronic records systems (e.g., health, counseling, student advocacy, student conduct, academic dishonesty, behavioral intervention, student involvement);
- Unified service delivery operating procedures across all campuses (e.g., disability services, student health, counseling, student activity fee, student conduct, behavioral intervention);

- Consolidated handbooks (e.g., student handbook, student organization handbook);

- Unified student policies (e.g., Student Code of Conduct, Sexual Misconduct Policy, Academic Honesty Policy, Behavioral Intervention Team);

- Standardized annual new student orientation programs; and

- Single student government, student newspaper and student programming board with representation/involvement opportunities for students on all campuses.

The Division of Student Affairs will continue to provide innovative quality programs, services and environments to facilitate student success, learning, citizenship and involvement at all Georgia State University locations. The Division will also continue to foster an enriching environment that encourages cross-cultural interaction, an appreciation of diversity and ethical decision-making through advocacy, advisement, civic engagement, counseling, health, leadership training and recreation as well as myriad opportunities for personal growth and student learning.

**Support Services in the Division of Enrollment and Student Success**

A major focus after consolidation has been to implement and expand proven academic support initiatives already in use at the Downtown campus to our suburban campuses, in order to support the retention, progression and graduation of all of Georgia State University’s students. To effectively implement these initiatives across multiple campuses, University academic support offices have been unified under one administrative unit reporting to the Vice President of Enrollment and Student Success. That Vice President also reports directly to the Provost. This structural change will help to coordinate other important adaptations including:

- A common system of record keeping enabling student support personnel across multiple campuses to track students and communicate relevant academic information through all appropriate offices;

- Common tools and training including a platform that enables the use of predictive analytics based on academic data to target student support, facilitate academic progression and improve student outcomes;

- Common metrics and assessment methods in order to evaluate the effectiveness of academic outreach and support; and

- The development of common strategic academic interventions based on data at all Georgia State University locations. These academic interventions include various forms of delivery to support a diverse student enrollment with multiple learning styles to ensure all students, both face to face and online, have access to the programs and resources needed to enhance student learning.

Central to this effort will be providing better service in academic advising. Georgia State will use technology to provide its students the personalized attention that is often only available at much smaller and more expensive schools. Our cutting-edge Graduation and Progression Success (GPS) tracks.
students' decisions and academic performances and is updated on a daily basis. GPS in an advising system that uses 12 years of GSU student data-nearly 3 million grades-to create predictive analytics for how each student will fare in any degree program, and in most courses that we offer. At the first sign of trouble, our advisors will intervene proactively to connect students with university resources and provide them with the information that they need to make adjustments in order to stay on the path to timely graduation.

Grades and progression information from Perimeter College will be fully integrated into this system in order to support all undergraduates and enable the University to build a better bridge between associate and baccalaureate academic pathways for students. In order to effectively utilize this technology to benefit students, the consolidated GSU will continue to implement a model of academic advisement that tracks every student for retention, progression and graduation.

Because predictive analytics result in a more timely, extensive and accurate picture of academic risk, Georgia State University will better integrate advisement with academic support in order to proactively address student needs. Academic student support offices at Georgia State University include:

- Atlanta Based Freshmen Learning Communities
- GSU 1010 and PCO 1020 Orientation Courses
- Early Alerts Programming for 1st-year students
- Keep Hope Alive
- Learning and Tutoring Centers Learning Labs
- Military Outreach Services
- Supplemental Instruction Academic Coaching
- Student Support Services TRIO Scholarship Resource Center Success Academy
- University Advisement Center University Career Services

The consolidation of Georgia State University and Georgia Perimeter College has allowed for these academic support services that have proven effective at the Atlanta campus to be implemented at all campuses. Student success work at the Atlanta campus has been extended to support the retention, progression and graduation of students pursuing associates degrees and to create seamless pathways for those continuing to the Atlanta campus to pursue four-year degrees. This work has been accelerated through consolidation by organizational, technological, data and reporting changes designed to more effectively provide academic support to all students enrolled in the university. The significant expansions and changes that will occur in each area are detailed below.

Use of Predictive Analytics

In Spring 2016, Georgia State University installed the technology that will enable predictive analytics to be used in academic advising at all campuses of Georgia State University. This technology, the Georgia State Graduation and Progression Success system (GPS), uses over 10 years of Georgia State and Perimeter College data, literally millions of grades, to identify when a student does something academically that is likely to delay their progression and graduation. There are more than 800 separate indicators of problematic academic behaviors that can put a student at risk. Whenever a student engages in one of these behaviors, their advisor is notified, and the advisor can reach out proactively to
prevent the issue from becoming a major problem. This technology allows the advisor to identify majors and courses that have been historically difficult for students with a given academic profile so that the advisor can help that student balance their schedule and select majors and courses in which they are likely to be successful. Every student enrolled at Georgia State University is assigned to an academic advisor who is responsible for monitoring the student’s academic progression.

Academic advisement on all campuses has been unified under one administrative unit reporting to the Vice President of Enrollment Management and Student Success. In Summer 2016, staff training began on how to effectively advise and integrate the GPS platform at Perimeter College. All students enrolled at any of Georgia State campuses will be advised utilizing GPS beginning Fall 2016. In addition to having access to better data from which to make academic decisions, post consolidation all campuses of Georgia State University now share:

- A common system and structure of supervision to ensure similar service and similar standards for advisement exist at all campuses locations;
- A common system of record keeping that enables student support personnel across all campuses to track students and communicate relevant academic information through all advisement and academic support offices;
- Common metrics and assessment methods in order to evaluate the effectiveness of academic outreach and support; and
- Common strategic academic interventions and campaigns based on data at all Georgia State University locations. These academic interventions will include various forms of delivery to support a diverse student enrollment with multiple learning styles to ensure all students, both face to face and online, have access to the programs and resources needed to enhance student learning.

**Summer Melt Solutions**

Additionally, in Summer 2016, Georgia State University introduced a new platform to help students enroll successfully at the university and to address the issue of summer melt. Melt occurs when accepted students begin the enrollment process, but fail to complete it and fail to enroll at any other institution. Summer melt is a particular problem for two-year colleges and disproportionally impacts first generation and low income students. The onboarding product called Navigate was developed in collaboration with the Education Advisory Board. It was designed initially for students pursuing 2-year degrees. Navigate helps students select a degree program, explore career options, and choose courses that facilitate their academic progression. It contains cost information on each program as well as salary and job demand data for occupations that result from a particular course of study. Using different checklists (financial aid, registration, campus-life etc.), the product is designed to help students move through the enrollment funnel process with minimal difficulties. It is designed to help enrollment professionals troubleshoot student enrollment issues at appropriate times. GSU purchased this product for Perimeter College and asked if the product could be adapted for baccalaureate-seeking students as well because of the potential. An evaluation of accepted students last year revealed that summer melt was also a challenge for students accepted to 4-year programs.
Use of Degree Plans

Georgia State is pursuing more than just technological solutions in advisement but is working across all campuses to create a culture of completion. In Spring 2016 degree plans were created for all associate level programs of study and all programs of study were entered into the degree audit system, DegreeWorks. The degree plan lays out, term by term, the courses a student must complete to finish a degree. This had already been done on the Atlanta campus, but was not part of the advisement strategy on the Perimeter College campuses. Starting Fall 2016, degree-seeking students at all Georgia State campuses will be advised according to their degree plan and their registration reviewed based on this standard. The University is also working to ensure that Perimeter College students who desire to transition to baccalaureate programs can do so seamlessly. The faculty have aligned the curriculum for associate’s level degree programs with a corresponding baccalaureate major. The two levels have been aligned so that students who transition waste no credit hours and have to take no additional coursework in preparation to begin their BA or BS degree. Academic advisers are monitoring curricular changes to maintain this alignment.

Georgia State’s notable achievements in the area of student success are a reflection of a number offices and programs that are focused supporting their academic success and moving students toward degree completion.

Office of First-year Programs

Georgia State University offers a variety of programs to inspire, motivate and welcome our first-year students. The Freshman Learning Communities (FLCs) program has been recognized by U.S. News & World Report among the “outstanding examples of academic programs that are believed to lead to student success.” Georgia State University has designed its first-year programming to help students successfully transition to the collegiate environment. Nearly ninety percent of baccalaureate seeking students participate in learning communities because Georgia State University uses an opt-in, rather than an opt-out registration for this program. The University has been offering learning communities since 1999, and students who participated in them consistently had better retention and earned better grades. With the opt-in model only about half of the incoming class participated in this beneficial program. With the opt-out model, nearly everyone does. At Georgia State a learning community is comprised of 25 students who take all their classes together. These learning communities are organized around meta-majors: arts, business, education, health professions, humanities, natural science, policy studies, social sciences, and undecided. Placing students in learning communities based on their area of interest allows for informed exploration of major options within broad categories of the curriculum. Since implementing this program, Georgia State has seen a 30% decrease in the number of major switches as students are better able to identify majors in which they will be successful.

Georgia State has also made it easier for students in learning communities to select their courses by offering block schedules. Instead of selecting from a catalog of 3000 courses, students choose between five or six different schedule blocks—morning only, afternoon only, Monday and Wednesday classes, Tuesday and Thursday classes—choices that enable students, many of whom have to work while in college, to have reliable blocks of time to devote to education, employment or other responsibilities. Another advantage of block scheduling all the courses is that University can ensure that all the courses
the students take will facilitate their academic progression, and there is good course availability for students who register early for classes as well as those who register later.

First-year students at Perimeter College are not currently organized in learning communities. However, the first-year programs office oversees the first-year orientation course for these students. The curriculum covered in the two courses has been reviewed to ensure alignment with all Georgia State University campuses. The goal of this course is to promote student success by providing students with the information, resources, and skills to develop an effective academic plan that will enable them to graduate on time. The course orients students to the rigorous of higher education, emphasizes the importance of degree completion, and exposes students to the college community at large.

The first-year program office oversees several other programs designed to support student academic success in the freshman year. These initiatives include:

- **Academic Coaching** - Academic Coaching is a voluntary program designed to offer academic support services to students who want assistance reaching their academic goals. Each student who volunteers to participate in the program is assigned an academic coach. The coach and student meet initially to assess the individual's academic strengths and weaknesses as well as help them chart a course to curricular success.

- **First-year book program** - The First-Year Book Program at Georgia State University aims to provide all incoming freshmen with a common intellectual experience to stimulate discussion, to promote critical thinking, and to develop a sense of community among first-year students, faculty, and staff. The First-Year Book is the same at both Perimeter College and the Atlanta campus of Georgia State University, and programming related to the book will occur at all locations.

- **Early Alert** - Early Alert at Georgia State University seeks to provide support to students who have demonstrated characteristics that hinder academic performance and scholastic success within the first six weeks of the semester. Professors report the students to the first-year program office, and academic advisors reach out to the student to help them address the issue early in the semester in order to give the student the best chance to be successful in the class. Early Alert is operative on all Georgia State University campuses.
Academic Support Offices

At Georgia State University, academic support is offered to students through both supplemental instruction as well as learning and tutoring centers on all campuses. These programs are described below.

Supplemental Instruction

Georgia State operates one of the largest Supplemental Instruction programs in the country. It is operated at scale because of the benefits of this form of academic outreach for the large number of first generation, low income or minority students who make up the Georgia State University population. Students who are reticent to visit a professor to seek assistance will seek the help of the peer leaders who lead supplemental instruction study session. Focused on supporting courses with high D, F, W rates in the core curriculum, Supplemental Instruction at Georgia State is associated with higher grades earned and higher retention rates for both the students and the peer-leaders who participate in the program. Perimeter College operated a small Supplemental Instruction program. The size of the program is more than doubling next year to better support students.

Learning and Tutoring Centers

Georgia State also provides academic support through its Learning and Tutoring Centers (LTC). Students who visit these centers can receive individual and well as group-based academic support. Learning and Tutoring Centers on the Atlanta campus focus on writing, math and foreign languages. There are College Reading and Learning Association (CRLA)-certified LTCs located on each of GSU’s five suburban campuses where Perimeter College operates, supporting mathematics, reading, writing, science and more. In addition to face-to-face tutoring services, the centers provide a variety of other services and resources to accommodate student needs.

Scholarship Resources Center

The Scholarship Resource Center offers guidance and support to students seeking financial assistance by providing year-long promotion of scholarship opportunities. The Center is open to all Georgia State University students, regardless of financial aid eligibility status, and offers students a way to browse the scholarship library, attend workshops on how to submit competitive applications, and give personalized writing assistance by appointment for personal essays that need to be submitted with scholarship applications. The Scholarship Resource Center also helps administer the Panther Retention Grant program that provides last minute aid to students who are close to graduating, but have a shortfall in their ability to pay their student account balance. Available at both the associate and baccalaureate levels, this program allows students to stay in school and move toward degree completion. More than 7,000 students have been helped by this program over the past four years.

Office of Educational Opportunity (OEO) and TRIO Programs

The Office of Educational Opportunity (OEO) and TRIO Programs provides outreach and access through a wide range of services designed to facilitate the continuance and expansion of educational opportunities to individuals from diverse backgrounds facing unique challenges. Accordingly, OEO serves as the coordinating body for a variety of programs designed to provide access to educational opportunities,

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increase retention and graduation rates as well as prepare students for doctoral study by serving low income students, as well as serve first generation and disabled groups in higher education. To accomplish these goals, it coordinates the efforts of a number of projects funded by the U.S. Department of Education including the Educational Opportunity Center (EOC), Educational Talent Search Program (ETS), Student Support Services (SSS), Upward Bound Program (UB), Veterans Upward Bound (VUB) and the Upward Bound Math Science Center (UB/MS). All of the programs are funded by the U.S. Department of Education. TRIO programs operate at Perimeter College and on the Atlanta campus. All campus locations report centrally in order to coordinate efforts and maintain similar standards regardless of location.

