Name of Institution  Georgia State University

Name, Title, Phone number, and email address of Accreditation Liaison
Michael Galchinsky, PhD
Associate Provost for Institutional Effectiveness and SACSCOC Liaison
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Email: mgalchinsky@gsu.edu

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Mary McLaughlin, MSW
Director of Accreditation and Policy
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:  September 10, 2018
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.

Founded in 1913 and a public research university since 1995, Georgia State is now the largest institution in the University System of Georgia. In January, 2016, Georgia State University expanded by consolidating with Georgia Perimeter College, recognized by the Board of Regents of the University System of Georgia as an institution with the blended functions of a Level VI research university and a Level I state college. The consolidation increased Georgia State’s enrollment to more than 51,000. Georgia State offers more than 250-degree programs in 100 fields of study, taught by more than 1,500 faculty members who generate groundbreaking research and educate one of the most diverse student populations in the nation.

The university is guided by its Mission Statement, which was revised and adopted as part of the 2016 consolidation, and by the University Strategic Plan, adopted in 2011 and revised in 2016, which operationalizes the university’s Mission into five major goals with supporting initiatives. Georgia State is nationally recognized as a model for its extraordinary success in helping students from all backgrounds succeed and graduate in record numbers. U.S. News & World Report ranked the university No. 4 in the nation for innovation. In a lead article on May 15, 2018, the New York Times called Georgia State “an engine of social mobility.”

Over the last five years, faculty research has earned prestigious awards and rankings and attained new heights in external funding. In fiscal year 2018, the university received a record $147 million in annual research awards.

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 off-campus instructional site in Decatur, Georgia (DeKalb County). Perimeter also provides instruction at four other GSU suburban off-campus sites (Alpharetta, Clarkston, Dunwoody and Newton). Perimeter College supports GSU’s two transfer associate degree programs, its career associate degree programs, and a certificate 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 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.

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.

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<td>Master of Education with a major in Special Education</td>
<td>1</td>
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<tr>
<td>Master of Fine Arts with a major in Creative Writing</td>
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<tr>
<td>Master of Fine Arts with a major in Studio</td>
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<tr>
<td>Master of Global Hospitality Administration</td>
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<td>Master of Health Administration</td>
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<tr>
<td>Master of Heritage Preservation</td>
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<td>Master of Interdisciplinary Studies</td>
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<tr>
<td>Master of International Business</td>
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<tr>
<td>Master of Laws</td>
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<td>Master of Music</td>
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<td>Master of Occupational Therapy</td>
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<td>Master of Professional Accountancy</td>
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<td>Master of Public Administration</td>
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<td>Master of Science in Communication Sciences and Disorders</td>
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<td>Master of Science in Health Administration</td>
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<td>Master of Science in Information Systems</td>
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<td>Master of Science in Information Systems Audit &amp; Control</td>
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<tr>
<td>Master of Science in Real Estate</td>
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<tr>
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<td>Master of Science with a major in Chemistry</td>
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<td>Master of Science with a major in Computer Information Systems</td>
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<td>Master of Science with a major in Computer Science</td>
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<td>Master of Science with a major in Criminal Justice</td>
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<tr>
<td>Master of Science with a major in Educational Psychology</td>
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<tr>
<td>Master of Science with a major in Educational Research</td>
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<td>Master of Science with a major in Exercise Science</td>
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<td>Degree Description</td>
<td>Attendance</td>
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<td>Master of Science with a major in Finance (52080101)</td>
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<tr>
<td>Master of Science with a major in Geosciences (40069901)</td>
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<tr>
<td>Master of Science with a major in Health Sciences (51999901) [Nutrition concentration]</td>
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<tr>
<td>Master of Science with a major in Instructional Design and Technology (13050101)</td>
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<tr>
<td>Master of Science with a major in Managerial Sciences (52020101)</td>
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<td>Master of Science with a major in Marketing (52140101)</td>
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<td>Master of Science with a major in Mathematics (27010101)</td>
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<tr>
<td>Master of Science with a major in Mental Health Counseling (13110101)</td>
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<tr>
<td>Master of Science with a major in Neuroscience (26150100)</td>
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<tr>
<td>Master of Science with a major in Nursing (51380105)</td>
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<tr>
<td>Master of Science with a major in Physics (40080101)</td>
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<td>Master of Science with a major in Rehabilitation Counseling (51231001)</td>
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<tr>
<td>Master of Science with a major in Risk Management/Insurance (52170105)</td>
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<tr>
<td>Master of Science with a major in Social Foundations of Education (13090101)</td>
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<tr>
<td>Master of Science with a major in Sport Administration (931050401)</td>
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<td>Master of Science with a major in Sports Medicine (51999910)</td>
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<td>Master of Social Work (44070100)</td>
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<td>Master of Taxation (52160100)</td>
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<tr>
<td>Master of Science with a major in Mathematical Risk Management (270305)</td>
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<tr>
<td>Bachelor of Arts with a major in Film and Video (500601)</td>
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<tr>
<td>Master of Arts in Teaching with a major in Reading/Language &amp; Literacy Ed (131315)</td>
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<tr>
<td>Master of Education with a major in Behavior/Learning Disabilities (131008)</td>
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<tr>
<td>Master of Education with a major in Multiple/Severe Disabilities (131007)</td>
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<td>Master of Education with a major in Urban Teacher Leadership (130499)</td>
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<td>Specialist in Education with a major in School Counseling (13110101)</td>
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<td>Specialist in Education with a major in School Psychology (42280500)</td>
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<td>AAS in Library &amp; Information Sci Tech (250301)</td>
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<tr>
<td>AAS in Sign Language Interpreting (161603)</td>
<td>3</td>
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<tr>
<td>AS in Radiologic Technology (510907)</td>
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<td>Assoc Science Core Curriculum with a major in Art (240101)</td>
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<td>Assoc Science Core Curriculum with a major in Biology (240101)</td>
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<td>Assoc Science Core Curriculum with a major in Business Administration (240101)</td>
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<td>Assoc Science Core Curriculum with a major in Criminal Justice (240101)</td>
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<tr>
<td>Assoc Science Core Curriculum with a major in EDUC: Health &amp; Physical Educ (240101)</td>
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<td>Assoc Science Core Curriculum with a major in EDUC: Middle Grades (240101)</td>
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<td>Assoc Science Core Curriculum with a major in EDUC: Special Education (240101)</td>
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<td>Assoc Science Core Curriculum with a major in Engineering (240101)</td>
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<td>Assoc Science Core Curriculum with a major in General Studies (240101)</td>
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<tr>
<td>Assoc Science Core Curriculum with a major in Geology (240101)</td>
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<tr>
<td>Assoc Science Core Curriculum with a major in HS: Health Information Admin (240101)</td>
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<tr>
<td>Assoc Science Core Curriculum with a major in HS: Health Science Professions (240101)</td>
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<td>Assoc Science Core Curriculum with a major in HS: Medical Technology (240101)</td>
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<tr>
<td>Assoc Science Core Curriculum with a major in HS: RS-Radiation Therapy (240101)</td>
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<tr>
<td>Assoc Science Core Curriculum with a major in HS: Respiratory Therapy (240101)</td>
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<tr>
<td>Assoc Science Core Curriculum with a major in Kinesiology and Health (240101)</td>
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<tr>
<td>Assoc Science Core Curriculum with a major in Mathematics (240101)</td>
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<tr>
<td>Assoc Science Core Curriculum with a major in Music (240101)</td>
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<tr>
<td>Assoc Science Core Curriculum with a major in Personal Training (240101)</td>
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<tr>
<td>Assoc Science Core Curriculum with a major in Physics (240101)</td>
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<tr>
<td>Assoc Science Core Curriculum with a major in Psychology (240101)</td>
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<tr>
<td>Assoc Science Core Curriculum with a major in Social Work (240101)</td>
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<tr>
<td>Assoc Science Core Curriculum with a major in Sport Management (240101)</td>
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<td>Assoc of Arts Core Curriculum with a major in Communication (240101)</td>
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<td>Assoc of Arts Core Curriculum with a major in English (240101)</td>
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<td>Assoc of Arts Core Curriculum with a major in Film (240101)</td>
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<td>Assoc of Arts Core Curriculum with a major in Foreign Language with Business (240101)</td>
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<td>Assoc of Arts Core Curriculum with a major in History (240101)</td>
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<tr>
<td>Assoc of Arts Core Curriculum with a major in Homeland Security &amp; Emerg Mgmt (240101)</td>
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<tr>
<td>Assoc of Arts Core Curriculum with a major in Journalism (240101)</td>
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<tr>
<td>Assoc of Arts Core Curriculum with a major in Mathematics (240101)</td>
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<tr>
<td>Assoc of Arts Core Curriculum with a major in Philosophy (240101)</td>
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<tr>
<td>Assoc of Arts Core Curriculum with a major in Political Science (240101)</td>
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<td>Assoc of Arts Core Curriculum with a major in Psychology (240101)</td>
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<tr>
<td>Assoc of Arts Core Curriculum with a major in Sociology (240101)</td>
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<tr>
<td>Assoc of Arts Core Curriculum with a major in Theatre (240101)</td>
<td>6</td>
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<tr>
<td>Assoc of Science in Dental Hygiene (510602)</td>
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<tr>
<td>Assoc of Science in Nursing (513801)</td>
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<tr>
<td>Graduate Certificate with a major in Brand &amp; Customer Management (521999)</td>
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<tr>
<td>Graduate Certificate with a major in Clinical Health Informatics (512706)</td>
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<tr>
<td>Graduate Certificate with a major in Disaster Management (459999)</td>
<td>3</td>
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<tr>
<td>Graduate Certificate with a major in Geographic Information Science (450701)</td>
<td>6</td>
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<tr>
<td>Graduate Certificate with a major in Gerontology (190702)</td>
<td>6</td>
</tr>
<tr>
<td>Graduate Certificate with a major in Heritage Preservation (309999)</td>
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</tbody>
</table>
Yes, Georgia State University offers the Applied Linguistics and ESL Program. The ESL Program provides credit courses for bilingual and non-native English speaking graduate and undergraduate students at Georgia State University.

3. Off-Campus Instructional Locations and Branch Campuses

List all approved off-campus instructional locations where 25% 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.