University Career Services

University Career Services (UCS) is a comprehensive career services office serving all Georgia State University students, from freshman year through to alumni status. This office supports transition into opportunities that reflect their purpose and passion in the pursuit of success in a global society. UCS offers programs and services in the areas of career development, cooperative education and internship attainment and entry into graduate and professional school.

Strategic Plan and Student Support

The Georgia State community is characterized and strengthened by its diversity, which is among our greatest sources of pride. Our student body reflects the makeup of our state and anticipates the increasing diversity of our nation as a whole, as acknowledged in the University’s Diversity Strategic Plan. We take as a matter of course that all of our students, who come from every county in Georgia, every state in the nation and more than 150 countries, deserve a first-rate education. And while we have continued to provide access to nontraditional students, over the past decade, GSU also has attracted many of the state’s most talented undergraduates. We are confident that thus far we have been successful in educating our multifaceted student body and are proud of our alumni, who have excelled and led in all areas of endeavor at local, state, national and international levels. In 2009 Georgia State was named one of the Top 100 Public Universities in the U.S. by Forbes magazine, based on student satisfaction, affordability and success in job placement of its graduates. We have made continued improvement in teaching a priority in this Strategic Plan.

Student Support Services, Programs, and Activities Available to Students at Off-Campus Instructional Sites

Student Support Services and Programs - Post consolidation, academic advisement and support will continue to be offered at the Atlanta campus as well as each of the campus instructional sites of Georgia Perimeter College. While academic advisement, academic support and other services will be coordinated centrally, they will be delivered on every campus. Coordination will occur centrally in order to ensure that the same standards of excellence, consistency, assessment and revision take place at every campus. Delivery will be at the campus level, so that we can maximize the number of students who are able to take advantage of the support. For example, academic advisement will occur at all off-campus instructional sites, but it will be enhanced through the use of predictive analytics and the use of GSU’s advisement model that monitors the enrollment and progression of every active student in the University population. At the instructional sites away from the Atlanta campus, learning and tutoring
centers as well as instructional labs will continue to support students taking classes in the core curriculum. In addition, these resource plans scale Supplemental Instruction (SI) at these locations. SI, a program of peer tutoring, has been implemented successfully on the main campus and been shown to be particularly effective in supporting first-generation and low income students. Georgia Perimeter College’s small SI program will be integrated into Georgia State University’s larger program and expanded to serve more Perimeter College students. New programming will also be made available at the off campus instructional sites. Programs that have been successful at Georgia State University including Freshmen Learning Communities, Freshman orientation courses, Early Alert Programming, Keep Hope Alive, Success Seminars and other initiatives will be offered on each of the Georgia State University suburban campuses. A military outreach center is located on each campus. Other student services offered on all suburban campuses prior to the consolidation (e.g., disability services, counseling and testing, health and recreational services) will continue to be offered, but are coordinated centrally.

Supporting Documentation

1. [Center for Excellence in Teaching & Learning website](#)
2. [Freshmen Learning Communities Website](#)
3. [GSU 1010 Website](#)
4. [PCO 1020 Information](#)
5. [Early Alerts Website](#)
6. [Keep Hope Alive Website](#)
7. [Learning and Tutoring Centers Website](#)
8. [Military Outreach Services Website](#)
9. [Academic Coaching Website](#)
10. [Student Support Services (TRIO) Website](#)
11. [University Career Services Website](#)
12. [First Year Book Program Website](#)
13. [Scholarship Resource Center Website](#)
14. [Complete College Georgia 2015 Report](#)
15. [Teaching Tools and Services for instructors website](#)
16. [Distance Learners: Library website](#)
17. [Proctored Lab for Online Exams website](#)
18. [Military Outreach Center website](#)
3.4.11 For each major in a degree program, the institution assigns responsibility for program coordination, as well as for curriculum development and review, to persons academically qualified in the field. In those degree programs for which the institution does not identify a major, this requirement applies to a curricular area or concentration. (Academic program coordination)

Compliance Statement

Georgia State University is in compliance with this comprehensive standard.

Impact of Consolidation

Because the arrays of degree programs and faculty supporting them did not change fundamentally as a function of the institutional consolidation, faculty responsibilities and assignments for coordinating the degree programs of the new GSU were largely unchanged post-consolidation. Baccalaureate degree programs are offered exclusively through the colleges and schools of GSU (Arts and Sciences, Robinson College of Business, Education and Human Development, etc.) and associate degree programs are offered exclusively through Perimeter College, with one notable exception: Associate of Science in Nursing (ASN) degree program. Georgia Board of Nursing policies allow for only one administration of nursing programs in a single institution. As a result, administrative oversight for the ASN post-consolidation changed from Perimeter College to the Lewis School of Nursing at GSU. No changes were made in the location, requirements, cost, or faculty of the Associates Degree in Nursing; rather the reporting line for the Director of the ASN degree program now runs through the Associate Dean of the Lewis School.

The post consolidation Perimeter College has become another college at GSU and will follow the current process of assigning responsibility for academic program coordination, i.e. program coordinators are assigned responsibility on the basis of their having the commensurate educational requirements or a combination of education and specific relevant experience. As described in the Institutional Summary GSU is authorized to award four career track associate degrees (Dental Hygiene, Nursing, Radiologic Technology and Sign Language Interpreting) and two transfer-oriented associate degrees (the AA and AS in Core Curriculum). For the career track associate degree programs coordination is provided by faculty with educational requirements specific to the individual program. For the AA and AS transfer/transition pathway associates degrees the coordinators are parsed by each of six broad curricular divisions, 1) Math, Computer Science and Engineering, 2) English, 3) Social Science, 4) Business, 5) Science, 6) Fine Arts and Humanities.

Other Evidence of Continued Compliance

As suggested in the Resource Manual, the first order of business is to clarify GSU’s operational definition of terms for compliance with this comprehensive standard. A “degree program” is defined here as the combination of a degree awarded (e.g. A.S., B.A., M.B.A, Ed.S, or Ph.D.) and the major field of study or

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specialization for the award of that degree (e.g., dental hygiene, history, management, early childhood education, or chemistry). "Field" or "field of study" refers to the academic disciplinary area of the program's major or specialization and is typically synonymous with major field. "Academically qualified" refers to adherence to the Commission's published Guidelines for Faculty Credentials when assigning program coordination responsibilities, which differ according to the undergraduate and graduate levels of the degree program as well as the four-year transfer intent of associate degree programs. In accordance with those Guidelines, identifying qualified faculty gives primary attention to highest earned degree in the field, but also considers other indicators of competence in the field, including related professional experience, professional licenses, research contributions to the field, and other pertinent factors. Typical "responsibilities for program coordination" include: a) curriculum oversight of the field of study; b) coordination of curriculum development with other academically qualified faculty in the field; c) coordination of program and learning assessments with peers in the field; d) assurance of comparable program delivery and effectiveness, regardless of the location or mode of instruction for program delivery; and e) coordination of academic support for the program as needed.

It is important to note in this regard, that the new GSU, through its Perimeter College, offers what is typically referred to as a transfer associate degree program (i.e., A.A. and A.S. in Core Curriculum). The CIP code assigned to these degrees is 24.0101, Liberal arts and sciences/liberal studies. The Classification of Instructional Programs Manual describes this category as "[a] program that is a structured combination of the arts, biological and physical sciences, social sciences, and humanities, emphasizing breadth of study. Includes instruction in independently designed, individualized, or regular programs." (Attachments\CIP user site.pdf). The principal purpose of the AACC and ASCC degree programs is to help students complete the first two years of a four-year baccalaureate degree program. Within the University System of Georgia, most of the courses in such transfer associate degree programs are devoted to the completion of general education requirements (at least 42 semester hours) and other lower division prerequisites for the pursuit of an upper division major during the final two years of a four-year baccalaureate degree. Such transfer associate degree programs do not have a traditional undergraduate major since the Core Curriculum is composed of a broad distribution of required and elective courses of study from many different academic fields. Consequently, and in compliance with CS 3.4.11, rather than assigning responsibility to a single individual to coordinate the entirety of the AA or AS degree program, Perimeter College has divided program coordination responsibilities into six broad curricular divisions. Each of these divisions is headed by an associate dean, and supported by two college-wide department chairs. In the supporting documentation provided below, the credentials of these broadly-based program coordinators, with the relevant transfer pathways that fall under their authority.

Apart from Perimeter College, the remaining colleges and schools of the new GSU follow a more typical approach to academic organization and program coordination. If academically qualified for a particular degree program, a department chair may serve as the degree program's coordinator. Department chairs may also elect to appoint other faculty from their departments to serve as academically qualified program coordinators for degree programs in specific major fields, program specializations or curriculum areas. The approved academic program coordinator must be a person academically qualified to carry responsibility for program coordination, curriculum development, review, and oversight. The 

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Process by which academic coordinators are approved requires confirmation from the department chair or director and the dean of the college.

**Program Coordinators**

The supporting documentation for this narrative contains tables of program coordinators for all degree programs which are organized by college or school at GSU. Those tables identify each degree program or curriculum area, its program coordinator(s), and the faculty credentials and academic qualifications of the faculty member(s) assigned the coordination responsibilities for each degree program or curriculum area. As can be seen from a review of the following tables, Georgia State University appoints Program Coordinators who are academically qualified:

- **Andrew Young School of Policy Studies**
- **Byrdine F. Lewis School of Nursing and Health Professions**
- **College of Arts Sciences**
- **College of Education and Human Development**
- **College of Law**
- **J. Mack Robinson College of Business**
- **Perimeter College**
- **School of Public Health**

**Supporting Documentation**

1. IPEDS Classification of Instructional Programs
3.5 Educational Programs: Undergraduate Programs

3.5.3 The institution publishes requirements for its undergraduate programs, including its general education components. These requirements conform to commonly accepted standards and practices for degree programs. [See the Commission policy “The Quality and Integrity of Undergraduate Degrees.”] (Undergraduate program requirements)

Compliance Statement

Georgia State University is in compliance with this comprehensive standard.

Impact of Consolidation

Prior to consolidation, Georgia Perimeter College (GPC) was a Level I two-year undergraduate institution and Georgia State University (GSU) offered no associate degree programs. Consequently, the principal impact of consolidation involved consolidating the general education requirements of the two institutions, in keeping with University System of Georgia (USG) Core Curriculum requirements. Prior to consolidation, the core curricula of GSU and GPC were marked by some notable differences in course requirements. During the consolidation process, the relevant Operational Working Group and the Consolidation Implementation Committee developed a common core curriculum for use in the consolidated institution, effective in the fall of 2016. The consolidated core curriculum proposal for general education was reviewed by the GSU University Senate and the GPC Senate early in the fall 2015 semester and then approved by the USG Council on General Education in October 2015. Presently, the requirements of the consolidated curriculum for general education (Areas A-E of the Core Curriculum) at the new GSU are the same for GSU’s Perimeter College in its two-year associate degree programs designed for transfer to baccalaureate programs as they are for GSU’s other colleges that offer four-year baccalaureate degree programs. GSU’s Associate Degree Catalog and its Bachelor Degree Catalog as well as the GSU website publish these consolidated Core Curriculum/General Education requirements [1, 2].

Other Evidence of Continued Compliance

Because there were no duplicative associate degree programs between GSU and GPC prior to consolidation, there were no conflicting degree program requirements to reconcile during consolidation. In many cases, however, Area F requirements of the Core Curriculum differed somewhat between GPC’s associate degree program pathways and GSU’s baccalaureate degree programs. Out of the USG’s 60-hour Core Curriculum template, 42 hours are reserved for general education requirements in Areas A-E, and 18 hours are reserved for Area F, which is to be composed of specific lower division prerequisite courses for particular upper division major fields of study and/or additional general education electives. These differences in Area F requirements between the two institutions were reconciled through a series...
of inter-collegiate processes involving the like disciplinary groups of faculty affected by Area F differences.

GSU has defined requirements for all of its undergraduate programs and the core (general education) curriculum. Because GSU offers both associate degrees and bachelor degrees, these requirements are published in two catalogs: the Associate-Level Undergraduate Catalog and the Bachelor-Level Undergraduate Catalog. The catalogs are publicly available online.

Conformity of degree program requirements to commonly accepted standards and practices is ensured through several reinforcing mechanisms: 1) adherence to policies and procedures of the University System of Georgia that reflect commonly accepted standards, such as those for the content and size of the core curriculum and the length of undergraduate degree programs; 2) solicitation of internal and external peer evaluations of new program approvals prior to the governing board’s approval to ensure commonly accepted practices; 3) completion of periodic comprehensive academic program reviews and state and national reviews for program approval, initial accreditation, or re-accreditation to ensure adherence to regional and national standards; and 4) adherence to the SACSOC Policy Statement on “Distance and Correspondence Education” and the C-RAC “Interregional Guidelines for the Evaluation of Distance Education.” Adherence to the latter is required in order to become an institutional member of the State Authorization Reciprocity Agreement (SARA). The consolidated Georgia State University was accepted for SARA membership in January 2016.

GSU’s common and specific undergraduate degree requirements adhere to USG Board of Regents (BOR) Policy Manual and the USG Academic & Student Affairs Handbook. The general acceptability of the degree requirements is reflected in their adoption across a diverse and large set of public colleges and universities within the USG. Some relevant BOR policies are cited here.

For over three decades, the BOR-USG has promulgated a common framework for general education requirements through its Core Curriculum, which has been implemented at some 30 public colleges and university in the state, ranging from Georgia’s flagship research universities to colleges offering largely associate degrees. That framework is described in detail in the BOR Policy Manual, Section 3.3.1, and the USG Academic & Student Affairs Handbook, Section 2.4. The USG Core Curriculum has stood the test of time in terms of its acceptance by program and institutional accreditors as well as by peer institutions elsewhere for transfer credit, demonstrating that it follows commonly accepted standards and practices.