<table>
<thead>
<tr>
<th>Name of Site</th>
<th>Physical Address (street, city, state, country)</th>
<th>Date Approved by SACSCOC</th>
<th>Date Implemented by the institution</th>
<th>Educational programs offered (specific degrees, certificates, diplomas) with 50% or more credits hours offered at each site</th>
<th>Is the site currently active? (At any time during the past 5 years, have students been enrolled and courses offered? If not, indicate the date of most recent activity.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate Certificate with a major in International Education (130701)</td>
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<tr>
<td>Graduate Certificate with a major in Latin American Studies (050107)</td>
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<tr>
<td>Graduate Certificate with a major in Nonprofit Mgt &amp; Soc Enterprise (520206)</td>
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<tr>
<td>Graduate Certificate with a major in Public Health (512201)</td>
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<tr>
<td>Graduate Certificate with a major in TESOL (131401)</td>
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<tr>
<td>Graduate Certificate with a major in Translation (160103)</td>
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<tr>
<td>Graduate Certificate with a major in Women's Gender &amp; Sexuality Stu (050299)</td>
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<tr>
<td>Graduate Certificate with a major in Women's Studies (050207)</td>
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<tr>
<td>Post Masters Certificate with a major in Ad Hea Gero Nrs Prac (513803)</td>
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<tr>
<td>Post Masters Certificate with a major in Artist's Certificate in Music (500999)</td>
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<tr>
<td>Post Masters Certificate with a major in Cert Qualitative Research Ed (130603)</td>
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<td>Post Masters Certificate with a major in Cert Quantitative Research Ed (130603)</td>
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<tr>
<td>Post Masters Certificate with a major in Family Nurse Practitioner (513805)</td>
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<tr>
<td>Post Masters Certificate with a major in Psyc Mental Hea NP (513810)</td>
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<tr>
<td>Us Cert Less Than One Year with a major in Geographic Information Science (450702)</td>
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<tr>
<td>Us Cert Less Than One Year with a major in Gerontology (190702)</td>
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<tr>
<td>Us Cert Less Than One Year with a major in Hospitality Administration (520901)</td>
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<tr>
<td>Us Cert Less Than One Year with a major in Professional Sales (521801)</td>
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<tr>
<td>Us Cert Less Than One Year with a major in Teaching Eng As a Foreign Lang (131401)</td>
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<tr>
<td>Us Cert Less Than One Year with a major in Water Sciences (400605)</td>
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<tr>
<td>Campus</td>
<td>Address</td>
<td>Start Date</td>
<td>End Date</td>
<td>Offered in Core Curriculum</td>
<td>Active Status</td>
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<td>-------------------------------------------------------------------------</td>
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<tr>
<td>Alpharetta Campus</td>
<td>3705 Brookside Parkway, Alpharetta, GA 30022-4408</td>
<td>January 2016</td>
<td>January 2016</td>
<td>AA and AS in Core Curriculum</td>
<td>Yes, the site is currently active</td>
</tr>
<tr>
<td>Clarkston Campus</td>
<td>55 North Indian Creek Drive, Clarkston, GA 30021-2361</td>
<td>January 2016</td>
<td>January 2016</td>
<td>AA and AS in Core Curriculum; AS in Nursing; AAS and Certificate</td>
<td>Yes, the site is currently active</td>
</tr>
<tr>
<td>Decatur Campus</td>
<td>3251 Panthersville Road, Decatur, GA 30034-3832</td>
<td>January 2016</td>
<td>January 2016</td>
<td>AA and AS in Core Curriculum</td>
<td>Yes, the site is currently active</td>
</tr>
<tr>
<td>Dunwoody Campus</td>
<td>2101 Womack Road, Dunwoody, GA 30338-4435</td>
<td>January 2016</td>
<td>January 2016</td>
<td>AA and AS in Core Curriculum; AS in Dental Hygiene</td>
<td>Yes, the site is currently active</td>
</tr>
<tr>
<td>Newton Campus</td>
<td>239 Cedar Lane, Covington, GA 30014</td>
<td>January 2016</td>
<td>January 2016</td>
<td>AA and AS in Core Curriculum</td>
<td>Yes, the site is currently active</td>
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<tr>
<td>Bermuda Insurance</td>
<td>Sofia House – 4th Floor, 48 Church Street, Hamilton HM11, Bermuda</td>
<td>June 2014</td>
<td>September 2014</td>
<td>Professional MBA</td>
<td>Yes, the site is currently active</td>
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<tr>
<td>Institute</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Buckhead Center</td>
<td>Tower Place 200, 3348 Peachtree Road NE, Atlanta, GA 30326</td>
<td>2010</td>
<td>2010</td>
<td>Executive doctorate in business, four specialized MBA programs (Executive, Professional, Flex and Global Partner) and sixteen one-year, cohort and flexible masters programs</td>
<td>Yes, the site is currently active</td>
</tr>
<tr>
<td>Palisades (Peachtree-Dunwoody Center)</td>
<td>Palisades Building D, Ste. 100, 5909 Peachtree Dunwoody Road NE, Atlanta GA 30328</td>
<td>December 2008</td>
<td>December 2008</td>
<td>The Master of Business Administration (professional format, PMBA). The Master of Business Administration and Master of Health Administration dual degree program (professional format, PMBA/MHA).</td>
<td>No, this site is not currently active. Closure of site approved by SACSCOC August 10, 2017.</td>
</tr>
<tr>
<td>State Farm Park Center</td>
<td>236 Perimeter Center Parkway, NE, Dunwoody, GA 30346-1402</td>
<td>January 2018</td>
<td>September 2018</td>
<td>Perimeter College Insurance Certificate Program</td>
<td>Yes, the site is currently active</td>
</tr>
<tr>
<td>WellStar Kennestone Hospital</td>
<td>677 Church Street, Marietta, GA 30060</td>
<td>June 2014</td>
<td>June 2014</td>
<td>The Master of Business Administration and Master of Health Administration dual degree program (professional format, PMBA/MHA)</td>
<td>Yes, the site is currently active</td>
</tr>
</tbody>
</table>

Table 2: Off-campus instructional sites at which the institution offers 25-49% of its credit hours for a diploma, certificate, or degree—including high schools where courses are offered as dual enrollment. Note: institutions are required to notify SACSCOC in advance of initiating coursework at the site. For each site, provide the information below.

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 below the 25% threshold at the following: Fulton County High Schools: Cambridge High School; Centennial High School; Central Gwinnett High School; Chattahoochee High School; Duluth High School; Milton High School; Roswell High School.
Table 3: 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 to 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.

Georgia State was approved to offer distance education on June 17, 2008, and the former Georgia Perimeter College was approved in 2001. In the five years prior to consolidation, 559 GSU faculty taught 2300 fully online course sections. In the 2017-2018 academic year, 628 GSU faculty offered 2466 fully online course sections, including 1735 at the associate’s level, 454 at the bachelor’s level, 272 at the graduate level, and 5 at the first professional level. As the table below shows, as of the 2017-2018 academic year, Georgia State offered 14 fully online degree programs and 1 fully online graduate certificate program.

<table>
<thead>
<tr>
<th>Credit-Bearing Programs Taught Via Distance Education, 2017-2018 Academic Year</th>
<th>Synchronous (S) Asynchronous (A) or Both (B)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorates</td>
<td></td>
</tr>
<tr>
<td>Ph.D. Nursing</td>
<td>B</td>
</tr>
<tr>
<td>D.N.P. Nursing</td>
<td>B</td>
</tr>
<tr>
<td>Education Specialists</td>
<td></td>
</tr>
<tr>
<td>None</td>
<td></td>
</tr>
<tr>
<td>Master's</td>
<td></td>
</tr>
<tr>
<td>M.A.T. ESOL</td>
<td>B</td>
</tr>
<tr>
<td>M.Ed. Science Education</td>
<td>B</td>
</tr>
<tr>
<td>M.Ed. Mathematics Education</td>
<td>B</td>
</tr>
<tr>
<td>M.Ed. Reading, Language, and Literacy Education</td>
<td>B</td>
</tr>
<tr>
<td>M.S. Educational Research</td>
<td>B</td>
</tr>
<tr>
<td>M.S. Instructional Design and Technology</td>
<td>S</td>
</tr>
<tr>
<td>M.S. Advanced Practice Nursing Specialties</td>
<td>B</td>
</tr>
<tr>
<td>M.S. Health Sciences - Nutrition</td>
<td>A</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.

Andrew Young School of Policy

- Discipline: Public Administration
- Degree: MPA
- Accrediting Agency: Nat'l Association of Schools of Public Affairs Admin. (NASPAA)
- Reaffirmation Date: 2015
- Next Reaffirmation Date: 2022

College of Arts and Sciences

- Discipline: Psychology (clinical)
- Degree: PhD
Accrediting Agency: American Psychological Association (APA)
Reaffirmation Date: 2012
Next Reaffirmation Date: 2018

College of Education & Human Development

Discipline: Communication Disorders
Degree: M.S. Communication Sciences and Disorders
Accrediting Agency: American Speech-Language-Hearing Association (ASHA)
Reaffirmation Date: 2014
Next Reaffirmation Date: 2022

Discipline: Clinical Mental Health Counseling
Degree: MS, PhD
Accrediting Agency: Council for the Accreditation of Counseling and Related Education Programs (CACREP)
Reaffirmation Date: 2011
Next Reaffirmation Date: 2019

Discipline: Counselor Education and Supervision (Counselor Education and Practice)
Degree: PhD
Accrediting Agency: Council for the Accreditation of Counseling and Related Education Programs (CACREP)
Reaffirmation Date: 2011
Next Reaffirmation Date: 2019

Discipline: Counseling Psychology
Degree: PhD
Accrediting Agency: American Psychological Association (APA)
Reaffirmation Date: 2013
Next Reaffirmation Date: 2020

Discipline: Rehabilitation Counseling Education
Degree: MS Clinical Rehabilitation Counseling
Accrediting Agency: Council on Rehabilitation Education (CORE)
Reaffirmation Date: 2008
Next Reaffirmation Date: 2019

Discipline: School Counseling
Degree: MEd
Accrediting Agency: APA and Council for the Accreditation of Counseling and Related Education Programs (CACREP)
Reaffirmation Date: 2011
Next Reaffirmation Date: 2019

Discipline: School Psychology
Degree: PhD
Accrediting Agency: APA, National Association of School Psychology (NASP)
Reaffirmation Date: 2007-2008
Next Reaffirmation Date: 2022

Discipline: Teacher Education and Teacher Certification
Degree: B.S.E., M.A.T., M.Ed., Ed.D., Ph.D.
Accrediting Agency: Council for the Accreditation of Educator Preparation (CAEP),
Professional Standards Commission
Reaffirmation Date: 2013
Next Reaffirmation Date: 2020

Byrdine F. Lewis College of Nursing and Health Professions

Discipline: Respiratory Therapy
Degree: BS, MS
Accrediting Agency: Commission on Accreditation for Respiratory Care (CoARC)
Reaffirmation Date: 2010
Next Reaffirmation Date: 2020

Discipline: Nutrition and Dietetics
Degree: MS; Coordinated Program (CP)
Accrediting Agency: Accreditation Council for Education in Nutrition and Dietetics (ACEND)
Reaffirmation Date: CP: 2008
Next Reaffirmation Date: CP: 2018

Discipline: Nursing
Degree: BS, MS, DNP
Accrediting Agency: Commission on Collegiate Nursing Education (CCNE)
Reaffirmation Date: 2014
Next Reaffirmation Date: 2024

Discipline: Occupational Therapy
Degree: MOT
Accrediting Agency: Accreditation Council for Occupational Therapy Education (ACOTE)
Initial Accreditation Date: 2018
Reaffirmation Date: 2023

Discipline: Physical Therapy
Degree: DPT
Accrediting Agency: Commission on Accreditation in Physical Therapy Education (CAPTE)
Reaffirmation Date: 2014
Next Reaffirmation Date: 2021 Fall
School of Public Health

Discipline: Public Health
Degree: BS, MPH, PhD
Accrediting Agency: Council on Education for Public Health (CEPH)
Reaffirmation Date: 2015
Next Reaffirmation Date: 2021

College of Law

Discipline: Law
Degree: JD
Accrediting Agency: American Bar Association (ABA), Association of American Law Schools (ALA)
Reaffirmation Date: 2014/2020

J. Mack Robinson College of Business
Discipline: Business Administration
Degree: BBA, MBA, MS, MIB, MPA, MSRE, MTx, Ph.D, MAS, MHA, MSHA, MSISAC, EDB
Accrediting Agency: Association to Advance Collegiate Schools of Business International (AACSB)
Reaffirmation Date: 2014/2015
Next Reaffirmation Date: 2019/2020

Discipline: Health Administration
Degree: MHA
Accrediting Agency: Commission on Accreditation Healthcare Management Education (CAHME)
Reaffirmation Date: 2013
Next Reaffirmation Date: 2020

Discipline: Accounting
Degree: BBA, MPA, MTX, Ph.D
Accrediting Agency: Association to Advance Collegiate Schools of Business International (AACSB)
Reaffirmation Date: 2014/15
Next Reaffirmation Date: 2019/20

Perimeter College

Discipline: Nursing
Degree: A.S. Nursing
Accrediting Agency: Accreditation Commission for Education in Nursing
Reaffirmation Date: 2010
Next Reaffirmation Date: 2018

Discipline: Dental Hygiene
Degree: A.S. Dental Hygiene
Accrediting Agency: Commission on Dental Accreditation (CODA)/American Dental Association (ADA)
Reaffirmation Date: 2015
Next Reaffirmation Date: 2022

College of the Arts

Discipline: Art
Degree: BFA, BA, MFA, MaEd
Accrediting Agency: Nat'l Association of Schools of Art and Design (NASAD)
Reaffirmation Date: 2011
Next Reaffirmation Date: 2021

Discipline: Music
Degree: BM, EdS, MM
Accrediting Agency: Nat'l Association of Schools of Music (NASM)
Reaffirmation Date: 2013
Next Reaffirmation Date: 2020-21

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.

Document History
Adopted: September 2004
Revised: March 2011
Revised: January 2014
Revised: January 2018
COMPLIANCE CERTIFICATION
(Updated January 2018, effective Class of 2020)

Georgia State University

September 10, 2018

In order to be accredited by the Commission on Colleges, an institution is required to conduct a comprehensive compliance audit prior to the filing of the Compliance Certification. The comprehensive compliance audit includes an assessment of all programs and courses offered by the institution on-campus and off-campus, and those offered through distance learning. The Compliance Certification, signed by the institution’s chief executive officer and accreditation liaison, attests to the institution’s honest assessment of compliance with the accreditation requirements of the Commission on Colleges (including all Standards in the Principles of Accreditation) as applied to all aspects of the institution.

Completion of the Compliance Certification

The Compliance Certification consists of four parts:

Part 1 Signature Page for the institution’s chief executive officer and the accreditation liaison

Part 2 List of all substantive changes that have been reported and approved by the Commission since the institution’s last reaffirmation as well as the date of approval

Part 3 The institution’s assessment of compliance with the Principles of Accreditation

Part 4 An attached and updated “Institutional Summary Form Prepared for Commission Reviews” that (a) lists all locations where coursework toward a degree, certificate, or diploma can be obtained primarily through traditional classroom instruction and (b) describes distance education credit offerings that can be obtained primarily through electronic means.

For each Part, please follow the directions provided. For Part 2 above, if there have been no institutional changes that required reporting or approval since the institution’s last comprehensive review, please indicates it as well.
Part 1. SIGNATURES ATTESTING TO COMPLIANCE

By signing below, we attest to the following:

1. That Georgia State University has conducted an honest assessment of compliance and has provided complete and accurate disclosure of timely information regarding compliance with the Standards contained in the Principles of Accreditation.

2. That Georgia State University has attached a complete and accurate listing of all programs offered by the institution, the locations where they are offered, and the means by which they are offered as indicated on the updated "Institutional Summary Form Prepared for Commission Reviews," and that the comprehensive assessment of compliance reported on the Compliance Certification includes the review of all such programs.

3. That Georgia State University has provided a complete and accurate listing of all substantive changes that have been reported and approved by the Commission since the institution’s last reaffirmation as well as the date of Commission approval.

Accreditation Liaison

Michael Galchinsky, Ph.D.
Signature
Date 09/10/2018

Chief Executive Officer

Mark P. Becker, Ph.D.
Signature
Date 09/10/2018
Part 2. LIST OF SUBSTANTIVE CHANGES APPROVED
SINCE THE LAST REAFFIRMATION

Note: With the passage of the revised 2010 federal regulations for accrediting agencies, institutions are expected to notify and seek approval of additional substantive changes that occur between decennial reviews. Please note the revised list below. (New required reporting is underlined.)

Directions: For each substantive change approved since the institution’s initial accreditation or last reaffirmation review, briefly describe the change and provide the date of Commission approval. If no substantive changes requiring approval have been submitted since the last comprehensive review, write “none” in the first column. If, in the review of substantive change, the institution discovers substantive changes that have not been reported according to Commission policy, the changes should be reported immediately to Commission staff.

Substantive changes requiring approval:

- Any change in the established mission or objectives of the institution
- Any change in legal status, form of control, or ownership of the institution
- The addition of courses or programs that represent a significant departure, either in content or method of delivery, from those that were offered when the institution was last evaluated
- The addition of courses or programs of study at a degree or credential level different from that which is included in the institution’s current accreditation or reaffirmation.
- A change from clock hours to credit hours
- A substantial increase in the number of clock or credit hours awarded for successful completion of a program
- The establishment of an additional location geographically apart from the main campus at which the institution offers at least 50 percent of an educational program.
- The establishment of a branch campus
- Closing a program, off-campus site, branch campus or institution
- Entering into a collaborative academic arrangement such as a dual degree program or a joint degree program with another institution
- Acquiring another institution or a program or location of another institution
- Adding a permanent location at a site where the institution is conducting a teach-out program for a closed institution
- Entering into a contract by which an entity not eligible for Title IV funding offers 25 percent or more of one or more of the accredited institution’s programs

Access http://www.sacscoc.org and click onto “Policies” for additional information on reporting substantive change, including examples of the changes listed above.