Likewise, the USG Academic & Student Affairs Handbook states that each baccalaureate degree must contain 120 semester hours (Section 2.3.1) and that each associate degree must include a minimum of 60 semester hours (Section 2.3.5). Completion of all of GSU’s associate degree programs require at least 60 hours of college-level credit, and completion of all of GSU’s baccalaureate degree programs requires at least 120 hours of college-level credit, consistent with SACS standard 2.7.1.

Internally, approval of new or modified undergraduate programs or changes in degree requirements to existing programs proceed through a rigorous, multi-level process that includes department-level, college-wide and university-wide representation of faculty, staff, and administrators. Specifically, new program approval or changes to existing programs must first be considered and approved by the faculty within the department(s) engaged with the degree program. College faculty, and ultimately college

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deans, must next review and approve these proposals. Proposals are then considered by the University Senate’s Committee on Academic Programs. Within the Senate review process, new program proposals and changes to existing programs are initially reviewed by the Committee on Academic Program’s Graduate Council before consideration by the full Committee on Academic Programs. The final internal level of review is completed by GSU’s Senior Vice President for Academic Affairs and Provost. This rigorous, cross-disciplinary review ensures conformity to commonly accepted academic standards for graduate study.

Internal approval at all levels leads to submission for external consideration by the Board of Regents. The BOR-USG Policy Manual 3.6.1 requires that proposals for new degree programs “indicate ways in which the proposed program is consistent with nationally accepted trends and standards in the discipline.” New degree programs also receive external peer review once they reach the USG level. External review often involves securing disciplinary expert opinion from other institutions about the content of the new degree program proposal.

Additional external peer review of the content and quality of degree programs and their conformity to commonly accepted standards and practices is provided through state board approval and/or program accreditation. Many of GSU’s undergraduate degree programs are externally approved and/or accredited, attesting to the University’s adherence to high standards for graduate education.

Both traditional and online undergraduate programs are reviewed on a regular basis through two additional mechanisms. Departments and all of their degree programs undergo Academic Program Review every five to seven years. In addition, each undergraduate program is required to report annually on its efforts to assess student learning.

Undergraduate distance learning courses and programs comply with the SACS-COC policy statement on “Distance and Correspondence Education” and the C-RAC “Inter-regional Guidelines for the Evaluation of Distance Education” required for institutional affiliation with the State Authorization Reciprocity Agreement (SARA). GSU joined SARA in January 2016.

Supporting Documentation:

(1) Associate-Level Undergraduate Catalog pages
(2) Bachelor-Level Undergraduate Catalog pages
(3) BOR Policy Manual (3.3.1 Core Curriculum)
(4) USG Academic & Student Affairs Handbook (2.4 Core Curriculum)
(5) USG Academic & Student Affairs Handbook (2.3 Academic Programs)
(6) University Senate Academic Programs Guide: Degree Program
(7) University Senate Academic Programs Guide: Substantive Change
(8) BOR Policy Manual (3.6.1 Creation of Academic Programs)
(9) GSU Academic Program Review (APR) website

(10) GSU Assessment of Student Learning website

(11) SACS-COC Distance and Correspondence Education Policy

(12) C-RAC Inter-regional Guidelines for the Evaluation of Distance Education
3.6 Educational Programs: Graduate and Post-Baccalaureate Professional Programs

3.6.4 The institution defines and publishes requirements for its graduate and post-baccalaureate professional programs. These requirements conform to commonly accepted standards and practices for degree programs. (*Post-baccalaureate program requirements*)

**Compliance Statement**

Georgia State University is in compliance with this comprehensive standard.

**Impact of Consolidation**

Requirements for the completion of graduate programs were published in the catalogs and on the websites of Georgia State University and Georgia Perimeter College prior to consolidation and continued to be published in those locations through Spring 2016. Because instruction at Perimeter College is limited to the first two years of the undergraduate curriculum, there is minimal impact of consolidation on graduate and post-baccalaureate requirements. The only notable impacts of consolidation on those publications are that policy alignments have been ensured and content is now presented for one consolidated institution beginning with the 2016-2017 Graduate Catalog.

**Other Evidence of Continued Compliance**

The Georgia State University (GSU) Graduate Catalog describes the requirements for the University’s graduate programs, including detailed listings of coursework and other requirements for completion of each degree program. The graduate catalog is updated annually and available online for public review. Degree requirements adhere to Board of Regents of the University System (BOR-USG) policies and procedures.

Conformity of degree program requirements to commonly accepted standards and practices is ensured several ways:

1) adherence to policies and procedures of the University System of Georgia that reflect commonly accepted standards, such as the number of credit hours of graduate degree programs; 2) solicitation of internal and external peer evaluations of new program approvals prior to the governing board's approval to ensure commonly accepted practices; 3) completion of periodic comprehensive academic program reviews and state and national reviews for program approval, initial accreditation, or re-accreditation to ensure adherence to regional and national standards; 4) engagement of disciplinary peers in the consolidation of overlapping curricula in ways that comply with commonly accepted practices; 5) and adherence to the SACSCOC Policy Statement on “Distance and Correspondence Education” and the C-RAC “Interregional Guidelines for the Evaluation of Distance Education.” Adherence to the latter is required in order to become an institutional member of the State.
Authorization Reciprocity Agreement (SARA). The consolidated Georgia State University was accepted for SARA membership in January, 2016.

GSU’s graduate degree requirements adhere to USG BOR Policy Manual and the USG Academic & Student Affairs Handbook. The general acceptability of the degree requirements is reflected in their adoption across a diverse and large set of public colleges and universities. For example, the USG Academic and Student Affairs Handbook, Section 2.3.5, states that each master’s degree program consists of at least 30 semester hours and no more than 36 semester hours. This follows the commonly accepted practice that full-time graduate students should typically earn at least nine semester hours of credit each semester over four semesters to complete a two-year master’s degree.

Internally, approval of a new graduate program or changes in degree requirements to existing programs proceed through a rigorous, multi-level process that includes department-level, college-wide and university-wide representation of faculty, staff, and administrators. Specifically, new program approval or changes to existing programs must first be considered and approved by the faculty within the department(s) engaged with the degree program. College faculty, and ultimately college deans, must next review and approve these proposals. Proposals are then considered by the University Senate’s Committee on Academic Programs. Within the Senate review process, new program proposals and changes to existing programs are initially reviewed by the Committee on Academic Program’s Graduate Council before consideration by the full Committee on Academic Programs. The final internal level of review is completed by GSU’s Senior Vice President for Academic Affairs and Provost. This rigorous, cross-disciplinary review ensures conformity to commonly accepted academic standards for graduate study.

Internal approval at all levels leads to submission for external consideration by the Board of Regents. The BOR-USG requires that proposals for new degree programs “indicate ways in which the proposed program is consistent with nationally accepted trends and standards in the discipline.” New degree programs also receive external peer review once they reach the USG level. External review often involves securing disciplinary expert opinion from other institutions about the content of the new degree program proposal. Further scrutiny is required for doctoral program proposals, which are reviewed by five to eight reviewers, external to the System, from aspirational or comparable programs/institutions.

Additional external peer review of the content and quality of degree programs and their conformity to commonly accepted standards and practices is provided through state board approval and/or program accreditation. Several GSU graduate degree programs are externally approved and/or accredited, attesting to the University’s adherence to high standards for graduate education.

Lastly, the USG requires that each graduate degree program be reviewed at least every 10 years. At GSU, this Academic Program Review typically occurs every seven years and is managed through the Senate’s Committee on Academic Programs and the Office of Institutional Effectiveness. These comprehensive program reviews also include evaluation by site visitors. These disciplinary experts hail from peer and aspirational universities across the country.
Supporting Documentation

1. SACSCOC Policy Statement on “Distance and Correspondence Education”
2. C-RAC “Interregional Guidelines for the Evaluation of Distance Education.
3. USG Academic and Student Affairs Handbook, Section 2.3.5
3.7.5 Faculty role in governance

The institution publishes policies on the responsibility and authority of faculty in academic and governance matters. (Faculty role in governance)

Compliance Statement

Georgia State University is in compliance with this comprehensive standard.

Impact of Consolidation

During the process of planning and implementing the consolidation of GPC and GSU, GSU’s University Statutes and University Senate Bylaws were modified so that the faculty of Perimeter College now participate in all academic and governance matters on the same terms as all other GSU college faculty. A motion was passed by the University Senate to add Perimeter College Senators mid-year.

Moreover, in the first three academic years following the consolidation of Georgia State University and Georgia Perimeter College, at least one senator from Perimeter College will be a member of the Executive Committee of the University Senate.

The Executive Committee consists of the President, the Senior Vice President for Academic Affairs and Provost (who shall serve as Vice-Chair), and seven (7) elected members who are also elected members of the University Senate. The seven members are elected by secret ballot by the University Senate annually during the last Senate meeting of the academic year. No one of the several colleges, the Andrew Young School of Policy Studies, the Byrdine F. Lewis School of Nursing and Health Professions, the School of Public Health, or the University Library shall have more than two (2) representatives on the Executive Committee. In the first three academic years following the consolidation of Georgia State University and Georgia Perimeter College, at least one senator from Perimeter College will be a member of the Executive Committee of the University Senate. In those three years, if no Perimeter College senator is among the top seven (7) vote getters, then the Perimeter College senator with the most votes will replace the senator who receives the seventh most votes. After that period, Perimeter College senators may be elected to the Executive Committee on the same terms as senators from any other college.

The executive committee is the governing body of the faculty senate as well as a member of the Administrative Council. The Executive Committee serves as members of the Administrative Council, an advisory body to the President on all administrative policies of the University. The members of the Executive Committee also constitute an advisory committee of the faculty which the President may consult. Special consideration that a Perimeter College senator be a member of this important committee provides an ongoing voice for Perimeter College in the three years post-consolidation.

Evidence that the Perimeter College faculty are now represented on the University Senate can be seen in the 2016-17 membership lists provided in the supporting documentation.
GSU's University Statutes and University Senate Bylaws continue after the consolidation to be published at senate.gsu.edu.

Other Evidence of Continued Compliance

Georgia State faculty have certain responsibilities and authority to function in academic matters such as curriculum, methods of instruction, research, faculty welfare, and aspects of student life relating to the educational process. In addition, faculty participate in the governance of the university at all administrative levels through representation on university, college, and departmental committees and councils. All faculty members from all colleges participate in university governance, either directly by serving in the University Senate and its committees or indirectly by electing colleagues to represent them. The University Statutes is the official publication that provides for the internal governance of Georgia State University.

The University Senate is an integral part of the governance of Georgia State. It is an elected body with representation from administration, faculty, staff, and students. The University Senate is chaired by the University President while the Provost serves as its vice chair. The Senate Executive Committee sets the agenda of the meetings and receives and disseminates reports of all standing committees prior to meetings of the full Senate. The Executive Committee is composed of the President, the Provost, and seven elected senators with the chair being elected by the committee members. Much of the work of the Senate is done through a series of committees and sub-committees; most issues have been discussed fully and have been widely disseminated before reaching the floor of the Senate. This permits the work to flow smoothly on the Senate floor. The Bylaws of the University Senate constitute the rules and regulations governing the conduct and procedures of the University Senate.

In addition to University policies and procedures, the colleges and schools have established governance policies, procedures, and faculty organizations specific to their particular needs and concerns. The College of Arts and Sciences Bylaws of the Faculty and the standing committees of the Byrdine F. Lewis School of Nursing and Health Professions and the College of Education are examples.

Shared Governance

Following the recommendation of the Operational Working Group on Faculty Governance, faculty, staff and administrators from Perimeter College were incorporated into the University Senate of Georgia State University. In Fall, 2015, Georgia Perimeter College faculty prepared for full integration into the GSU University Senate by electing representatives to that body. The Perimeter representatives to the University Senate began their work in January 2016. The University Senate includes faculty, staff, administrators and students to exercise shared governance. The Senate develops policy through the deliberations of twenty standing committees, which include: Academic Programs, Admissions and Standards, Athletics, Budget, Chairs, Commencement, Cultural Diversity, Executive, Faculty Affairs, Fiscal Advisory Committee to the President, Hearing, Information Systems and Technology, Library, Nominations, Planning and Development, Research, Student Discipline, Student Life, Sustainability, University Statutes and Senate Bylaws.

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The Administrative Council is an advisory body to the President on all administrative policies of the University. The Council recommends to the President such rules and regulations as will facilitate the administrative operations of the University, bring about closer correlation of its various departments and divisions, and improve the quality of all phases of its work. As part of the consolidation, the Vice Provost and Dean of Perimeter College was made a member of the Administrative Council. The Administrative Council is an affiliate group of the University Senate.

Following the recommendation of the Operational Working Group on Staff Governance, the staff governance bodies of the two institutions were merged into a single body, known as the Georgia State University Staff Council. Elections for the consolidated Staff Council were held in the spring, 2016, following normal procedures. As the start of the election process was in January/February, it was not deemed necessary to hold special elections prior to the official consolidation announcement. The Council currently has 82 representatives from staff units across the university, including 12 representatives from Perimeter College. The Staff Council is an affiliate group of the University Senate, and includes members of the Senate Executive committee.

Supporting Documentation

1. Copy of University Statutes
2. Copy of the Senate Bylaws
3. University Senate Minutes 11/19/2015
4. Description of duties and responsibilities of the Executive Committee
5. Faculty Senators 2016-2017
6. University Senate web page
7. The College of Arts and Sciences Bylaws of the Faculty
8. Bylaws including standing committees Byrdine F. Lewis School of Nursing and Health Professions
9. College of Education Human Development Bylaws
3.9 Student Affairs and Services

3.9.2 The institution protects the security, confidentiality, and integrity of its student records and maintains security measures to protect and back up data. (Student records)

Compliance Statement

Georgia State University is in compliance with this comprehensive standard.