<table>
<thead>
<tr>
<th>School</th>
<th>Substantive Change</th>
<th>Notice to SACSCOC</th>
<th>Response from SACSCOC</th>
<th>Disposition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Georgia State University</td>
<td>Online multi-institutional course offering</td>
<td>May 12, 2014</td>
<td>July 7, 2014</td>
<td>Approved</td>
</tr>
<tr>
<td>Georgia State University</td>
<td>Consolidation with Georgia Perimeter College</td>
<td>July 16, 2015</td>
<td>December, 2016</td>
<td>Approved</td>
</tr>
<tr>
<td>Arts and Sciences</td>
<td>Dual Degree with Université Paris-Saclay</td>
<td>May 5, 2017</td>
<td>Pending. GSU to send amendment to SACSCOC</td>
<td></td>
</tr>
<tr>
<td>------------------</td>
<td>----------------------------------------</td>
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<td>------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Arts and Sciences</td>
<td>Dual Degree with Hong Kong Baptist University</td>
<td>October 30, 2017</td>
<td>January 30, 2018</td>
<td>Approved</td>
</tr>
<tr>
<td>Andrew Young School of Policy Studies</td>
<td>Dual Degree with Universita Ca Foscari di Venezia, Venice, Italy</td>
<td>March 15, 2010</td>
<td>August 9, 2010</td>
<td>Approved</td>
</tr>
<tr>
<td>College of Education</td>
<td>M.Ed Health and Physical Education New Sites</td>
<td>February 16, 2009</td>
<td>May 14, 2009</td>
<td>Approved</td>
</tr>
<tr>
<td>College of Education</td>
<td>BS in Childhood Education New Sites</td>
<td>May 19, 2009</td>
<td>February 15, 2010</td>
<td>Approved</td>
</tr>
<tr>
<td>College of Education</td>
<td>BS/MATSE Dual Degree with Georgia Institute of Technology</td>
<td>May 15, 2010</td>
<td>October 11, 2010</td>
<td>Approved</td>
</tr>
<tr>
<td>College of Education</td>
<td>M.S. in Instructional Design and Technology move to entirely online format</td>
<td>June 9, 2010</td>
<td>September 28, 2010</td>
<td>Approved</td>
</tr>
<tr>
<td>College of Education</td>
<td>BS in Childhood Education Closing Program at Newton Campus</td>
<td>August 14, 2013</td>
<td>October 7, 2013</td>
<td>Approved</td>
</tr>
<tr>
<td>College of Education</td>
<td>M.Ed Urban Teacher Leadership Program Deactivation</td>
<td>March 22, 2016</td>
<td>September 2, 2016</td>
<td>Approved</td>
</tr>
<tr>
<td>College of Education</td>
<td>Closure of M.S. in Sports Medicine</td>
<td>February 23, 2018</td>
<td>July 17, 2018</td>
<td>Approved</td>
</tr>
<tr>
<td>----------------------</td>
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</tr>
<tr>
<td>College of Nursing</td>
<td>Didactic Program in Dietetics Program Closure</td>
<td>March 21, 2016</td>
<td>September 2, 2016</td>
<td>Approved</td>
</tr>
<tr>
<td>Perimeter College</td>
<td>AS Sign Language Program Deactivation</td>
<td>March 21, 2016</td>
<td>September 2, 2016</td>
<td>Approved</td>
</tr>
<tr>
<td>Perimeter College</td>
<td>Sign Language Certificate Program Deactivation</td>
<td>March 21, 2016</td>
<td>September 2, 2016</td>
<td>Approved</td>
</tr>
<tr>
<td>Perimeter College</td>
<td>New Site; New Certificate 25-49% at State Farm Dunwoody</td>
<td>October 31, 2017</td>
<td>January 30, 2018</td>
<td>Approved</td>
</tr>
<tr>
<td>Perimeter College</td>
<td>New Site 50%+ at State Farm Dunwoody</td>
<td>December 12, 2017</td>
<td>April 16, 2018</td>
<td>Approved</td>
</tr>
<tr>
<td>Perimeter College</td>
<td>New Site 50%+ at Columbia High School</td>
<td>June 21, 2018</td>
<td></td>
<td>Pending. SACSCOC to review</td>
</tr>
<tr>
<td>Robinson College of Business</td>
<td>EMBA at Moscow State University New Site</td>
<td>May 13, 2008</td>
<td>June 20, 2008</td>
<td>Approved</td>
</tr>
<tr>
<td>Robinson College of Business</td>
<td>PMBA and PMBA-MHA at New Site</td>
<td>October 21, 2008</td>
<td>December 11, 2008</td>
<td>Approved</td>
</tr>
<tr>
<td>Robinson College of Business</td>
<td>BBA at Alpharetta New Site</td>
<td>March 30, 2010</td>
<td>July 22, 2010</td>
<td>Approved</td>
</tr>
<tr>
<td>Robinson College of Business</td>
<td>PhD in Computer Information Systems at</td>
<td>March 29, 2010</td>
<td>July 30, 2010</td>
<td>Approved</td>
</tr>
<tr>
<td>Robinson College of Business</td>
<td>GSU and a PhD in Management Science at Universite Paris Dauphine Dual Degree</td>
<td>April 2, 2010</td>
<td>July 22, 2010</td>
<td>Approved</td>
</tr>
<tr>
<td>-----------------------------</td>
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</tr>
<tr>
<td>Robinson College of Business</td>
<td>BBA at GPC Newton New Site</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Robinson College of Business</td>
<td>MBA at GPC Newton New Site</td>
<td>June 10, 2010</td>
<td>July 22, 2010</td>
<td>Approved</td>
</tr>
<tr>
<td>Robinson College of Business</td>
<td>MBA offered at WellStar New Site</td>
<td>February 2, 2012</td>
<td>June 8, 2012</td>
<td>Approved</td>
</tr>
<tr>
<td>Robinson College of Business</td>
<td>BBA offered at Bermuda College New Academic</td>
<td>August 5, 2013</td>
<td>November 21, 2013</td>
<td>Approved</td>
</tr>
<tr>
<td>Robinson College of Business</td>
<td>PMBA offered at Bermuda College New Site</td>
<td>June 19, 2014</td>
<td>March 27, 2015</td>
<td>Approved</td>
</tr>
<tr>
<td>Robinson College of Business</td>
<td>Peachtree-Dunwoody site closure</td>
<td>March 20, 2017</td>
<td>August 10, 2017</td>
<td>Approved</td>
</tr>
<tr>
<td>Robinson College of Business</td>
<td>New Site 50%+ at PruittHealth</td>
<td>June 21, 2018</td>
<td></td>
<td>Pending. SACSCOC to review</td>
</tr>
</tbody>
</table>
Part 3. INSTITUTIONAL ASSESSMENT OF COMPLIANCE

Directions: For each of the Core Requirements, Comprehensive Standards, and Federal Requirements listed below, the institution should place an “X” before the judgment of compliance and then add narrative in support of its judgment in accordance with directions requested in the category description.

__ Compliance  The institution meets the requirement and provides a convincing argument in support of its determination and provides documents or a sampling of documents (or electronic access to the documents) demonstrating compliance.

__ Partial Compliance  The institution meets some, but not all, aspects of the requirement. For those aspects meeting the requirement, the institution provides a convincing argument in support of its determination and provides a list of documents or sampling of documents (or electronic access to the documents) demonstrating compliance. For those aspects not meeting the requirement, the institution provides the reason for checking partial compliance, a description of plans to comply, and a list of documents that will be used to demonstrate future compliance.

__ Non-Compliance  The institution does not meet the requirement and provides the reason for checking non-compliance, a description of plans to comply, and a list of documents that will be used to demonstrate future compliance.

Note 1: Several of the standards/requirements require that an institution provide a policy. When developing policies and procedures addressing the requirement outlined in a standard, an institution may want to refer to a best practice statement approved by the SACSCOC Board of Trustees that outlines criteria for a functional policy and procedures for implementation. The document, “Developing Policy and Procedure Documents,” can be found at http://www.sacscoc.org/policies.asp.

Note 2: Core Requirements are printed in bold and marked as [CR]. All standards marked with [Off-Site/On-Site Review] will be reviewed by both the Off-Site Reaffirmation Committee and the On-Site Reaffirmation Committee regardless of the judgment rendered at the time of the off-site review.
Section 1 The Principle of Integrity

1.1 The institution operates with integrity in all matters. (Integrity) [CR; Off-Site/On-Site Review ]
(Note: This principle is not addressed by the institution in its Compliance Certification)
Section 2 Mission

2.1 The institution has a clearly defined, comprehensive, and published mission specific to the institution and appropriate for higher education. The mission addresses teaching and learning and, where applicable, research and public service. *(Institutional mission)* [CR]

**Compliance Status:** Compliant

### Narrative

The mission statement for Georgia State University (GSU) was recently reviewed and updated as part of the institutional consolidation of Georgia Perimeter College with GSU. The current mission statement for the consolidated institution was approved by the Board of Regents in Fall 2015. The mission statement addresses teaching and learning as well as research and public service, is specific to GSU, and is appropriate for higher education.

GSU’s current published mission statement 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, 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 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;” and “prepares citizens for lifelong learning.”

The reference to “provides educational opportunities for tens of thousands of students at the graduate, baccalaureate, associate, and certificate levels” reflects the comprehensive nature of the curriculum and GSU’s large student enrollment of over 50,000 each fall. The highlighting of “one of the most diverse student bodies in the nation” not only reflects GSU’s demographic diversity but also its diversity in academic preparation which ranges from Perimeter College’s access mission to highly selective graduate programs at the doctoral level.

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” and “scholarly work and artistic expression of the university’s faculty create new knowledge, extend the boundaries of imagination, and enhance student learning.” Research is broadly defined here from basic to applied and is inclusive of creative activity.
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,” emphasizes a mission that includes public service through the university’s partnerships in the metropolitan Atlanta community. GSU’s former identity as an urban university has been expanded substantially into a metropolitan university with many more suburban instructional sites following consolidation.

Clearly, GSU’s mission statement is comprehensive in its coverage of appropriate roles of a major research university in teaching and learning, research, scholarship, creative activity, and community/public service. Its approval by the governing board of the 26-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 institution-specific to GSU.

The mission of GSU is published, ensuring that it is readily available to all members of the University community through GSU’s website[1], Associate-level[2], Bachelor-level[3] and Graduate Catalogs[4], and the GSU Fact Book[5].

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 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[6]. It states:

The mission of the University System of Georgia (USG) is achieved through the collective missions of our state’s public colleges and universities. The role of public higher education in Georgia is to drive economic development and produce more educated individuals to contribute to the quality of life in the state. USG institutions are responsible for producing graduates with the requisite skills and knowledge to ensure Georgia’s strong future in the knowledge-based and global economy. 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. Institutional function determines the scope of activity of the institution over a considerable period of time and covers the following aspects:

1. the level at which the institution will operate
2. the types of educational degree programs to be offered
3. the cost of attending the institution (student tuition and fees)
4. the admissions selectivity of the institution and the extent to which the institution serves as a primary point of access to higher education for under-represented students in a geographic region of Georgia
5. the extent to which the institution engages in teaching, research, and service

Specific functions and missions for individual institutions and the procedures to request a change in functional sector, functional sector category, and institutional mission can be found in the Institutional Function and Mission Guidelines in the Academic and Student Affairs Handbook[7]. USG institutions are classified according to the following functional sectors.

**Research Universities**

Institutions classified as research universities offer a broad array of undergraduate and graduate and professional programs and are characterized as doctoral-granting with a Carnegie Classification of higher or highest research activity. Georgia State’s Carnegie Classification is R1 Highest Research Activity. Associate degrees are typically not offered at research universities. While teaching is a core focus at all USG institutions, the emphasis on basic 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.

**Institutions with a Blended Function**

At times a USG institution may be approved by the Board to advance aspects of a mission from different functional sectors. When this occurs, an institution will have a blended institutional function. An institution with a blended function will be designated with a primary sector function and a secondary function sector. A blended function contains components from both the primary and secondary sectors.

While the institution will follow the function of their primary sector, it will also be authorized to function in accordance with aspects of the secondary sector function.

GSU is categorized as having a primary function as a research university and a secondary function as a state college[6]. Perimeter College within GSU maintains an access function, offering associate degrees and a faculty focused on teaching and service with limited focus on basic or applied research. GSU’s secondary sector function as a state college (i.e., one that is associate-degree dominant and access-oriented) is performed by its Perimeter College programs and campuses.

**Evidence**

[7] Academic & Student Affairs Handbook _ 1.5
Section 3 Basic Eligibility Standard

3.1.a An institution seeking to gain or maintain accredited status has degree granting authority from the appropriate government agency or agencies. (Degree-granting authority) [CR]

Compliance Status: Compliant

Narrative

As a public institution of higher education, Georgia State University has degree-granting authority from the appropriate governmental agencies of the state of Georgia. The chief state authority in that regard is the constitutionally established Board of Regents (BOR) of the University System of Georgia (USG). Following the approval of SACSCOC in December 2015 for Perimeter College to be consolidated with Georgia State University and the final approval of that consolidation by the BOR soon thereafter, the institution’s degree-granting authority was expanded by its governing board, the BOR, to include Perimeter College’s associate degrees.

The legal and common name of the institution is Georgia State University. Georgia State University (GSU) is a member institution of the University System of Georgia. GSU is a Level VI institution within the membership of SACSCOC and is authorized to award degrees from the associate’s level to the doctoral level. Faculty in GSU’s Perimeter College deliver instruction for associate’s degree programs and certificates. The other colleges of GSU deliver instruction for four-year and graduate degree programs, as well as post-baccalaureate professional programs in Law.

The Board of Regents (BOR) of the University System of Georgia (USG) establishes GSU’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[2] also document the constitutional authority of the governing board (Section 1, Paragraph 2). The University is classified as a Research 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.

All degree programs offered by GSU are subject to the initial approval, continuing review, and termination when necessary by the BOR. Because the USG has a single governing board responsible for 26 public universities and colleges in Georgia, the BOR and its System staff function as a coordinating board for maintaining different institutional mission classifications of member institutions within the USG and their associated authorizations for degree program offerings.

Departments across the university 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. 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, GSU became an institutional member of the State
Authorization Reciprocity Agreement (SARA)[3], 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.

### Evidence

1. Constitution of the State of Georgia, Article VIII, Section IV, Paragraph 1(b)
2. Board of Regents _ Bylaws
3. ApprovalofSARAMembership

#### 3.1.b An institution seeking to gain or maintain accredited status offers all course work required for at least one degree program at each level at which it awards degrees. (For exceptions, see SACSCOC policy “Documenting an Alternative Approach.”) *(Course work for degrees)* [CR]

**Compliance Status:** Compliant

### Narrative

**Narrative**

Georgia State University (GSU) offers degree programs at the associate, baccalaureate, master’s, specialist, doctoral, and first professional degree levels. Not only does GSU provide the instruction for all required coursework for at least one degree program at all levels, it does so for all or nearly all degree programs at each degree level.

Evidence of the existence of GSU coursework for degree completion of programs at each degree level can be found in the GSU catalogs:

- GSU Associate-Level Undergraduate Catalog[1]
- GSU Bachelor-Level Undergraduate Catalog[2]
- GSU Graduate Catalog[3]

These catalogs list the coursework requirements for each GSU degree program and also provide the descriptions of GSU courses offered to satisfy all of those degree program requirements.

Evidence that the GSU courses in the catalog are actually offered to enable students to complete at least one degree program at each degree level is provided in the “curriculum” and "course schedule" links in the table below. In those linked documents, the semester(s) in which each required course was offered recently for a sample degree program is noted on the course requirements listing for the selected degree program. The course schedules for the referenced terms are also provided for further verification if needed.

**Evidence that GSU recently provided all instruction for at least one degree program at each degree level.**

<table>
<thead>
<tr>
<th>Degree Level</th>
<th>Sample Degree Program</th>
<th>Course Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate</td>
<td>A.A. in Core Curriculum</td>
<td>Curriculum[4]</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Course Schedule[5]</td>
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<td></td>
<td>Degree Audit[6]</td>
</tr>
<tr>
<td>Baccalaureate</td>
<td>B.A. in History</td>
<td>Curriculum[7]</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Course Schedule[8]</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Degree Audit[9]</td>
</tr>
<tr>
<td>Master</td>
<td>M.S. in Mathematics</td>
<td>Curriculum[10]</td>
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<tr>
<td>------------------------</td>
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</tr>
<tr>
<td>Doctoral</td>
<td>Ph.D. in Political Science</td>
<td>Curriculum[16]</td>
</tr>
</tbody>
</table>

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<tr>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>[1] associate_course_catalog_2017_2018</td>
</tr>
<tr>
<td>[2] undergraduate_course_catalog_2017_2018</td>
</tr>
<tr>
<td>[3] graduate_course_catalog_2017_2018</td>
</tr>
<tr>
<td>[4] 1400 University Degree Requirements and Graduation _ Associate Catalog 2017-2018</td>
</tr>
<tr>
<td>[5] A.A. Accounting Pathway Curriculum</td>
</tr>
<tr>
<td>[6] A.A. Core Degree Audit</td>
</tr>
<tr>
<td>[7] B.A. in History _ Undergraduate Course Catalog 2017-2018</td>
</tr>
<tr>
<td>[8] B.A. in History_Schedule</td>
</tr>
<tr>
<td>[9] B.A. History Degree Audit</td>
</tr>
<tr>
<td>[10] 3300 Mathematics and Statistics _ Graduate Course Catalog 2017-2018</td>
</tr>
<tr>
<td>[12] ASMS_MTH</td>
</tr>
<tr>
<td>[13] Ed.S. in Educational Leadership _ Graduate Course Catalog 2017-2018</td>
</tr>
<tr>
<td>[14] Educational Leadership _ Curriculum</td>
</tr>
<tr>
<td>[15] EHMED_EDL</td>
</tr>
<tr>
<td>[16] 3350 Political Science _ Graduate Course Catalog 2017-2018</td>
</tr>
<tr>
<td>[17] Political Science Curriculum</td>
</tr>
<tr>
<td>[18] ASPHD_POL</td>
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<tr>
<td>[20] J.D. Curriculum</td>
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<td>[21] LWJD</td>
</tr>
</tbody>
</table>

### 3.1.c

An institution seeking to gain or maintain accredited status is in operation and has students enrolled in degree programs. *(Continuous operation)* [CR]

**Compliance Status:** Compliant

**Narrative**

Georgia State University (GSU) is in operation and currently has students enrolled in its degree programs. Although the 2018 *Resource Manual* indicates that institutions like GSU which are already...
accredited by SACSCOC do not need to address this standard, the institution had already prepared a response prior to the Manual’s publication and will share it here.

Georgia State University is a public institution that was founded in 1913 in Atlanta, GA. Initially an outgrowth of the Georgia Institute of Technology called The Evening School of Commerce and later incorporated into the University of Georgia as The Atlanta Division of the University of Georgia, GSU encapsulates the expansion, cooperative efforts, and spirit of civic engagement unique to downtown Atlanta. From its acquisition of a unique mission in 1961 as Georgia State College (and Georgia State University in 1969), GSU continues to grow and evolve while retaining the university’s core commitments to teaching, research, and public service. GSU has been in continuous operation since its founding.

GSU’s official semester enrollment reports to the BOR for Fall 2017[1] and Spring 2018[2] are provided in the supporting documentation.

GSU’s Fall 2017 student enrollment by declared major[3] in GSU’s degree programs are also provided in the supporting documentation.

<table>
<thead>
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<th>Evidence</th>
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<tr>
<td>[1] SER_Fall_2017_1</td>
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<tr>
<td>[2] Spring_2018_SER</td>
</tr>
<tr>
<td>[3] Enrollment By Major (535)</td>
</tr>
</tbody>
</table>
Section 4 Governing Board

4.1 The institution has a governing board of at least five members that:
   a. is the legal body with specific authority over the institution.
   b. exercises fiduciary oversight of the institution.
   c. ensures that both the presiding officer of the board and a majority of other voting members of the board are free of any contractual, employment, personal, or familial financial interest in the institution.
   d. is not controlled by a minority of board members or by organizations or institutions separate from it.
   e. is not presided over by the chief executive officer of the institution.

(Governing board characteristics) [CR]

Compliance Status: Compliant

Narrative

Georgia State University (GSU) is in full compliance with this core requirement. The Board of Regents (BOR) of the University System of Georgia (USG) is Georgia State University’s governing board. The BOR has 19 members and statewide representation. The BOR’s legal authority over the USG institutions including GSU is rooted in the state’s constitution. One of the BOR’s primary responsibilities is to exercise fiduciary control over the USG institutions including GSU. Members of the BOR under state law and board policy must be free of any contractual, employment, personal, or familial financial interest in the USG institutions including GSU. The BOR is not controlled by a minority of board members or by organizations or institutions separate from it. And finally, the BOR is not presided over by the chief executive officer of any USG institution including GSU’s president.

Membership of the Board of Regents

The Board of Regents of the University System of Georgia was created in 1931 as a part of a reorganization of Georgia’s state government. With this act, public higher education in Georgia was unified for the first time under a single governing and management authority. The governor appoints members of the Board to a seven year term and regents may be reappointed to subsequent terms by a sitting governor. Regents donate their time and expertise to serve the state through their governance of the University System of Georgia – the position is a voluntary one without financial remuneration. Today the Board of Regents is composed of 19 members, five of whom are appointed from the state-at-large, and one from each of the state’s 14 congressional districts. The Board elects a chancellor who serves as its chief executive officer and the chief administrative officer of the University System. The Board oversees the public colleges and universities that comprise the University System of Georgia and has oversight of the Georgia Archives and the Georgia Public Library System.

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[1] the Friday prior to the meeting. An archive of agendas and meeting minutes is also publicly posted on the BOR’s website[1].

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 following committees support the work of the USG BOR:

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

**BOR’s Legal Authority Over the Institution (a)**

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 Georgia State University (GSU). Pursuant to Article VIII, Section IV, Paragraph 1(a) of the Constitution of the State of Georgia[2]: 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(b)[2]:

….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[3]:

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[4] 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 Dr. Steve Wrigley.

**BOR’s Exercise of Fiduciary Oversight of the Institution (b)**

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:[2] (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[5]. The BOR has established a USG funding formula for requesting these annual state appropriations. The Bylaws of the BOR[4], Article VII 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[6]. 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, FY2019, is contained in the Minutes of the April 17-18, 2018 Board Meeting.[7] In addition to adjusting tuition and fees to maintain adequate funding, the BOR’s ongoing institutional consolidation initiative is aimed at reducing administration costs and redirecting savings to the expansion of educational programs and services. The fiduciary oversight by the BOR of the USG institutions, including GSU, is so great that five of the board’s 12 committees concern fiduciary matters. They are the Executive and Compensation Committee, the Committee on Personnel and Benefits, the Committee on Finance and Business Operations, the Committee on Internal Audit, Risk, and Compliance, and the Committee on Real Estate and Facilities. The published agendas for BOR meetings attest to the board’s regular and substantial exercise of its fiduciary responsibilities over USG institutions[8],[9]

BOR Member Freedom From Contractual, Employment, Personnel, or Familial Financial Interests in the Institution (c)

According to § 45-10-22 of the OCGA[10], 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[11], also prohibits such conflicts of interest. Additionally, OCGA, § 45-10-26[12] 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[13],[14] The Regents undergo annual ethics training[15] as required by Board Policy 8.2[16].20.

Regarding the BOR’s fiduciary oversight of the organization, as set forth by the State of Georgia Department of Law, Opinion 2004-7[17], “Members of the Board of Regents of the University System of Georgia hold fiduciary positions of trust under Georgia law, and business transactions between any Regent and the University System are prohibited absent a statutory exception permitting the transaction, and then only if there is no common law conflict creating a breach of their constitutional fiduciary duty.”

Minority Interests Not Controlling the BOR (d)

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

“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[4]. Lastly, Article V, Section 2[4] states that “no individual Board member has the authority to commit the Board to a particular action.”