Impact of Consolidation

Consolidation Operational Working Groups (OWGs) collaborated to review and restructure catalogs, handbooks, policies, plans, procedures, and guidelines to align and comply with federal, national, state, or accreditation requirements. University policies and procedures affecting student records have been reviewed, updated, and clearly posted on University Web pages and apply to the records of all students regardless of their location or instructional delivery.

These are shared with students and University employees via broadcast emails, information postings, and information sessions. As a result, access to and the security, confidentiality, and integrity of student records are in compliance with governing regulation and policy. University catalogs, handbooks, plans, and procedures have been restructured to ensure students and employees are aware of their respective rights and responsibilities with regard to student records.

While the technologies by which the consolidated GSU protects student data have not changed as a result of consolidation, the scope of protection has been expanded to be consistent across the University’s footprint. For example, the new GSU’s Banner system which consolidates the previous GSU and GPC student records is located in the same place as the previous GSU’s Banner system and remains protected with the same technical, physical, and administrative controls. The registrar’s office is located in the same building and the staff continue to conduct business in compliance with Family Educational Rights and Privacy Act privacy rules to protect student data. Additionally, the maintenance and backup of student records continues uninterrupted by consolidation.

Other Evidence of Continued Compliance

Student Records Stored at GSU

The security, confidentiality, and integrity of student data and records are governed by the same policies for all GSU students regardless of their location, mode of instructional delivery, or type of courses or programs in which they are enrolled.

Three overarching laws—Family Education Rights and Privacy Act (FERPA), Health Insurance Portability and Accountability Act (HIPAA), and the Official Code of Georgia Annotated (OCGA)—provide the foundation for the Board of Regents (BOR) of the University System of Georgia (USG) policy, USG.
 procedures, and institutional policy and handbooks discussed later in this narrative.

The BOR-USG Records Retention Manual serves as guidance for USG institutions "to establish consistent record retention practices...in order to allow ongoing compliance with federal and state law, including Georgia Records Act (O.C.G.A. 50-18-90 et seq.) and to meet requirements of external entities, such as accrediting bodies." GSU complies with this guidance.

**Responsible Administrators**
The following GSU administrators play key roles with regard to the security, confidentiality, and integrity of data and records that includes student records.

- The **Senior Associate General Counsel** handles FERPA compliance for the university.
- The **Registrar** reports to the Vice Provost and Vice President for Enrollment Management and Student Success within the Office of the Provost.
- The **Chief Information Security Officer** (CISO) of GSU reports to the Chief Innovation Officer (CIO), with a dotted reporting line to the GSU Legal Office and the Office of Internal Audit.
- The **chief data officer** reports to the Associate Provost for Institutional Effectiveness.
- The **HIPAA privacy officer** reports to the General Counsel.
- The **University Records Management Office works with the University Archivist** to determine storage and disposition of records.

The senior associate general counsel and the registrar ensure University compliance with privacy and confidentiality policies related to education records through the following actions.

- Consults with the University System of Georgia Legal Affairs, the Family Policy Compliance Office in the U.S. Department of Education, the American Association of Collegiate Registrars and Admission Officers (AACRAO), and the Council on Law in Higher Education (CLHE) to ensure compliance with FERPA law and when translation or interpretation of the law is needed to clarify ambiguous FERPA issues;
- Confirms FERPA knowledge and requires statement of understanding prior to access by any person to a student record;
- Develops or administers policy to ensure compliance with national and governing body directives;
- Creates access to policies both online and in paper format;
- Publishes information of rights under FERPA;
- Ensures access to forms regarding student privacy and third party access;
- Educates students and parents of FERPA rights and responsibilities;
- Conducts internal reviews to continually monitor compliance; and
- Participates in audits by internal and external auditors.

The University’s chief data officer ensures compliance with regard to the security and integrity of electronic and paper student records through the following actions.

- Develops and administers policy to ensure compliance with national and governing body directives on security, confidentiality, privacy, and integrity of University data and records;
- Ensures completion of mandatory training on security, confidentiality, privacy, and integrity of...
University data and confidential data for division personnel;
• Maintains redundant data centers to provide flexible support of the University's infrastructure;
• Conducts daily back-ups of enterprise systems that contain student records;
• Stores student records in multiple secure offsite locations;
• Maintains and tests restoration plans in the event of data loss or interruption of service;
• Educates University employees on established records maintenance and retention policy and practices;
• Educates faculty, staff, and students on data security through information sessions and an annual awareness week; and
• Participates in audits by internal and external auditors.

Student Records - Governing Policies and Practices
Protecting the student data and records at GSU involves protecting data and information maintained in databases and records in addition to ensuring the responsible management of access to data and information. Student data and information exist in both paper and electronic formats and are subject to the governing policies and guidance noted earlier in this narrative. The majority of student records are maintained in an electronic format. Data is keyed in by the student or an employee, or captured through an imaging process and stored within the appropriate database. Data stewards maintain control of data for their respective areas and grant access according to the governing regulation or policy.

Education records are defined as: any records (in handwriting, print, tapes, film, computer or other medium) maintained by the University or an agent of the University which are directly related to a student except:
1. A personal record kept by a faculty or staff member if it is kept in the sole possession of the maker of the record, is not accessible or revealed to any other person except a temporary substitute for the maker of the record and is not used for purposes other than a memory or reference tool.
2. Records created and maintained by the Georgia State University Police Department for law enforcement purposes.
3. An employment record of an individual whose employment is not contingent on the fact that he or she is a student.
4. Records made or maintained by a physician, psychiatrist, psychologist or other recognized professional or paraprofessional if the records are used only for treatment of a student and made available only to those persons providing the treatment.
5. Alumni records which contain information about a student after he or she is no longer in attendance at the University and which do not relate to the person as a student.

Access to education records is governed by FERPA.

Access by a University employee requires completion of:
• FERPA training
• Banner Student Record training;
• the GSU Banner Access Request Form and Confidentiality Agreement by the employee; and
• Disclosure of student education records to a third party is prohibited unless authorized in writing by the student. A third party includes persons such as a...
parent or guardian, spouse or partner, or employer.

Access to other types of student information maintained by GSU requires approval by appropriate data stewards and with GSU’s Office of Legal Affairs. Scholarly research is required to have an approved iRB Protocol. Third party contractors that operate as an agent of GSU must have a signed data usage agreement on file with Legal Affairs.

GSU employees (faculty, staff, and students) and contractors/vendors are held responsible for their individual actions based on the type of access granted to them to perform their written duties. GSU employees with direct job responsibilities to access student records or employees who may temporarily need access to student records are required to complete training and other actions as noted above.

Individual access to data or databases—whether a student or an employee—is controlled by use of a University-assigned unique identifier (CampusID) coupled with a personal password. For students, this access is established at the admission process. For employees it is established at the hiring process and as appropriate with promotions or job assignments. The GSU CampusID and personal password are used to log in to any GSU database or system, thereby providing a record of access.

Access to student information maintained in a format other than electronic records (e.g. Banner, Data Warehouse) requires the same authorization and training as described above. The difference is that the person making the request would have to view the paper documents in the office maintaining those documents.

Hybrid and fully online courses are supported by the institution’s course management platform, Brightspace by D2L (iCollege). GSU uses SAML Shibboleth for D2L access, thus allowing enrolled students to use their individual GSU CampusID and personal password to access their student records such as grades and directory information. Student information viewed in D2L is pulled from Banner the same as with all enrolled students. This means a student must have first applied and been accepted to GSU before being able to register for an online course. D2L is hosted on a secure server by the USG Information Technology Services. If changes are made to student enrollment, the change must be verified through Banner first. The use of GSU’s CampusID ensures that each student has access only to his or her individual record in D2L.

The director of International Student & Scholar Services maintains confidential immigration files on each F-1 and J1 visa status international student, per federal immigration regulations, Title 8 of the Code of Federal Regulations, Part 214, Nonimmigrant Classes, § Section 214.2(f). These digital files and documents are maintained in secured software supported by GSU Technology Services. The files are accessible only to designated school officials and responsible officers when reporting to the Departments of State and Homeland Security each semester. Access to students’ online immigration records in the Student and Exchange Visitor Information System (SEVIS) is also restricted by the federal government to only these approved officials.

Additional means of ensuring the security, confidentiality, and integrity of student data and records include the following.

**Enterprise Information Security** includes adhering to information security practices for GSU technology
resources, devices, and associated communication, to ensure the confidentiality, integrity, and availability of University information via direct or remote access to the GSU network and its domains. **Data Classification and Handling** addresses the use and security of sensitive data University-wide, which includes data pertaining to KSU faculty, staff, and students regardless of the format. **Network Access Control** addresses the least privilege usage of wired and wireless access to preserve the confidentiality and integrity of university network, systems, and institutional data. **Computer Usage** addresses individual responsibility and compliance to include those directly associated with GSU as faculty, staff, and students, as well as contractors, vendors and all other workers. **Records Retention Guidelines** define types of records (any format) and the minimum period of time to retain records and governing law, regulation, or policy [refer to Evidence 8]. **Security Awareness Training and Education** define requirements for all GSU faculty, staff, and other workers to attend standard annual security awareness training as a minimum. Training focuses on information security best practices, classified data handling, and responsibilities to protect sensitive data, including student records. Specialized, more advanced training is provided to targeted groups with privileged access, or handle sensitive or confidential information as part of their regular job duties.

**Security of Student Records**

**GSU Cyber Security Program**
The Office of Instructional Innovation and Technology (IT), along with the Cyber Security Program staff are responsible for securing GSU’s systems, networks, and ancillary services through the use of policies, standards, procedures, guidelines, and industry best practices. **GSU Information Security Policies**.

The Georgia State University Cyber Security Charter was created as GSU holds significant assets in the form of information and physical property. During the course of carrying out the academic, research and fundraising mission, users collect and process many different types of information, including financial, academic, medical, human resources and other personal information. These information assets are a highly valued resource and all persons who use university information assets have a responsibility to protect this resource. Regulatory requirements, industry standards and best practices also impose obligations on the university to protect information relating to faculty, staff, students, and research subjects.

The GSU Cyber Security Charter and the Information Security Policies adopted by the university define the principles and terms of the Cyber Security Program and address the mission-critical need to secure student records and all other assets, including written and oral information transmitted and stored in telecommunications devices, documents, applications, systems, databases and networks.

Georgia State University has established information security policies and procedures designed to reduce business and operational risk and to protect information assets, including student records, from unauthorized disclosure, modification, or destruction. The university maintains an internal cyber security technology infrastructure, organization and program that ensures the following is maintained for information assets:

- **Confidentiality** — Ensuring that information is accessible only to authorized users
- **Integrity** — Safeguarding the accuracy and completeness of information and information-processing methods

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• **Availability** — Making information assets available to authorized users when they need them.

The GSU Cyber Security Program aligns its best efforts with the university colleges and business units and introduces policies and standards that compliment institution policy, federal, state and local laws. The aim of the information security policies and standards is to provide adaptable guidance that helps managers, administrators and users mitigate risk, maintaining the necessary balance between risk mitigation and related costs.

**Incident Response**

The Computer Security Incident Response standard establishes responsibilities for the coordination of GSU's computer security incident response. Centralized notification and control of security incident investigation is employed and necessary to ensure immediate attention and appropriate resources are utilized to control, eliminate, and determine the root cause of computer security incidents, which could potentially disrupt the operation of the university or the compromise of university institutional data or sensitive, confidential information. Together with documented SOPs (standard operating procedures) for Compromised Systems and Compromised Credentials, which include step-by-step instructions and automation, the focus is put on mitigating security threats, preventing breaches as part of the overall response effort.

**Disaster Recovery and System Backups**

GSU maintains procedures for the backup, storage and recovery of critical student information systems, applications and data, as part of contingency planning strategies.

- Full backups of electronic student education and student information data is performed weekly. Incremental backups occur on a daily basis. A 35-day data retention is maintained. Backups are transported offsite and stored at Iron Mountain, a 3rd party, data backup and records management vendor. Backups of this data will also be stored at Google cloud storage for offsite retention. GSU Enterprise System Support (ESS) employs specific procedures to ensure physical security of the data center housing servers processing student data. The University has specified procedures to ensure physical security of the primary and secondary data centers.

- Disaster recovery focuses on roles, procedures, responsibilities, and information needed for effective response to incidents affecting GSU information technology assets, services and resources. GSU implements measures such as technical controls, disaster recovery training and exercised to reduce the probability of a security incident and reduce the impact of when such an incident occurs.

- Backups enable GSU IIT, Enterprise Systems Support (ESS) personnel to quickly and reliably recover essential data and software in case of events such as natural disasters, system or application failures, sabotage, data/system integrity errors and/or system operations errors.

- Physical student records are managed in accordance with the USG Records Retention Schedule and are in compliance with federal and state law, such as stated previously in this narrative. Physical records are securely stored in locked cabinets within rooms of a responsible office and those rooms are secured by assigned keys or card readers with personnel card access.

Examples of University offices that maintain and control access to physical student records include those...
shown in Table 1.

**Table 1. Examples of Student Records and Responsible Offices**

<table>
<thead>
<tr>
<th>Type of Student Record</th>
<th>Responsible Office</th>
</tr>
</thead>
<tbody>
<tr>
<td>Admission</td>
<td>Admissions</td>
</tr>
<tr>
<td>Immigration Documents</td>
<td>ISSS</td>
</tr>
<tr>
<td>Directory Information</td>
<td>Registrar</td>
</tr>
<tr>
<td>Education</td>
<td>Enrollment Services; Academic Affairs</td>
</tr>
<tr>
<td>Medical</td>
<td>Auxiliary Services</td>
</tr>
<tr>
<td>Counseling</td>
<td>Student Affairs</td>
</tr>
<tr>
<td>Student Conduct</td>
<td>Student Affairs</td>
</tr>
<tr>
<td>Alumni</td>
<td>University Development</td>
</tr>
<tr>
<td>Financial Aid</td>
<td>Financial Aid</td>
</tr>
<tr>
<td>Testing</td>
<td>Student Affairs; Distance Learning Center</td>
</tr>
<tr>
<td>Employment</td>
<td>Human Resources</td>
</tr>
<tr>
<td>University Housing</td>
<td>Student Affairs</td>
</tr>
<tr>
<td>Identification Cards</td>
<td>Auxiliary Services</td>
</tr>
</tbody>
</table>

**Student Control of Information**

Notification of students’ rights regarding the privacy and release of student education records will continue to be published in associate, bachelor and graduate catalogs and in the *GSU Student Handbook*. The registrar is the designated steward for student education records.