The statewide representativeness of the BOR’s membership ensures that no one region of the state dominates BOR decision-making. In addition, staggered membership appointments of BOR members for seven-year terms precludes any one governor from having excessive influence over the BOR’s composition.

The independence of the BOR from the state legislature in terms of authority over the operation and management of the USG was incorporated into Georgia’s constitution many years ago to preclude inappropriate political interference with member institutions of the USG.

The fact that the Chair of the BOR is elected annually for a one year term precludes the multiyear leadership influence of a single board member.

**BOR’s Presiding Officer Is Not the Institution’s President**

Dr. Mark P. Becker has been the president of GSU since 2009. He is not a member of the Board of Regents (BOR), does not serve as presiding officer of the BOR, and is not chief operating officer of the University System of Georgia (USG). His primary responsibilities are to the management and operations of the institution as outlined in the president’s job description from the USG.[18]

BOR Policy Manual Section 2.5[19] 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 (BoR Minutes, 1972-74, pp. 69-71; 1977-78, pp. 167-168; April, 2007, pp. 76-77).

Section 4.5 of the Bylaws of the BOR[4] states that the presiding officer of the BOR is the Chair who shall be a member of the Board, shall preside at the meetings of the Board with the authority to vote, shall appoint members of all Committees, and shall designate the Chair of each Committee. The Board Chair shall be an ex officio member of all Committees with the authority to vote. The Chair, upon the authority of the Board and in the name of the Board of Regents of the University System of Georgia, may execute all notes, bonds, deeds, contracts, and other documents requiring the Seal. Section 1.4.2[4] states that unless otherwise determined by the Board, the Chair and the Vice Chair shall be elected at the November monthly meeting for a term to begin on January 1st and to end on December 31st of each year. The Chair of the BOR in 2018 is C. Dean Alford, president and CEO of Allied Energy Services.[20]

BOR Policy Manual Section 1.2[21] states, “The Chancellor shall be the chief executive officer of the USG as well as the chief executive officer of the Board of Regents and, as such, shall perform those duties that are prescribed by the Board. The Chancellor shall be responsible to the Board for the prompt and effective execution of all resolutions, policies, rules, and regulations adopted by the Board for the order and operation of the entire USG and for the government of any and all of its institutions.
The Chancellor’s discretionary powers shall be broad enough to enable him/her to discharge these responsibilities.” Dr. Steve Wrigley is the current chancellor of the USG.

Evidence

[1] Board of Regents _ 2017 Agendas
[2] Pages from ga constitution Article VIII. Section IV. Paragraph I.
[4] Board of Regents _ Bylaws
[5] Fiscal Affairs _ Board of Regents
[6] BOR minutes_2017_04
[7] minutes_2018_04
[8] BOR agenda_2018_01
[9] BOR agenda_2018_02
[14] Board of Regents Ethics Training Slides
[16] Board of Regents Policy Manual _ 8.2
[18] USG President Job Description
[19] Board of Regents Policy Manual _ 2.5
[20] Board of Regents _ C. Dean Alford
[21] Board of Regents Policy Manual _ 1.2

4.2.a The governing board ensures the regular review of the institution’s mission. (Mission review)

Compliance Status: Compliant

Narrative

Georgia State University (GSU) is governed by the Board of Regents (BOR) of the University System of Georgia (USG). The BOR ensures regular review of the institution’s mission and has approved revisions of the GSU’s mission statement twice since the university’s last reaffirmation in 2008. Revised institutional missions are reviewed by the governing board whenever there is an approved Level change for the institution in degrees awarded, a noteworthy change in BOR policy on Institutional Mission[1], a BOR reclassification of an institution’s assigned mission category, an institutional consolidation, or other substantive change that warrants mission revision.

In March of 2015, prior to consolidation with Georgia Perimeter College, the USG BOR approved an updated mission statement for the consolidated institution[2]. Upon further review, GSU’s president, Dr. Mark Becker, made recommendations for a revised mission statement in November of 2016 to better align with the structure of the new university. The current mission statement as cited in CR 2.1 was approved by the USG BOR during that month.
The recent institutional consolidation of Georgia Perimeter College (GPC) with GSU necessitated a thorough mission review for the consolidated institution. Although the consolidated GSU remained a Level VI institution by SACSCOC standards, it added associate degrees to its program offerings, necessitating a mission revision and board review, not only of the institution’s mission statement but also of the governing board’s policy on institutional mission. The consolidated institution also added an access option for admission to the university through its newly established Perimeter College, which required BOR action. Whereas GSU had largely been an urban university in downtown Atlanta, prior to consolidation, the addition of GPC’s five campuses in suburban Metropolitan Atlanta created a stronger GSU identity as a metropolitan university.

As just noted, the consolidation of GSU and GPC necessitated the BOR’s review and approval of changes to Section 2.10 of the BOR Policy Manual on Institutional Mission in October 2016. A “Blended Function” designation was added to that policy at that time and used for GSU’s primary and secondary functional designation in the revised policy. In that change, GSU retained its “Research University” primary function, and a secondary function was added of a state college in relation to the awarding of associate degrees and inclusion of an access admission option. (See the agenda item for that approved change which involved policy adjustments for other USG institutions as well.[3]) That BOR policy on institutional mission had previously been revised in 2013, and was revised again three years later in 2016. Editorial changes were also made in January 2017. Clearly there is evidence here of regular and board-initiated reviews of institutional missions across the USG member institutions, including GSU.

Evidence

[1] Board of Regents Policy Manual _ 2.10
[2] BOR agenda_2015_03
[3] BOR agenda_2016_10

4.2.b The governing board ensures a clear and appropriate distinction between the policy-making function of the board and the responsibility of the administration and faculty to administer and implement policy. (Board/administrative distinction)

Compliance Status: Compliant

Narrative

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.

Regarding the ultimate responsibility of the governing board, the BOR Bylaws[1] (Article I.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.

The policy development focus of the governing board is highlighted in Article V of the BOR Bylaws[1] which 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.

The System office staff beginning with the Chancellor of the USG is responsible for implementing BOR policy decisions according to the USG BOR Policy Manual Section 1.2.1 which states:

The Chancellor shall be the chief executive officer of the USG as well as the chief executive officer of the Board of Regents and, as such, shall perform those duties that are prescribed by the Board. The Chancellor shall be responsible to the Board for the prompt and effective execution of all resolutions, policies, rules, and regulations adopted by the Board for the order and operation of the entire USG and for the government of any and all of its institutions. The Chancellor’s discretionary powers shall be broad enough to enable him/her to discharge these responsibilities.

In Section 3.1 of the BOR Policy Manual, the responsibilities of the Chancellor and the president and administrators of each institution for clarifying and implementing BOR policy at the system and institutional levels are further clarified:

The Chancellor, the University System Office of Academic Affairs and the University System of Georgia (USG) presidents, their administrative officers and faculties shall develop, adapt, and administer the academic methods and procedures deemed by them to be most effective in promoting efficient operations and the advancement of learning. Proper functions of the academic authorities include the following:

1. Prescribing the teaching load to be carried by each member of the faculty;
2. Determining the maximum and minimum number of students permitted in a class; and,
3. Defining the nature and form of academic records to be kept concerning members of the faculties and administrative personnel.

Each USG institution president and his or her administrative officers, faculty, and staff shall promote effective higher education and efficient service having in view resources available to the institution. USG academic authorities shall choose the appropriate ways and means that are best adapted to achieve the ends desired. The Board of Regents will hold institutions accountable for their results.

Each institution must maintain accreditation by the Southern Association of Colleges and Schools Commission on Colleges and ensure that all programs requiring accreditation by law, regulation, or Board of Regents’ Policy are appropriately accredited.

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

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

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[^5] addresses the responsibilities of institutional 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[5] defines the role of the institution’s 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;
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[6] and faculty roles and responsibilities[7] at GSU are delineated more specifically in the GSU Statutes.

The 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[8], the BOR approved the pursuit of four pairs of institutional consolidations. 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.” The BOR retained their authority to approve final determinations of key elements of consolidation, including the approval of institutional mission, appointment of the institutional CEO, approval of the effective date, approval of the budget, etc. Policy determination at the governing board’s level in this instance was at a broad and general level, with the expectation that the policy directive would be implemented and administered at a detailed operational level by the system and institutional staffs. Likewise, in January 2015[9], 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 SACSCOC Board of Trustees.

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 in January 2016 and officially appoint the president of the newly consolidated Georgia State University.

**Evidence**

[1] Board of Regents _ Bylaws
[8] BOR agenda_2012_01
4.2.c The governing board selects and regularly evaluates the institution's chief executive officer. *(CEO evaluation/selection)*

**Compliance Status:** Compliant

**Narrative**

The Constitution of the State of Georgia establishes the University System of Georgia and grants governing authoring over 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, the president, as well as renewing the contract of the President of GSU on an annual basis. These powers are outlined within the BOR Policy Manual sections 2.1 Election of Presidents by the Board[1] and BOR Policy Manual Section 2.2 Procedure for Selection of a President for USG Institutions[2]. In sum, 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. 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. The BOR’s committee structure includes Search Committees for institutional presidents, the chancellor, and other high ranking administrators as needed. Typically, an executive search firm is engaged to help build the pool of qualified presidential candidates. Campus-based presidential search committees are also often formed to aid in the candidate screening process, but their final recommendations to the chancellor and the BOR’s search committee are typically limited to a short list of unranked candidates. The actual selection of a president is the prerogative of the BOR, in consultation with the USG Chancellor. Dr. Becker’s selection as GSU’s president followed this process.[3][4][5][6]

Evidence that the BOR approved the initial appointment of GSU’s current president, Dr. Mark Becker, can be seen in the minutes of the BOR meeting October 30, 2008.[7] When the BOR originally announced in January 2015 its intent to consolidate GSU and GPC, it indicated that Dr. Mark Becker would become the president of the consolidated institution. Following SACSCOC approval of the consolidation prospectus in December 2015, the BOR not only gave its final approval for the consolidation of GSU and GPC as the current GSU, it also confirmed Dr. Becker’s appointment as the consolidated GSU’s president.[8]

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.

Section 2.3 of the BOR Policy Manual[9] 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." Evidence that such annual evaluations are performed can be seen in the supporting documentation. It includes a memo from December 14, 2015 to the committee organizing the Spring 2016 evaluation of President Mark Becker.[10]

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. In those evaluations, the hired consulting firm surveys a wide range of individuals familiar with the president’s job performance and summarizes the results for the chancellor who incorporates
those findings into the BOR’s annual review process. President Mark Becker was last evaluated in 2015-2016 in such a 360 evaluation.[11]

It is worth noting that institutional policies at GSU also call for formal evaluations of the president’s performance beyond those described above by the BOR and chancellor. Per the Procedures for the Evaluation of the University President passed by the GSU Senate October 6, 2016[12], 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.