Students and others in the community are informed of policies and procedures governing student records through a variety of methods. At freshman orientation, parents of new and transfer students are introduced verbally to their student’s FERPA rights concerning student education records and directory information.

Additional information regarding the privacy of student information and records is available to parents via the GSU registrar website. GSU publishes information about FERPA and the types of records GSU maintains. Information concerning the types of records and policies concerning access, disclosure, and correction of records is provided in the official University catalogs, on the GSU website, and in Faculty and Employee Handbooks.

Students may control access to their information by taking the actions below.
• Student information defined as “Directory Information” is available for release without a student’s permission. Directory information: information contained in an education record of a student that would not generally be considered harmful or an invasion of privacy if disclosed. Georgia State University has designated the following types of information to be directory information: student name, mailing addresses, telephone number, date and place of birth, major field of study, full or part-time status, participation in officially recognized activities and sports, degrees and awards applied for and/or received, dates of attendance, previous educational institutions attended by the student, photographs and other recorded images, and, with respect to members of athletic teams, height, weight, age, hometown, hobbies, and general items of interest.
• Students have the right to withhold the release of this information by completing and submitting a "Request for Student Information Suppression" form to the Office of the Registrar.
• A student may provide written consent to a third party such as a parent, spouse, or employer for the release of academic record information and medical information.
• For release of academic record information, a GSU student must complete and submit a Request to Release Records to Third Parties.
• For release of medical information, a GSU student must complete and submit a "Release of Information Consent Form" A student may file a complaint directly to GSU to comply with FERPA. http://health.gsu.edu/general-information/rights-responsibilities/
• Information on the complaint procedure is included on the GSU registrar’s website, in catalogs.

In conclusion, student data and information is secure and maintained as required as a result of the collaboration of the consolidation Operational Working Groups to update and revise policies, procedures, and websites in addition to ensuring the alignment of back-end systems and controls so that the consolidation process is seamless for students, faculty, and staff.

Supporting Documents

1. FERPA, 34 CFR § 99
2. HIPAA, U.S. Department of Health and Human Services
3. O.C.G.A 16-9-3 Computer Systems Protection
4. BOR Policy 10.4 Records Retention Guidelines
5. BOR Policy 10.5 Healthcare Information
6. USG Business Procedures Manual 12.4.1, Data Access
7. BOR-USG Records Retention Manual
8. Registrar Storage of Records
9. Cyber Security Charter
10. Request for Student Information Suppression Form
11. Request to Release Records to Third Parties
12. Medical Consent Form
13. Patient Rights and Responsibilities
3.10 Financial Resources

3.10.3 The institution exercises appropriate control over all its financial resources. (Control of finances)

Compliance Statement

Georgia State University is in compliance with this comprehensive standard.

Impact of Consolidation

In terms of policies and procedures, no substantive changes to the control of finances for the institution have occurred as a result of the consolidation of Georgia State University and Georgia Perimeter College. Both institutions were—and the consolidated institution is—operating under the same governing board policies for financial control. The same state auditors annually reviewed the financial records of both institutions. The same accounting software, PeopleSoft Financials, was used by both institutions.

The first full year of consolidated financial budgeting and accounting for the new GSU occurred for FY 2017, beginning July 1, 2016. Consolidation largely involved adoption of GSU's existing accounting systems and business practices to manage the financial resources of the new institution on a larger scale than was in place prior to consolidation.

Prior to the creation of consolidated Georgia State University in January 2016 (midway through FY 2015 which began July 1, 2015), Georgia State University (GSU) and Georgia Perimeter College (GPC) operated as independent institutions. For Fiscal Year 2016, both continued to operate with two separate budgets and accounting systems through the remainder of FY 2016; however, GSU will prepare only one consolidated AFR and receive one review by the State Department of Audits.

The separate audit report for Fiscal Year 2015 for Georgia State University and Georgia Perimeter College's Management Report included no material weaknesses. GSU's consolidated audit report for Fiscal Year 2016 should be available in December 2016 and is expected to include no material weaknesses. These reports indicate that the institution exercises appropriate control over its financial resources, and the reports are provided in the supporting documentation.

In terms of administrative and staff support, there were some substantive changes in the staffing and management of units responsible for financial controls as a result of consolidation. What had been separate finance units at GSU and GPC before consolidation, became a unified organizational structure of finance units for the new GSU following consolidation. In the Division of Financial Services, consolidation resulted in a savings of managerial staff of 12 positions and an approximate yearly savings of $1,333,646.
Georgia State University
Division of Financial Services
Consolidation Position Savings

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Annual Salary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hickey, Diane D</td>
<td>SVP Finance &amp; Admin</td>
<td>153,000.00</td>
</tr>
<tr>
<td>Honore, Tammy S</td>
<td>Asst to SVP Fin &amp; Admin</td>
<td>49,389.36</td>
</tr>
<tr>
<td>Fernandes, Jamie S</td>
<td>Dir Bud &amp; Planning</td>
<td>123,000.00</td>
</tr>
<tr>
<td>Jurgens, Amy J</td>
<td>Budget Position</td>
<td>97,500.00</td>
</tr>
<tr>
<td>Parker, Martha Lynn</td>
<td>Budget Position</td>
<td>40,538.00</td>
</tr>
<tr>
<td>Usher, Yvette H</td>
<td>Directo of Accounting Svc</td>
<td>76,125.00</td>
</tr>
<tr>
<td>Barnaby, James L</td>
<td>Director of Business Svc</td>
<td>77,010.00</td>
</tr>
<tr>
<td>Harper, Valerie F</td>
<td>Director of Payroll</td>
<td>76,470.00</td>
</tr>
<tr>
<td>Shannon, Tamika L</td>
<td>AVP &amp; Comptroller</td>
<td>87,999.96</td>
</tr>
<tr>
<td>Winston, Robin Marie</td>
<td>Dir of Financial Aid</td>
<td>99,041.04</td>
</tr>
<tr>
<td>James, Katina P</td>
<td>Bursar</td>
<td>72,294.00</td>
</tr>
<tr>
<td>McCorkle, Madara D</td>
<td>Assistant Bursar</td>
<td>61,812.00</td>
</tr>
</tbody>
</table>

Total Salaries: 1,014,179.36
Fringe Ben Costs: 319,466.50
Total Savings: 1,333,645.86
Total Positions: 12

Other Evidence of Continuing Compliance

As a state entity, Georgia State University (GSU) is required by the Official Code of Georgia Annotated - 20-3-34 to operate on a fiscal year basis, be fiscally stable, and maintain a balanced budget. The University System of Georgia (USG) Offices of Fiscal Affairs and Internal Audit & Compliance are key components in controlling institutional finances and monitoring for compliance. The Board of Regents (BOR) Policy Manual Section 7.2 includes sections on finance and business covering topics such as budget, tuition and fees, funds management, and insurance. The BOR Policy Manual is supplemented by
a detailed BOR Business Procedures Manual enumerating numerous processes to implement the Board’s fiscal policies.

Each year the institution must complete an Annual Financial Report (AFR) as required by the BOR Business Procedures Manual Section 20.1. BOR Policy Manual Section 7.10.1 (State Audits) and Section 7.10.2 (Internal Audits) authorizes audits and reviews of the USG institutions. The completed AFR is sent to the USG Fiscal Affairs Office for review. Once the review is complete, the AFR is then sent to the State of Georgia Department of Audits for their engagement purposes. The result of this engagement is a complete audit. GSU will receive an audit report for Fiscal Year 2016 which will be available around December 2016.

As a member of the USG, GSU maintains comprehensive internal controls to ensure compliance with federal, state, and local requirements. Procedures are in place to assess risk, deter non-compliance, and detect violations in a timely manner. Both the State Department of Audits and the BOR Internal Audit staff review and verify these internal controls on a periodic basis.

GSU actively seeks and accepts external funding from federal, state, local, and private sources, contributing to the professional development of faculty and staff that is in conformity with the institution’s stated purpose and mission. As a member institution in the USG, GSU is bound by applicable state and federal statutes.

The Director of the Office of Sponsored Proposals and Awards (OSPA), works closely with the Comptroller, and is responsible for the administration, control and supervision of externally funded research programs and contracts by assisting with the preparation of proposals, obtaining appropriate approvals, processing submissions, and overseeing post-award financial administration. Sponsored research policies and procedures are outlined on the University’s Research website where faculty can find complete proposal/award lifecycle information including proposal development instructions and necessary compliance information.

The Principal Investigator/Project Director is primarily responsible for the administration and compliance of the sponsored program; however, it is the Vice President for Research and Economic Development who must approve the Principal Investigator/Project Director’s actions and has ultimate administrative oversight responsibility. The Director of OSPA reviews pre-award costs, cost sharing, and expenditures for compliance with the project’s regulations and guidelines and for appropriate project costing. All payroll, travel, and procurement expenditures are processed according to University procedures. The Office of Sponsored Proposals and Awards processes invoices and financial reports based on GSU source documents.

Finally, GSU’s administrative staff, who are responsible for the control of institutional finances, are well-qualified to perform those responsibilities effectively.

Supporting Documentation

1. Georgia Code 20-3-34
2. Board of Regents (BOR) Policy Manual, Section 7.2

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3. BOR Business Procedures Manual Section 20.1
4. BOR Policy Manual Section 7.10
5. Pages from research.gsu.edu
CS 3.11.1 The institution exercises appropriate control over all its physical resources. (Control of physical resources)

Compliance Statement

Georgia State University is in compliance with this comprehensive standard.

Impact Statement of Consolidation

Due to the complementary nature of the continuing academic programs from the two pre-consolidation institutions, minimal changes were made in the current physical configuration of campus locations, facilities, equipment and operations after consolidation. Facilities staff and managers continue to be strategically located and operating from multiple campus locations to provide necessary support in maintaining safe, clean and comfortable buildings and grounds that are required for instructional, library, student life, administrative and recreational functions.

The consolidated Georgia State University Facilities Management Service Division (FMSD) is an efficiently run operation, meeting the academic and research missions of the university. The Atlanta campus of GSU now has the addition of five campuses at Clarkston, Decatur, Dunwoody, Alpharetta and Newton and a leased facility at Tucker. The Clarkston campus serves as the Facilities operations hub with dedicated staff of about 100, distributed at various campus locations for regular and routine maintenance functions. The consolidated GSU with over 12.5 million GSF and 300 staff realizes operational efficiencies with minimal organizational changes due to the volume of work and availability of skilled employees who have relevant institutional knowledge. GSU has experience in operating and maintaining satellite campuses (not all of which are instructional sites) with facilities at Alpharetta (Fulton County), Panthersville (Athletic Facilities in DeKalb County), Hard Labor Creek (Telescope in Rutledge, GA) and leased facilities in Buckhead and Dunwoody.

Other Evidence of Continued Compliance

Institutional Control

Physical facility and technology resources are procured and managed through policies and procedures set forth by the University’s governing body, the Board of Regents (BOR) of the University System of Georgia (USG). The staff reporting to the Senior Vice President for Finance and Administration and the Chief Innovation Officer implement BOR policies and procedures; oversee and maintain the GSU systems and applications used to support policies; and provide training for employees to ensure appropriate use of physical facility and technology resources. GSU complies with the governing policies and procedures of the BOR listed below to ensure the appropriate control of its physical assets.

- **BOR Policy Manual, Section 7**, Finance and Business: covers finance and business activities, including budget, insurance, purchasing, contracts, and risk management.
- **BOR Policy Manual, Section 9**, Facilities: covers facilities, including real estate, instructional sites, grounds, and asset management.
- **BOR Policy Manual, Section 11**, Information Technology: covers information technology (IT) to include IT physical assets, planning, design, acquisition, management, and operation.

Georgia State University
Substantive Change Report: Consolidation
July 26, 2016
Physical Resources – Access, Maintenance, and Accountability

On a daily basis, several GSU units perform services and work collaboratively to ensure a safe, high-quality environment for students, faculty, staff, and visitors while maintaining control of physical resources that support the University’s mission.

Access

Key Control and Building access

The President, Provost, Vice Presidents, Deans and Department Heads are authorized to grant access to facilities within their areas of responsibility.

Approval of Access Request

The President, Provost, Vice Presidents, Deans, Department Heads and Department Chairs shall designate persons to authorize access to buildings. The persons authorized to grant access or issue keys shall sign the Authorization form(s) granting access or issuing keys to individuals. Access is granted only on the basis of a proven need to have access. The Authorized Signature forms are kept in the Key Control/Access office and the signatures will be checked with the signature on the Key/Access issue cards when presented at the Key Control/Access office. The Vice President for Finance and Administration or the Chief of Police may deny access to any individual that has proven himself/herself to be untrustworthy in their relationship, as it relates to the security of the Georgia State University Campuses.

An email must be sent by authorized personnel to Key Control at keycontrol@gsu.edu. Persons needing keys/access must come to the Key Control/Access office with their Panther Card or photo identification to pick up physical keys; access will be granted electronically. Each email will be verified by Key Control office personnel prior to the issuance of keys or granting access. Once the form has been verified, the key will be issued or access will be granted within two (2) business days.

The Department of Parking and Transportation is part of Auxiliary Services and as such is a self-supporting organization. The Department of Parking and Transportation oversees parking and transportation services for the Downtown and five Perimeter campuses.