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[12]. 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 survey [13]by faculty members designated as evaluators and holding rank as defined in the Statutes Art. V, Sec. 1[14] 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.

President Becker was evaluated in the Spring semester of 2016.[10]
4.2.d The governing board defines and addresses potential conflict of interest for its members. *(Conflict of interest)*

**Compliance Status:** Compliant

**Narrative**

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 prohibited conflict of interest as defined in state law as well as in BOR bylaws and policies. There are at least seven sections of the Georgia Code and three sections of the BOR Bylaws or BOR Policy Manual that define and prohibit conflicts of interest in substantial detail 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. BOR members complete online ethics training programs and annual reports of business dealings involving the USG which are used to monitor compliance. There is no record of any BOR member having been removed from the board due to a conflict of interest, but rare instances of potential conflicts have been reviewed by the BOR and corrective action taken by board members when appropriate.[1][2]

**Definitions of Prohibited Conflicts of Interest in State Law and BOR Bylaws and Policy**

The Board of Regents of the University System of Georgia is considered to be a state agency and its members are considered to be in the service of the state under Georgia law. In that context, prohibited conflicts of interest are clearly defined in state law and BOR bylaws and policy.

Unannotated Georgia Code O.C.G.A. 45-10-1[3] 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[4] 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[5] 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[5] 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[6] 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[7] 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[8]. This is underscored specifically for members of the Board of Regents in O.C.G.A. 45-10-40[9] 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[10] cites the potential penalties that members of the Board of Regents face for violating O.C.G.A. 45-10-40[9]. Those penalties are:

Any member of the Board of Regents of the University System of Georgia or of the Board of Human Services or any trustee or other officer of any institution supported wholly or in part by state funds who violates Code Section 45-10-40 shall be guilty of a misdemeanor and, upon conviction thereof, shall be punished as prescribed in Code Section 17-10-3. If any member of the Board of Regents of the University System of Georgia or of the Board of Human Services is found guilty of violating Code Section 45-10-40, his office shall become vacant; and it is the duty of the Governor, where the power to fill the vacancy is lodged in the Governor, to appoint some other person to fill the vacancy. If any trustee or other officer of such institution is found guilty of violating Code Section 45-10-40, he shall be discharged from his office in such institution and shall not be eligible to be reelected or reappointed to such office; and the vacancy shall be filled by the board or the authority which, under the law, has the right to fill such vacancy.

The Bylaws of the BOR reiterate some additional specific and related restrictions. Section II, Number 2
of the BOR Bylaws[11] 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[11] 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[12] specifically states “Disclose and avoid improper conflicts of interest.” To enforce this policy, the Chancellor implemented mandatory training beginning March 31, 2010.[13] This training is administered electronically[14] 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.[15]

Formal disclosure of business dealings of USG employees and BOR members with USG entities is also required in this regard and monitored to ensure compliance. Evidence of completed reporting forms for a sample of BOR members is provided in the supporting documentation.[16] The Secretary to the Board confirmed that no BOR member has been removed as a function of an established conflict of interest, but that rare instances of potential conflicts of interest have been reviewed by the BOR and corrective action taken by board members when appropriate. [1]

**Evidence**

[1] No BOR Dismissal Letter
[3] 45101
[4] 451020
[5] 451021
[6] 451022
[7] 451024
[8] 451026
[9] 451040
[10] 451041
[12] Board of Regents Policy Manual _ University System of Georgia 8.2.20
[14] Board of Regents Ethics Training Slides
[16] BOR Ethics Training Certification 2018

**4.2.e** The governing board has appropriate and fair processes for the dismissal of a board member. *(Board dismissal)*

**Compliance Status:** Compliant

**Narrative**

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

According to Article 1, Section 4 of the Bylaws of the USG[1], 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[2] 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.

OCGA §45-10-4[3], OCGA § 45-10-24[4], § 45-10-26[5], and § 45-10-28[6] 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.[7]) Thus, Regents, as public officers, are also subject to dismissal for the reasons stated in OCGA Section 45-5-1 [8] 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.

The Secretary to the Board has confirmed that in recent decades, no member of the BOR has been dismissed for any reason.[9]

### Evidence

1. Board of Regents _ Bylaws
2. OCGA 20326
3. OCGA 45104
4. OCGA 451024
5. OCGA 451026
6. OCGA 451028
7. Pages from GA Constitution Article VIII Section IV Paragraph 1,f
8. OCGA 4551
9. No BOR Dismissal Letter

### 4.2.f

The governing board protects the institution from undue influence by external persons or bodies. *(External influence)*

**Compliance Status:** Compliant

### Narrative

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 I of the Constitution of the State of Georgia[1], Georgia laws (O.C.G.A. 20-3-21[2], O.C.G.A. 20-3-31[3], and O.C.G.A. 20-3-53[4]), and the Board of Regents Bylaws[5], 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 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[5] Section VII with these words:

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 officers 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 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 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 ([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 ([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 ([O.C.G.A.](#), Section 45-10-1), also prohibits such conflicts of interest. Additionally, Section 21-5-50 of Georgia’s Ethics in Government Act ([O.C.G.A.](#), Section 45101) 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.

### Evidence

1. Pages from GA Constitution Article VIII Section IV Paragraph 1,f
2. OCGA 20321
3. OCGA 20331
4. OCGA 20353
5. Board of Regents _ Bylaws
6. OCGA 451024
7. OCGA 45101
8. 21-5-50 _ Ethics Codes Collection

4.2.g The governing board defines and regularly evaluates its responsibilities and expectations. *(Board self-evaluation)*

**Compliance Status:** Compliant

**Narrative**

Although GSU’s governing board is presently working on the development and implementation of an
explicit policy and procedure for further ensuring regular self-evaluation of its responsibilities and expectations, the BOR has a long history of evaluating, changing, re-evaluating, and changing again the manner in which it operates and fulfills its governing responsibilities and expectations. The words, “further ensuring,” are underscored here because there is already a strong culture and notable track record of continuous improvement that exists in the operations of the BOR of the USG which are compliant with the fundamental intent of this standard on board self-evaluation. That is especially apparent in the achievements of the BOR’s key responsibilities and expectations, namely: a) strategic planning and goal-setting for the USG which guides institutional strategic planning and goal setting; b) management of the changing structure and mission of USG institutions, most notably involving GSU’s recent institutional consolidation; c) fulfillment of fiduciary responsibilities for the success and strength of USG institutions; and d) support for programs and services that promote student success, meet state needs, and address an ever-changing public agenda.

The 2018 Resource Manual states, “Good institutional governance requires that the board systematically asks itself, ‘How are we doing? What are we doing? Are we as effective as a board as we can be?’” As will be demonstrated in the text that follows, the BOR is constantly asking those kinds of questions when fulfilling its responsibilities and expectations, and has been doing so with successful outcomes for many years.

Regular Self-Evaluation of BOR Responsibilities for Strategic Planning and Goal-Setting in the USG

Over the past twenty years, the BOR has understood the importance of having a regularly updated and revised strategic plan and goals for advancing the success of the USG and its member institutions. Identifying and working toward the achievement of such strategic imperatives have been vital to the effective oversight and management of the USG by the BOR. The current strategic plan, entitled “Strategic Plan and Public Agenda, University System of Georgia, 2013-2018”[1] reflects the governing board’s extensive self-evaluation of the changes needed in the direction and operation of the USG and its member institutions to adequately address the public’s contemporary agenda and priorities for higher education.

When the current strategic plan was approved in August 2013 by the BOR, then chancellor, Hank Huckaby, said these words which remain true today, “We are in a ‘new normal’ when it comes to public higher education. The old days and old ways of structuring, funding and advancing higher education are gone and will not return. Our responsibility as higher education leaders in Georgia is to seize the day and ensure the University System is structured and focused in ways that serve state needs and above all, serves students well.”

As stated in the plan, “public higher education has changed dramatically in the last ten years. Concerns about affordability are greater than ever, and pressures on quality continue to increase.” The updated strategic plan for 2013-2016 notes that while some have questioned the value of a college degree, data continue to show future jobs will require higher levels of education.

“As a board, we are committed to ensuring the University System is ready and able to change to meet the demands of a new era,” said then Board Chair Dink NeSmith. “We are going to accelerate our commitment to educational attainment, accountability, partnerships, performance, value and global competitiveness.”

The updated strategic plan notes that other large industrial nations are threatening the United States’ long-held leadership position in higher education and number of college graduates.” As a result, the plan calls for actions that help raise educational attainment levels of Georgians in order to ensure the state can compete in a global economy.

The cornerstone of the new plan, which has the subtitle “A Public Agenda,” is Governor Nathan Deal’s and the System’s Complete College Georgia initiative, which has a goal of increasing by 2020 the percentage of Georgians completing college from 42 to 60 percent.
“We are using the theme of a public agenda because the University System exists to serve the citizens of Georgia,” said Houston Davis, then executive vice chancellor and chief academic officer for the USG. “We want parents, students, businesspeople, elected officials and others to know that the plans’ goals are really their goals and intended to help the state prosper and grow, educationally, economically, culturally and civically.”

The Plan has three “strategic imperatives” that help organize the Board and System's efforts around the college completion effort, as well as other key goals of the regents. These imperatives are:

**One: Academic Excellence and Degree Completion** with actions focused on strengthening educational partnerships, increasing access and maintaining affordability, providing flexible degree options, increasing student support and ensuring the quality of learning.

**Two: Economic Development and World Class Research** with actions targeted on enlarging the scope of the System’s contributions to economic development, building community partnerships, expanding research efforts and graduate education and increasing international education efforts and programs.

**Three: Accountability, Efficiency and Innovation** with actions to develop and utilize measures of performance and accountability, seeking out new operational efficiencies, and a review of both existing and proposed programs to ensure relevance and encourage innovation.

The plan’s strategic imperatives and action steps reflect the new environment that has seen a decline in state support and a shift in who pays the bulk of the cost of college from the general public through state funding to students and families through tuition. As former Chancellor Huckaby noted, the reality is that state support will not return to levels matching those of years past. The updated strategic plan thus focuses on how to provide a quality education and access by making significant changes in the way institutions operate.