Parking operations at the Downtown Atlanta campus is supported by revenue obtained by charging faculty, staff and students a fee for the privilege to park directly on Georgia State University campus parking lots and decks. Faculty, staff and student must register their vehicles with the Parking Office and obtain a parking permit. Faculty and Staff are assigned a location to park based on their office or classroom location. Faculty and staff may pay on a monthly basis through payroll deduction, reduced rate with a budget card, or daily rate for employees.

Students may purchase a semester permit for M deck, or use cash/credit/debit or budget-card to park in decks S, K, N, M or T decks and G deck after 5pm. All students pay a mandatory $50 student transportation fee per semester. Part of the revenue from this fee is used to lease 1,700 additional parking spaces from the Atlanta Recreational Authority at Turner Field. Students may park the Turner...
Field lot for no additional charge by displaying their permit car hang tag. Transportation to the campus is by the Panther Express bus, which is also supported by the mandatory transportation fee. Visitors to the Georgia State University- Downtown Atlanta campus may park in several of the decks around campus with a parking attendant and pay the current visitor rate. Courtesy parking is allowed if the visitor is sponsored by a University department who pre-pay for the guest parking.

Parking on the Georgia State University- Perimeter College Campuses follows a different model. Parking services are funded through maintenance and operations for all decks except the Clarkston parking deck and Dunwoody Parking Deck II. Georgia Perimeter College Foundation issued bonds (2007 series) to construct the parking decks along with five other buildings. The College entered into rental agreements with the Foundation to lease the buildings and parking structures. The funding source for the payment is a mandatory student fee of $10 per credit hour in Fall 2006 and effective Fall 2013, became a tiered fee structure based on the number of credit hours taken up to $144 per term. Plant overhead is allocated to the projects based on the square footage of the facilities to pay for the bond payments. Any residual funds may be used for repair and maintenance. Currently, there is no fee for parking on the Georgia State University- Perimeter campuses. However, faculty, staff and students are required to register their vehicles with Campus Services and obtain a hang tag for identification purposes. This practice may be re-evaluated as parking needs change on the Georgia State University- Perimeter Campuses.

At this time, transportation Services is only available on the Georgia State University- Downtown Atlanta campus known as the Panther Express shuttle service. Panther Express is funded with a mandatory transportation fee assessed to all students at the Downtown-Atlanta campus. The services are provided through a competitively bid process to an outsourced provider who provides the buses, complete maintenance of the buses, trained drivers, as well as supervision of the service. Georgia State University also employs personnel to provide administrative oversight of the contracted services and assures the day- to- day operations are working properly.

Currently, the Panther Express services provides bus service from Turner Field to campus Monday through Friday 7:00 a.m. to 10:30 p.m. when classes are in session. There are internal campus buses that runs on two different routes from 7:00 a.m. to 12 midnight.

Parking Services for Georgia State University -Downtown Atlanta currently utilizes 8,242 total parking spaces in its day-to-day operations. Parking is provided in 17 University owned facilities and six leased facilities. Employees and students who park on GSU-controlled property must purchase a GSU parking permit from Parking and Transportation for entry to University lots.

<table>
<thead>
<tr>
<th>Georgia State University Parking Facilities Downtown- Atlanta Campus</th>
<th>Number of Spaces</th>
</tr>
</thead>
<tbody>
<tr>
<td>42 Auburn</td>
<td>165</td>
</tr>
<tr>
<td>B Lot</td>
<td>57</td>
</tr>
<tr>
<td>C Lot</td>
<td>35</td>
</tr>
<tr>
<td>E Lot</td>
<td>22</td>
</tr>
<tr>
<td>G Deck</td>
<td>1,096</td>
</tr>
<tr>
<td>H Lot</td>
<td>38</td>
</tr>
<tr>
<td>I Lot</td>
<td>47</td>
</tr>
<tr>
<td>Deck/Lot</td>
<td>Number of Spaces</td>
</tr>
<tr>
<td>-----------------</td>
<td>------------------</td>
</tr>
<tr>
<td>K Deck</td>
<td>546</td>
</tr>
<tr>
<td>L Lot</td>
<td>43</td>
</tr>
<tr>
<td>M Deck</td>
<td>988</td>
</tr>
<tr>
<td>N Deck</td>
<td>574</td>
</tr>
<tr>
<td>55 Park Place Deck</td>
<td>146</td>
</tr>
<tr>
<td>S Deck</td>
<td>342</td>
</tr>
<tr>
<td>T Deck</td>
<td>1,394</td>
</tr>
<tr>
<td>University Lofts Deck*</td>
<td>362</td>
</tr>
<tr>
<td>U Lot</td>
<td>36</td>
</tr>
<tr>
<td>V Lot</td>
<td>46</td>
</tr>
<tr>
<td>W Lot</td>
<td>163</td>
</tr>
<tr>
<td>Y Deck</td>
<td>70</td>
</tr>
<tr>
<td>Z Lot</td>
<td>12</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Leased Parking Facilities</th>
<th>Number of Spaces</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commerce Building Deck</td>
<td>20</td>
</tr>
<tr>
<td>150 Carnegie Way Deck</td>
<td>51</td>
</tr>
<tr>
<td>J Deck (75 Piedmont Deck)</td>
<td>238</td>
</tr>
<tr>
<td>R Lot (Lower Wall)</td>
<td>10</td>
</tr>
<tr>
<td>Turner Field Blue Lot</td>
<td>1,700</td>
</tr>
<tr>
<td>200 Tower Place (Buckhead)</td>
<td>41</td>
</tr>
<tr>
<td><strong>Total Parking Spaces:</strong></td>
<td><strong>8,242</strong></td>
</tr>
</tbody>
</table>

*Lofts is a Housing Deck with 50 spaces allocated for faculty/staff

**Employee Identification**

Employees are issued GSU identification cards (Panther ID’s) by Card Services that include access permissions to access facilities based on job duties and responsibilities as verified by their immediate supervisors. Enrolled students are also issued a GSU identification card and may access facilities during instructional periods or published operating hours of each facility via a GSU-assigned identification card.

**Class Scheduling**

The consolidated GSU uses a unified clock schedule, keeping “Common Meeting Patterns and Start and End Times for Course Scheduling” as they are currently. The system maintains clock schedules for 1-6 credits. Use of space on each campus reflects the clock schedule for the campus. A production schedule and process coordination system is followed to ensure that scheduling is done in a timely manner each semester: Access to update actual course data within the student record system is limited to assigned college schedulers with college schedulers meeting on a regular basis to ensure university-wide coordination. The schedule for each upcoming term is created by using the previous like term data as a base.

Requests for access to and use of space in facilities or on University grounds are managed through...
Various systems. For example, space requests for meetings, student organization programs, or University-hosted events must be submitted online using specific forms depending on event or building. The Student Center, University Commons, Promotional Space, meeting and conference space and facilities space request and modification of space all have their own form.

- Student Center Space Request Website
- Urban Life Building Space Request Form
- J Mack Robinson College of Business Space Request Website
- Facilities Management Space Request Form

Safety

The Georgia State University Police Department provides law enforcement, security and safety services to the university community and the immediate surrounding areas, ensuring a safe environment for our students, faculty and neighbors. Georgia State boasts one of the largest university police forces in the state, with 73 officers downtown and 117 officers across all six metro Atlanta campuses.

The department, which is accredited by the Commission on Accreditation for Law Enforcement Agencies (CALEA), offers a variety of services, including crime prevention, emergency management, key control and safety escorts. Campus police also partner with Atlanta Police Department (APD) officers to patrol Georgia State’s downtown campus and respond to emergencies. The department operates 24 hours a day, 365 days per year.

Maintenance

The purpose of Facilities Maintenance and Operations (FM&O) is to create an environment within the University facilities that sustains teaching, scholarship and research; to maintain safe and efficient building systems by performing quality, cost effective maintenance and repair in an environmentally responsible manner; and to create a culture that values each employee, uses their individual talents and skills to the fullest and provides opportunities for professional growth.

In measurable terms, FM&O strives to bring the university facilities to level II of “Comprehensive Stewardship” as defined by the Association of Physical Plant Administrators. Its aim is to create a culture that values each employee, uses their individual talents and skills to the fullest, and provides opportunities for professional growth.

The major goals of the unit are:

- Maintain and repair all interior and exterior building systems
- Provide engineering solutions for utility, mechanical and electrical systems
- Administer the facility condition assessment database
- Provide recommendations for long range planning and major system replacement
- Monitor utility consumption and recommend energy conservation projects
- Manage utility contacts including participation in contract negotiations
- Develop solutions to unique facility problems associated with university operations
- Develop budget estimates for contract maintenance and repair services
Develop plans for retirement of deferred maintenance through Major Repair and Renovation Funding (MRRF) request.

Facilities Leadership and Organization

GSU Associate Vice President (AVP) for the Facilities Management Services Division (FMSD) reports directly to the Senior Vice President for Finance and Administration (SVP). The SVP leads the team with administrative oversight of consolidated institution’s physical facilities, infrastructure and equipment. The AVP is supported by various directors, professional, trades, maintenance and administrative staff.

The FMSD of the consolidated university is responsible for planning, design, construction, renovation and maintenance & operation of all facilities with a mission to provide safe, clean, attractive and energy efficient buildings that are conducive for teaching, research, living and recreation activities. The FMSD meets this goal by ensuring optimal functioning and use of facilities at all campuses through a program of customer-focused maintenance support.

The FMSD has retained its current organizational structure consisting of Facilities Planning, Design and Construction, Maintenance & Operations, Renovations and Administration (HR and Information Systems) departments. It maintains and updates all the space and room inventories across the campus and provides this data to BOR and other constituent groups as required.

Accountability

Risk Management

As a reporting unit to the University System of Georgia (USG), GSU is responsive to state of Georgia and USG requirements with regard to risk management. GSU’s Enterprise Risk Management coordinator is designated by the president and reports up to the USG Office of Internal Audit and Compliance on risk management matters.

The Risk Management Services division of Department of Administrative Services (DOAS) provides insurance services for state of Georgia agencies and authorities such as GSU. The DOAS property program insures state-owned buildings and property against damage or destruction from various hazards. Each year, each USG institution provides a list of buildings, building values, and values for the building contents that is entered in the State Property Commission’s BLLIP (Building Land Lease and Inventory Program). This information is then used by DOAS to determine the appropriate limits of coverage for GSU. This information is used to determine the appropriate amount of coverage for GSU. The BOR policy on risk management outlines institutional responsibilities and accountability. Described below are key components of GSU’s approach.

The Department of Safety and Risk Management administers the university’s self-insured and commercial programs, determines adequacy of coverage, assists departments with their insurance needs, facilitates the tracking of insurance claims, reviews insurance policies and presents reports.

Risk Management works closely with University units and departments to obtain inventories and schedules of buildings, contents, portable property, and vehicles to ensure GSU has the appropriate
level of insurance to cover these resources in the event of a loss.

- Risk Management assists units and department heads in reviewing exposures to hazards/risks and determining the Methodology to mitigate the risk such as insurance procurement, staff training or program implementation.

- Occupational Safety and Risk Management responds to all campus-wide issues that affect employee life-safety in research labs, teaching labs, offices, student environment, etc. Risk Management reviews each incident filed with the GSU Police Department that is related to any property damage or loss to determine appropriate follow-up actions with individuals or external agencies. Safety and Risk Management maintains database of all claims (liability, property, auto, workers compensation) in Safety and Risk Management Information System (RV 5.0).

- Occupational Safety and Risk Management administers workers compensation and provides occupational health and safety services.

Facilities manages facilities and grounds; Property Control manages the fleet (vehicles). Annually all inventories are reported to the Department of Safety and Risk Management.

The Office of the Associate Vice President for Finance accounts for and manages capital assets and small value property. This office also manages documentation of asset relocation (on and off University property) and coordinates with IIT on technology-related assets. Within GSU’s Finance and Accounting Office is the Reporting and Compliance Team. Among the team’s responsibilities is asset management to ensure an accurate inventory of the University’s capitalized assets and small value equipment according to the requirements of the USG and the Department of Administrative Services. Specifically, team members conduct inventory control and reporting via a centralized inventory system, provide reporting for insurance purposes, and maintain control of assets.

Accounting and reporting by units in the Division of Finance and Administration contribute to the proper accounting of physical resources in the consolidated GSU. GSU complies with requirements for the accounting, management, and disposal of physical and capital assets. Disposal, transfer, or surplus of non-consumable assets is completed in accordance with the state of Georgia Department of Administrative Services requirements.

Supporting Documentation

1. Board of Regents Policy Manual 7.0
2. Board of Regents Policy Manual 9.0
3. Board of Regents Policy Manual 11.0
4. Key Control Authorized Signature Form
5. Student Center Space Request Website
6. Urban Life Building Space Request Form
7. J Mack Robinson College of Business Space Request Website
8. Facilities Management Space Request Form
9. Facilities Org Chart
10. Board of Regents Risk Management Policy
11. Enterprise Risk Management Report
3.13 Responsibility for compliance with other Commission policies

3.13.4. "Reaffirmation of Accreditation and Subsequent Reports"

3.13.4.b. Applicable Policy Statement. If an institution is part of a system or corporate structure, a description of the system operation (or corporate structure) is submitted as part of the Compliance Certification for the decennial review. The description should be designed to help members of the peer review committees understand the mission, governance, and operating procedures of the system and the individual institution’s role within that system.

Documentation: The institution should provide a description of the system operation and structure or the corporate structure if this applies.

Compliance Statement

Georgia State University is a member institution in the University System of Georgia and is in compliance with this comprehensive standard.

Impact of Consolidation

As institutions accredited by the SACS Commission on Colleges (SACSCOC), both the former Georgia Perimeter College and Georgia State University were in compliance with this comprehensive requirement during their previous reaffirmations prior to consolidation. The consolidated GSU remains in compliance as described below. No changes in the operations of the System or its governing board occurred as a function of the consolidation. Structurally, the number of member institutions in the USG was reduced from 30 to 29 when this consolidation became effective in January 2016.

Other Evidence of Continued Compliance

Public higher education in Georgia is divided between the University System of Georgia (USG) and the Technical College System of Georgia (TCSG). Each system is governed by a single and separate governing board—the Board of Regents of the USG and the State Board of the TCSG. The USG provides undergraduate, graduate, and first professional educational degree programs from the associate’s degree through the doctorate, as established at 29 state universities and colleges across Georgia. The TCSG provides certificates, diplomas, and two-year degrees in technical and career fields of study, as established at 23 technical colleges across the state.
In recent years, both the USG and the TCSG have pursued consolidation of their selected member institutions to achieve greater administrative efficiencies and improve educational services to their students and communities. From 2013 to 2016, the USG consolidated 12 of its member institutions into six "new" universities and colleges. The consolidation of GSU and GPC is the most recent of those consolidations.

The Board of Regents (BOR) is the constitutionally-established independent state agency for policy development and governance of the University System of Georgia. Its 19 members are appointed for staggered seven-year terms by the state's governor. The BOR has exclusive authority over the affairs of the member educational institutions of the USG. In that regard, the BOR receives a lump-sum state appropriation annually for USG operations and is responsible for allocating those funds to its member institutions, setting tuition levels and student fees, approving capital improvement projects in the System, determining the structure of the System and institutional missions, approving new degree programs, and maintaining a comprehensive array of System governance policies and procedures. Policies and procedures developed at the institutional level must conform to and be consistent with the governing board's policy directives.

A University System Office staff, headed by the chancellor, who is elected by the BOR, provides administrative coordination for the implementation of BOR policies and procedures throughout the System. All 29 institution presidents report to the chancellor, along with System administrators, including the chief academic officer and executive vice chancellor, the executive vice chancellor for Administration, the chief audit officer and associate vice chancellor, the senior vice chancellor for External Affairs, and the vice chancellor for Communications. Other System administrators report through those named above and are responsible for overseeing System coordination of academic programs, faculty affairs, student affairs, academic libraries/GALILEO, facilities, fiscal affairs, human resources, legal affairs, information technology services, risk management, and government relations.

The 29 degree-granting institutions in the USG are currently structured by the BOR into four groups of public universities and colleges as follows:

Research Universities:
- Georgia Institute of Technology
- Georgia Regents University (consolidated in 2013)
- Georgia State University (consolidated with Georgia Perimeter in 2016)
- University of Georgia

Comprehensive Universities:
- Georgia Southern University
- Kennesaw State University (consolidated in 2015)
- University of West Georgia
- Valdosta State University

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State Universities
Albany State University
Armstrong State University
Clayton State University
Columbus State University
Fort Valley State University
Georgia College & State University
Georgia Southwestern State University
Savannah State University
University of North Georgia (consolidated in 2013)

State Colleges
Abraham Baldwin Agricultural College
Atlanta Metropolitan State College
Bainbridge State College
College of Coastal Georgia
Dalton State College
Darton State College
East Georgia State College
Georgia Gwinnett College
Georgia Highlands College
Gordon State College
Middle Georgia State College (consolidated in 2013)
South Georgia State College (consolidated in 2013)

Research universities are Level VI institutions with major missions in research and development as well as comprehensive arrays of baccalaureate and post-baccalaureate degree programs, including broad arrays at the doctoral and first professional levels. These institutions tend to have large enrollments and selective admission standards.

Comprehensive universities are Level V and VI institutions with comprehensive arrays of baccalaureate and master's programs and a limited number of doctoral programs. Their research missions are broad
and substantial and often reflect applied research and development interests. These institutions have large student enrollments and selective admission standards.

State universities are Level III, IV, and V institutions with comprehensive arrays of bachelor’s and master’s degree programs and in a few cases one or two professionally-oriented doctoral programs. These institutions tend to have a balance of service and research in their missions. Some have large student enrollments and selective admission standards, while others have access missions and are smaller in enrollment.

State colleges are composed of Level II institutions. They tend to have a heavy emphasis on two-year transfer degree preparations with a limited range of four-year bachelor’s degrees. Teaching and community/public service are dominant in their missions. Most employ access admission standards. Institutional enrollments in this group range from small to medium in size.

The consolidated Georgia State University is a Research I institution. Georgia State University (GSU) founded in 1913 is a public research university located in Atlanta, Georgia, the capital and largest city in the state with the 10-county region home to over 4.3 million people. The institution’s mission and goals are encapsulated in the university mission statement.

Georgia State University, an enterprising public research university, transforms the lives of students, advances the frontiers of knowledge and strengthens the workforce of the future. The university provides an outstanding education and exceptional support for students from all backgrounds. Georgia State readies students for professional pursuits, educates future leaders, and prepares citizens for lifelong learning. Enrolling one of the most diverse student bodies in the nation at its urban research campus, at its vibrant branch campuses, and online, the university provides educational opportunities for tens of thousands of students at the graduate, baccalaureate, associate, and certificate levels.

Georgia State’s scholarship and research focus on solving complex issues ranging from the most fundamental questions of the universe to the most challenging issues of our day. The scholarly work and artistic expression of the university’s faculty create new knowledge, extend the boundaries of imagination, and enhance student learning. The university’s presence in the Atlanta metropolitan area provides extraordinary experiential learning opportunities and supports the work of faculty tackling the challenges of an urbanizing nation and world.

The institution’s goals are further elaborated in the university strategic plan. GSU will:

1. Become a national model for undergraduate education by demonstrating that students from all backgrounds can achieve academic and career success at high rates
2. Significantly strengthen and grow the base of distinctive graduate and professional programs that assure development of the next generation of researchers and societal leaders
3. Become a leading public research university addressing the most challenging issues of the 21st century
4. Be a leader in understanding the complex challenges of cities and developing effective solutions

5. Achieve distinction in globalizing the university

GSU is accredited by the Southern Association of Colleges and Schools: Commission on Colleges (SACS-COC) to award associate’s, baccalaureate, masters, specialist, and doctorate degrees. Contact the Commission on Colleges as 1866 Southern Lane, Decatur, GA 30033-4097 or call (404) 679-4500 for questions about the accreditation of Georgia State University.

GSU is a member institution of the 29-member University System of Georgia (USG). USG is governed by the USG Board of Regents (BOR). In 1995, GSU was accorded research university status, making it one of the four research institutions in the System. GSU is now the largest university in the USG, with more than 50,000 students, over 2,700 faculty members and nearly 300 degree and certificate programs in over 100 fields of study.

Georgia State has a racially diverse student body with 37 percent being white, 38 percent black, 13 percent Asian, 5 percent mixed race, 0.3 percent American Indian, 0.1 percent native Hawaiian/Pacific Islander and 7 percent unreported. Eight percent of Georgia State students define their ethnicity as Hispanic.

GSU confers approximately 9,000 degrees annually and has approximately 500,000 alumni, the total workforce is approximately 5,800 and the annual operating budget is more than $920 million.

Supporting Documentation

1. USG Consolidations Website
2. University System of Georgia Website
3. Technical College System of Georgia Website
4. Board of Regents Website
5. Chancellor’s Website
3.13.5. “Separate Accreditation for Units of a Member Institution”

*3.13.5.a. Applicable Policy Statement. All branch campuses related to the parent campus through corporate or administrative control (1) include the name of the parent campus and make it clear that its accreditation is dependent on the continued accreditation of the parent campus and (2) are evaluated during reviews for institutions seeking candidacy, initial membership, or reaffirmation of accreditation. All other extended units under the accreditation of the parent campus are also evaluated during such reviews.

Documentation: For institutions with branch campuses: (1) The name of each branch campus must include the name of the parent campus—the SACSCOC accredited entity. The institution should provide evidence of this for each of its branch campuses. (2) The institution should incorporate the review of its branch campuses, as well as other extended units under the parent campus, into its comprehensive self-assessment and its determination of compliance with the standards, and indicate the procedure for doing so.

Narrative

Georgia State University does not have any branch campuses at this time. Although GSU’s Decatur Campus serves as the academic administrative home for one of GSU’s colleges, Perimeter College, that college’s administrative and supervisory organization is limited largely to instructional and academic concerns, post-consolidation. Most support services for that campus are coordinated from centralized administrative structures based on the main campus in downtown Atlanta. In addition, Perimeter College and the GSU Decatur Campus do not have independent budgeting and hiring authority apart from the budgeting and hiring authority of GSU. Consequently, neither GSU’s Perimeter College, nor GSU’s Decatur Campus, qualify as a branch campus of GSU by SACSCOC definition. The GSU Decatur campus is an off-campus instructional site by SACSCOC definition.

Supporting Documentation

Georgia State University Org Chart
Perimeter College Org Chart
3.13.5.b. Applicable Policy Statement. If the Commission on Colleges determines that an extended unit is autonomous to the extent that the control over that unit by the parent or its board is significantly impaired, the Commission may direct that the extended unit seek to become a separately accredited institution. A unit which seeks separate accreditation should bear a different name from that of the parent. A unit which is located in a state or country outside the geographic jurisdiction of the Southern Association of Colleges and Schools and which the Commission determines should be separately accredited or the institution requests to be separately accredited, applies for separate accreditation from the regional accrediting association that accredits colleges in that state or country.

Implementation: If, during its review of the institution, the Commission determines that an extended unit is sufficiently autonomous to the extent that the parent campus has little or no control, the Commission will use this policy to recommend separate accreditation of the extended unit.

No response required by the institution.
3.14 Representation of status with the Commission

3.14.1 A member or candidate institution represents its accredited status accurately and publishes the name, address, and telephone number of the Commission in accordance with Commission requirements and federal policy. (Publication of accreditation status)

Narrative

Compliance Statement

Georgia State University is in compliance with this comprehensive statement.

Impact of Consolidation

Georgia State University and Georgia Perimeter College were in compliance with this standard prior to consolidation. The specific statement prescribed in the Principles under CS 3.14 continues to be used. The only change that has occurred in the new GSU's publications of the required statement post-consolidation is that "associate" has been added to its list of authorized degree levels.

Other Evidence of Continued Compliance

The address and telephone number of the Commission on Colleges of the Southern Association of Colleges and Schools are published on the university website and in the Georgia State University Graduate and Undergraduate Catalogs, which are produced annually and are available online. The statement that is used is that authorized by the Commission.

Specialized accreditations are published on the Georgia State University website and in program-specific websites and marketing materials. Additionally, an Approved Description of GSU for Specialized Accreditations is sent to all specialized accrediting bodies who oversee GSU programs as well as to GSU Deans citing the appropriate language to use when describing Georgia State University. This statement is approved and signed by the university president.

Supporting Documentation

1. Georgia State University website page noting SACS accreditation
2. Associate Catalog page noting SACS accreditation
3. Bachelors Catalog page noting SACS accreditation
4. Graduate Catalog page noting SACS accreditation
5. Georgia State University website page noting specialized accreditations
6. Georgia State University Approved Description for Specialized Accreditations
4.5 The institution has adequate procedures for addressing written student complaints and is responsible for demonstrating that it follows those procedures when resolving student complaints. (See the Commission policy "Complaint Procedures against the Commission or its Accredited Institutions.") (Student complaints)

Compliance Statement

Georgia State University is in compliance in that it has adequate procedures to address written student complaints and appeals and has administrators, faculty, and staff in place to resolve written student complaints in a fair and reasonable manner.

Impact of Consolidation

Redundant policies and procedures regarding handling written student complaints at Georgia State University and Georgia Perimeter College prior to consolidation were eliminated as a function of the merger of administrative, academic, and student support services following institutional consolidation. In most instances, the previously existing student complaint policies and procedures at GSU continued to be followed by the new GSU following consolidation. Complaint resolution remains a decentralized process managed by the units most directly responsible to receive and resolve the student complaints.

Other Evidence of Continued Compliance

Georgia State University has established Policies and Procedures for Student Complaints, Petitions for Policy Waivers and Variances, and Appeals. The processes are published online in the Undergraduate and Graduate Catalogs. Additionally, processes are outlined in the Student Code of Conduct and Administrative Policies and Procedures, which is published on-line as well as distributed through mass-email to all new and transfer students who attend orientation programs. This policy includes procedures for administering student complaints on college-level academic matters (e.g., grade appeals), student complaints on non-academic matters (e.g., administrative decisions) as well as student petitions for college-level and university-wide academic policy waiver or variance. Additionally, other policies exist to address specific forms of student complaints.

The Student Code of Conduct, administered by the Office of the Dean of Students, outlines the procedures for addressing student complaints regarding prohibited student conduct. Specific policies and procedures regarding discrimination complaints against students, including an overview of the Title IX sexual misconduct process, are also located in the Student Code of Conduct.

Policies and procedures for addressing discrimination complaints against faculty and staff, including Title IX sexual misconduct complaints, are administered by the Office of Opportunity Development/Diversity Education Planning (ODDEP) as outlined on the ODDEP website as well as in the online Faculty Handbook and Staff Handbook.

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The Disability Complaint Policy posted on the Office of Disability Website and in the University Catalogs. The Undergraduate and Graduate catalogs outline resolution options and procedures for complaints regarding allegations of denial by the university to provide a requested accommodation as well as other complaints regarding violations of the Americans With Disabilities Act (ADA) or Section 504 of the Rehabilitation Act of 1973.

All of the policies from each of the offices described above are equally applicable to distance education and off-campus instructional sites.

Pursuant to the United States Department of Education’s Program Integrity Rule, each institution of higher education is required to provide all prospective and current students with the contact information of the state agency or agencies that handle complaints against postsecondary education institutions offering distance learning within that state. The Office of Institutional Effectiveness provides links to contacts from each state in which a student may file a complaint. Students are encouraged to utilize Georgia State University’s internal complaint or review policies and procedures prior to filing a complaint with a state agency. These can be found in the Student Code of Conduct and in the Georgia State University Policy Procedures for Student Complaints, Petitions for Policy Waivers and Variances, and Appeals.

GSU’s Records of Written Student Complaints and Their Resolution

Individual colleges, departments, and administrative offices maintain the records of written student complaints that have been directed to them. In accordance with the University Georgia Records Retention Policies and Procedures, records include: notices of grievance; informal discussion notes; grievance responses; formal hearing notes (including audio tapes). Final summary statements; settlement agreements; and appeals documentation. The records of student complaints are maintained in the respective offices for five (5) years after the student’s graduation or the date of last attendance.

Supporting Documentation as Evidence of Compliance

1. Policies and Procedures for Student Complaints, Petitions for Policy Waivers and Variances, and Appeals in Associates-Level Catalog
2. Policies and Procedures for Student Complaints, Petitions for Policy Waivers and Variances, and Appeals in Bachelors-Level Catalog
3. Policies and Procedures for Student Complaints, Petitions for Policy Waivers and Variances, and Appeals in Graduate Catalog
4. Student Code of Conduct
5. Title IX Policy
6. Sexual Harassment Policy in Faculty Handbook
7. Sexual Harassment Policy in Staff Handbook
8. Disability Complaint Policy in Associate-Level Catalog
9. Disability Complaint Policy in Bachelors-Level Catalog
10. Disability Complaint Policy in Graduate-Level Catalog
11. Disability Complaint Policy on Disability Services Webpage
12. Contact Information for Consumer Complaints (Distance Education)
13. Sample Redacted Student Complaint
FR 4.7 The institution is in compliance with its program responsibilities under Title IV of the most recent Higher Education Act as amended. (In reviewing the institution’s compliance with these program responsibilities, the Commission relies on documentation forwarded to it by the U. S. Department of Education.) (Title IV program responsibilities)

Compliance Statement
Georgia State University is in compliance with this federal requirement.

Other Evidence of Continued Compliance

Title IV Program Agreements
Georgia State University (GSU) is in full compliance with its responsibilities as required by Title IV of the 1998 Higher Education Act of 1965 as amended and audits financial aid programs as required by federal and state regulations. GSU has a history of compliance with U.S. Department of Education (USDOE) financial aid regulations and fully expects to maintain that record of compliance going forward.

Consolidating two financial aid departments and award processes is a challenging endeavor with multiple layers of review and approval at the federal level. One of the lessons learned from previous University System of Georgia consolidations relates to the timing of the consolidation approval. Selecting a January consolidation date allows the new institution to avoid any disruptive delays in the consolidation of the federal financial aid systems with the USDOE. A January consolidation date allows more time for the USDOE to process the necessary paperwork required to shift the financial aid accounts from the two independent institutions into the new consolidated institution. Additionally, it allows for allocation of FY2017 funds to the new institution to occur in a timely manner and ensures a smooth transition for students.

In late December 2015, GSU submitted the required Merger application to the USDOE that will be used to update the E-App and establish a new Program Participation Agreement allowing the new institution to distribute financial aid for fall 2016. Upon initial review of the application, the USDOE reviewer requested additional documentation relating to SACSCOC approval of the consolidation and documentation of previous reaffirmation of accreditation. USDOE has approved Georgia State University’s PPA July 26, 2016. USDOE has also decided not to issue a new FICE code, and the consolidated institution will continue to utilize FICE code 00157400.

Reimbursement Method/Letter of Credit/Complaints/Litigation
Prior to the January 6, 2016, consolidation date, neither GSU nor GPC had been placed on the reimbursement method. Additionally, neither GSU nor GPC had been asked to post a letter of credit on behalf of the U.S. Department of Education. There had been no formal complaints against GSU or GPC filed with the U. S. Department of Education, and no adverse communication regarding compliance concerns or issues has been received by either institution. Neither GSU nor GPC had any pending infractions to regulations or litigations that would jeopardize Title IV funding.
Financial aid for the consolidated institution will be disbursed for the first time for fall 2016; therefore, the new institution will not be subjected to issues relating to reimbursement methods, letters of credit, complaints, or litigation.

**Reporting, Unpaid Dollar Amounts, and Cohort Default Rates**

Both GSU and GPC submit all reports required by the U.S. Department of Education, including the Fiscal Operations Report and Application to Participate (FISAP), in a timely manner. Table 1 below shows a comparison of GSU and GPC Financial Aid Cohort Default Rates:

**Table 1. Comparison of GSU and GPC Financial Aid Cohort Default Rates**

<table>
<thead>
<tr>
<th>Year of repayment</th>
<th>GSU Rate</th>
<th>GPC</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013 Draft</td>
<td>5.5%</td>
<td>13.9%</td>
</tr>
<tr>
<td>2012</td>
<td>6.0%</td>
<td>12.7%</td>
</tr>
<tr>
<td>2011</td>
<td>8.5%</td>
<td>14.7%</td>
</tr>
<tr>
<td>2010</td>
<td>8.1%</td>
<td>17.3%</td>
</tr>
<tr>
<td>2009</td>
<td>6.3%</td>
<td>18.3%</td>
</tr>
</tbody>
</table>

**Financial Compliance Audits**

GSU and GPC undergo financial audits as required by federal and state regulations, which require that states undergo an annual audit in accordance with the [Single Audit Act Amendments of 1996](https://www.gpo.gov/fdsys/pkg/PLAW-104publ863/pdf/PLAW-104publ863.pdf) and the [U.S. Office of Management and Budget (OMB) Circular A-133](https://www.gpo.gov/fdsys/pkg/PLAW-104publ863/pdf/PLAW-104publ863.pdf). As public institutions of higher education, GSU and GPC are organizational units of the Board of Regents (BOR) of the University System of Georgia for financial reporting purposes. Therefore, GSU and GPC are included in the annual financial audit of the BOR by the Georgia Department of Audits and Accounts (DOAA).

The state of Georgia Single Audit Reports (GSU audit report and GPC management report) for FY 2015 are provided below and show that there are no significant deficiencies for GSU or GPC.

Georgia State University:

- Management Comment — No management comment issued;

Georgia Perimeter College:

- Management Comment issued for IT controls overall. GPC Management has addressed this comment.
In addition to adhering to the mandated audit schedule and accounting policies and procedures, both GSU and GPC maintain comprehensive networks of internal controls to ensure compliance with federal, state, and local requirements. Procedures are in place to assess risk, deter non-compliance, and detect violations at the earliest opportunity. Key institutional components involved in controlling institutional finances and monitoring compliance include the University System of Georgia Board of Regents, the University System of Georgia Internal Audit function, and the respective university internal auditors, fiscal officers, and staff. Similar components will be in place for the consolidated institution.

Federal Financial Aid Audits

At both GSU and GPC, the student Financial Aid offices provide guidance and assistance to students to ease the financial burdens associated with paying for college. Both institutions are in full compliance with their responsibilities as required by Title IV of the 1998 Higher Education Act of 1965 as amended and audit financial aid programs as required by federal and state regulations.

Since GSU and GPC each award more than $200,000 in federal financial aid, they are both required to undergo annual audits of the student financial aid program. GPC underwent SFA audits for FY 14 and FY 15 and no problems were noted. According to recent financial aid audits for GSU and GPC, no communication regarding compliance concerns or issues have been received relating to the administration of Title IV aid. At the time this report was submitted, these institutions did not have any pending infractions to regulations that would jeopardize Title IV funding.

For GSU, the last audit with GSFC was on July 25, 2013, final report from the GSFC compliance manager identified four findings:

1. Miscalculation of one student’s grade point average;
2. Incorrect invoicing for 5 students;
3. Exceeded hours one student
4. Lack of evidence of time requirement for U.S. Citizen or Eligible Non-Citizen Status for one student.

In the last final report documented that GSU provided sufficient supplemental evidence to close all the findings. As noted in the January 9, 2014, GSFC closure letter, the GSFC “determined that all discrepancies have been addressed and all required actions implemented.” Since the 2012 review was successfully closed, GSU was “exempted from a 2014 Compliance Review” and a 2015 Compliance Review. GSU is scheduled to have an audit with GSFC, date pending, with final determination due back by October.

For GPC, the last audit was on April 11, 2013, final report from the G5FC compliance manager identified five findings:

1. Miscalculation of one student’s grade point average;
2. Incorrect invoicing for 3 students;
3. Incorrect Reporting of data 5 students
4. Missing Scholarship and Grant Application one student.

5. Over award one student.

In the last final report documented that GPC provided sufficient supplemental evidence to close all the findings. As noted in the December 17, 2013 GSFC closure letter, the GSFC “determined that all discrepancies had been addressed and that all required actions implemented.” Since the 2013 review was successfully closed, GPC was “exempted from a 2014 Compliance Review” and a 2015 Compliance Review.” GPC had an audit with GSFC on March 22, 2016. The final results have not been provided.

Neither GSU nor GPC has been placed on the reimbursement method or has been asked to post a letter of credit on behalf of the U.S. Department of Education. Additionally, there have been no formal complaints against GSU or GPC filed with the U.S. Department of Education, and no adverse communication regarding compliance concerns or issues have been received. Both GSU and GPC submit all reports required by the U.S. Department of Education, including the Fiscal Operations Report and Application to Participate (FISAP), in a timely manner. Neither GSU nor GPC has unpaid dollar amounts due back to the U.S. Department of Education.

Financial Aid Awarded

The financial aid amounts were based FY 2016 which includes fall 2015 and spring 2016 semester. Approximately 88 percent of GSU students and 92 percent of GPC students received financial aid from federal, state, institutional, or outside sources in FY2016, totaling over $373 million. As indicated in Table 8, a total of 26,073 GSU students and 16,228 GPC students received some form of financial aid from nine financial aid programs.

<table>
<thead>
<tr>
<th>Financial Aid Program</th>
<th>GSU Total Paid</th>
<th>GSU Total Recipients</th>
<th>GPC Total Paid</th>
<th>GPC Total Recipients</th>
<th>Combined Total Paid</th>
<th>Combined Total Recipients</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pell Grant</td>
<td>56,234,707</td>
<td>13,902</td>
<td>35,643,618</td>
<td>11,564</td>
<td>91,878,325</td>
<td>25,466</td>
</tr>
<tr>
<td>Supplemental Opportunity Grant</td>
<td>613,769,605</td>
<td></td>
<td>563,095</td>
<td>8,387</td>
<td>1,176,864</td>
<td>3,992</td>
</tr>
<tr>
<td>Work Study</td>
<td>605,550</td>
<td>213</td>
<td>632,644</td>
<td>250</td>
<td>1,238,194</td>
<td>463</td>
</tr>
<tr>
<td>Perkins Loans</td>
<td>1,149,100</td>
<td>63</td>
<td>0</td>
<td>0</td>
<td>1,149,100</td>
<td>63</td>
</tr>
<tr>
<td>Stafford Loans</td>
<td>145,524,791</td>
<td>18,317</td>
<td>39,969,894</td>
<td>7,768</td>
<td>185,494,685</td>
<td>25,995</td>
</tr>
<tr>
<td>Teach</td>
<td>76,580</td>
<td>28</td>
<td>0</td>
<td>0</td>
<td>76,580</td>
<td>28</td>
</tr>
<tr>
<td>State Aid</td>
<td>59,047,208</td>
<td>10,293</td>
<td>4,424,644</td>
<td>3,269</td>
<td>63,471,852</td>
<td>13,562</td>
</tr>
<tr>
<td>Institutional Aid</td>
<td>14,788,777</td>
<td>4,662</td>
<td>91,521</td>
<td>19</td>
<td>14,880,298</td>
<td>4,681</td>
</tr>
<tr>
<td>Other Sources of Aid</td>
<td>14,397,377</td>
<td>1,439</td>
<td>1,175,372</td>
<td>449</td>
<td>15,572,749</td>
<td>1,888</td>
</tr>
<tr>
<td>Total</td>
<td>291,437,859</td>
<td>26,073</td>
<td>82,500,788</td>
<td>16,228</td>
<td>373,938,647</td>
<td>42,301</td>
</tr>
</tbody>
</table>

*Unduplicated student count

**State Financial Aid Audits**

The financial aid programs at GSU and GPC are subject to Georgia State Scholarship and Grant Programs Compliance Reviews by the Georgia Student Finance Commission (GSFC) at least once every three years. A GSFC compliance review was last conducted for GSU in 2013 and for GPC in 2013.

**Internal Financial Aid Audits**

University Auditing and Advisory Services at GSU conducted an internal audit of GSU's financial aid programs in fiscal year 2015 and identified no material or significant issues. The internal audit of GSU's financial aid programs found that compliance with Title IV financial aid requirements was generally strong in all areas.

The internal audit function at GPC issued an internal audit report on GPC's financial aid programs in fiscal year 2015 and identified no material or significant issues. The internal audit of GPC's financial aid programs determined that the institution was adequately administering financial aid programs in compliance with applicable laws, regulations, and guidelines.

**Pre-Acquisition Application submitted to the U.S. Department of Education**

Contact with the U.S. Department of Education regarding the proposed consolidation of Georgia State University and Georgia Perimeter College has been handled by the USG Assistant Vice Chancellor, Planning and Implementation. As noted in the previous five USG consolidations, correspondence from the U.S. Department of Education confirms that the U.S. DOE does not require consolidating institutions to provide a Pre-Acquisition Application as part of a merger review/approval process. However, their Program Participation Agreement must be current when they file the new eApp in January 2016. Both the GSU and GPC Program Participation Agreements are active through 2016 and 2017, respectively. The consolidated university is authorized by the DOE to disburse financial aid beginning August 1, 2016.
Supporting Documentation

1. Single Audit Act Amendments of 1996
5. Final report and closure letter from the GSFC compliance manager
6. GSU FISAP
7. GPC FISAP