For example, one action step under strategic imperative one calls for controlling overall costs to students by developing new affordable degree options and strengthening a cost effective, access tier of colleges. Another action step under the second strategic imperative will direct the USG to manage its current physical space more effectively, build fewer new buildings and invest in repurposing current facilities to serve the needs of modern students.

Overall the new plan acknowledges that the pace of change in society and within higher education is increasing and thus holds the potential for significant disruptions in the current higher education model. Language in the new plan sets a clear expectation that University System leaders, especially the BOR members, need to “think critically about current strategies and position the system for the challenges and opportunities that will come in the next decade.”[2]

**Regular Self-Evaluation of BOR Responsibilities for Managing the Structure and Mission of USG Institutions**

The changes noted in the public agenda for higher education in the USG’s current Strategic Plan have been evolving for many years if not many decades. The history of GSU’s evolution from a small Evening School of Commerce at Georgia Tech one hundred years ago to an independent, comprehensive doctoral granting, research university of over 50,000 students today is a prime example of the remarkable evolution that has occurred in public higher education in Georgia over the past century. Such evolution has required the governing board’s regular self-evaluation of the effectiveness of the USG’s institutional structure and the subsequent management of changes needed in that structure. It has also required the governing board to revisit and modify the authorized missions and functional categories of USG institutions quite regularly, including GSU’s mission and functional categories recently.

Not long ago, about half of the member institutions in the USG were two-year, Level I institutions. Today, all of the USG institutions are four-year institutions operating at Levels II-IV. Similarly, not long
ago, only four of the USG’s member institutions were authorized to be doctoral granting. Today, 10 USG institutions are authorized by the BOR to offer doctoral degrees. Prior to 2013, 35 member institutions composed the USG. Today, as a result of the BOR’s regular annual self-evaluations of potential efficiencies in the structure of the system, nine pairs of institutions have undergone successful institutional consolidations between 2013 and 2018, and there is now a more efficient set of 26 member institutions in the USG.

The consolidation of Georgia Perimeter College and GSU in 2016 was one of those pairings. It had a major impact on GSU’s mission in that enrollment in the “new” GSU almost doubled and associate degree and access elements were added to the selective research university elements of the university mission. That particular consolidation also necessitated changes for GSU’s functional classification in Section 2.10 of the BOR Policy Manual on Institutional Mission in 2016, as previously described in the narrative for 4.2.a.

Regular Self-Evaluation of BOR Responsibilities of its Fulfillment of Fiduciary Responsibilities for the Success and Strength of USG institutions

Every year the BOR must stake stock and make evaluations of the financial condition of the USG and its member institutions when allocating state appropriations, resetting tuitions, and approving student fees. Those regular evaluations of the BOR’s fulfillment of its fiduciary responsibilities have resulted in governing board actions that have ensured the success and strength of USG institutions, including Georgia State, even during hard financial times. For example, during the recent Great Recession when the state’s appropriations were being reduced significantly and regularly, the BOR approved larger than usual tuition increases and instituted a special institutional fee to partially offset such cuts. As state funding improved in recent years and public concerns increased about the cost of higher education and rising student debt levels, the BOR responded and called for no tuition increase in 2016-17 and modest increases since then.

The BOR’s bold initiative that began in 2012 to pursue the consolidation of institutions in the USG is one that is definitely in keeping with the USG’s 2013-2018 Strategic Plan. Prior to 2012, consolidations were not “business as usual,” but they have become so in the USG since then. As a result of the BOR’s continuing self-evaluation of how to best structure the USG in the most efficient manner to benefit the public agenda in Georgia, board decisions to consolidate institutions have periodically emerged. Although GSU’s consolidation was very challenging to plan and implement, the benefits of institutional consolidation have been great in many ways for advancing and accelerating the advancement of the institution and better serving students. That is especially true for those previously served by GPC who are now integrated into a major research university which has had substantial success in improving student retention, progression and graduation.

There are numerous other examples of the BOR’s self-evaluations of the performance of its fiduciary responsibilities over recent years that resulted in continuous improvement. One of the more notable examples involves BOR decisions to expand sources of funding for capital construction at USG institutions. A number of years ago, the state’s inability to fund all of the capital construction projects needed by USG institutions led the BOR to change its policies and processes in ways that enabled private-public ventures to emerge, largely with university foundations. In those BOR-approved ventures, facilities such as student housing, parking decks, athletic facilities, and student recreation facilities which had a sufficient restricted fund revenue stream for debt retirement could be built on university property by a university foundation for a nominal fee. GSU benefitted greatly by that change and has since been able to construct and renovate facilities to assist in meeting strategic imperative #1 “We will maximize our resources and strengthen educational partnerships to ensure that Georgians have a seamless educational system that is both affordable and of the highest quality.” In 2017 GSU was able to complete phase V and VI of the 25 Park Place renovation for $1.6M, the Urban Life Renovation for $1.3M, the Delta Success Center, $3.2M, the 55 Park Place Renovation $2.1M, Teaching labs in the science annex for $1.3M and the GSU stadium and parking got $42M.

Another major set of decisions initiated 20 years ago and enhanced regularly since then has been the BOR’s decisions to create efficiencies and expand shared public access to the USG’s library
collections and resources. These too were bold and progressive decisions based on thoughtful self-evaluation of the way libraries in the USG should operate in the digital age. As a result, the creation of GALILEO, Georgia’s virtual library for hundreds of periodical databases and full-text retrieval capabilities, has been invaluable for its convenient access by online and traditional learners and faculty statewide. Its counterpart, GIL, established a common digital catalog of all 13 million print and digital book holdings across the USG libraries, creating access and borrowing privileges by all USG students and faculty to an incredibly rich collection. USG institutions which previously could not afford to provide their students or faculty with the library collections of a research university can now do so at less cost and across multiple research university and special collections via GALILEO and GIL membership. Although GSU has had a strong research university library collection for many years, the institution benefits substantially through GALILEO and GIL because the cost of subscribing to a number of commonly held periodical databases are covered though GALILEO, and the research university libraries collections at the University of Georgia, Georgia Tech, and Augusta University are now also available to GSU faculty and students at no additional cost.

Regular Self-Evaluation of BOR Responsibilities of its Support for Programs and Services that Promote Student Success, Meet State Needs, and Address an Ever-changing Public Agenda

The examples cited above of expanding public access to more efficiently organized institutional configurations through consolidation or the consolidation of library collections in a digital age represent the results of regular governing board self-evaluation of its governing functions to determine whether they meet state needs and respond to the public agenda sufficiently in accordance with the USG Strategic Plan. The BOR’s Complete College Georgia initiative is perhaps the most notable ongoing governing board directive in support of student success. It promotes an increased institutional commitment to improving student retention, progression, and graduation. It too is closely aligned with the priority initiatives expressed in the USG’s Strategic Plan.

The BOR’s focus on improving RPG (Retention, Progression, Graduation—i.e., student success) was a strategic goal of the USG’s previous strategic plan and has been enhanced under the current USG Strategic Plan. Institutions are now required to submit to the chancellor annual reports of progress and plan strategy for improving RPG on their campuses. GSU’s annual reports for the past few years are provided in the supporting documentation[5],[6],[7]

GSU’s initiatives for improving RPG include using data aggressively in order to identify and to understand the most pervasive obstacles to our students’ progressions and completion; piloting new strategies and experimenting with new technologies; tracking the impacts of the new interventions via data and making adjustments as necessary to improve results; scaling the initiatives that prove effective to have maximal impact. Details of the results of these initiatives can be found in the Complete College Georgia reports.

GSU’s success in improving RPG has received recognition by the governing board and nationally. That is one reason why the BOR pursued the consolidation of GPC with GSU so that GPC students might benefit from GSU’s student success strategies.[3] That has turned out to be true. RPG at GSU’s Perimeter College has shown improvement. Despite steep declines in Perimeter College overall enrollments in the years leading up to consolidation, associate degree conferrals were also up significantly in 2016-17 with 1,953 degrees awarded—an increase of 17% over the previous year. Perimeter College associate-degree graduation rates are up by 5.3 percentage points overall and by 6 percentage points for African American and 7 points for Hispanic students since consolidation was announced.[7]

The BOR’s Culture of Regular Self-Evaluation and Continuous Improvement

As the narrative and supporting documentation provided above indicates, the BOR has an intrinsic, if not explicit, policy and expectation to regularly ask the fundamental questions of, “How are we doing? What are we doing? Are we as effective as a board as we can be?” That is clearly apparent in the BOR’s 2013-2018 Strategic Plan and the BOR’s related ongoing improvement initiatives in its key areas of responsibility. The BOR of the USG is notably accomplished in responding to those questions
with identified deficiencies and documented achievement of the USG’s improved operations as a function of using those governing board’s evaluation results for continuing improvement of BOR and USG operations.

An explicit BOR policy and procedure are being developed to further ensure regular and systematic collection of BOR member self-evaluations of the governing board’s performance in its principal responsibilities and expectations. The nature of that additional self-evaluation process is likely to involve an extension of the current BOR bylaws which require Self-Assessment of the Board.[8]

The Board of Regents is responsible for defining and regularly evaluating its responsibilities and expectations through a process established by the Executive and Compensation Committee. The Chancellor or Chancellor’s designee shall compile any requested data in furtherance of this review.

That additional improvement in BOR policy and performance will further reinforce the BOR’s commitment to compliance with Standard 4.2.g.

**Evidence**

[1] USG Strategic Plan  
[3] BOR reasons for consolidation  
[7] Georgia State University 2017 CCG Report Final 08 30 17  
[8] Bylaws BOR self assessment

4.3 If an institution’s governing board does not retain sole legal authority and operating control in a multiple-level governance system, then the institution clearly defines that authority and control for the following areas within its governance structure: (a.) institution’s mission, (b.) fiscal stability of the institution, and (c.) institutional policy. *(Multi-level governance)*

**Compliance Status:** Compliant

**Narrative**

Not Applicable. A multiple-level governance system as defined by SACSCOC does not exist for GSU. According to the state’s constitution, the Board of Regents of the University System of Georgia has the sole legal authority and operating control over GSU’s institutional mission, fiscal stability, and institutional policy.
Section 5 Administration and Organization

5.1 The institution has a chief executive officer whose primary responsibility is to the institution.

(Chief executive officer) [CR]

Compliance Status: Compliant

Narrative

Georgia State University (GSU) is in compliance with this Core Requirement. The University’s CEO is its president whose primary responsibility is to the institution. Dr. Mark P. Becker has been the president of GSU since 2009. He is not a member of the Board of Regents (BOR), does not serve as presiding officer of the BOR, and is not chief operating officer of the University System of Georgia (USG). His primary responsibilities are to the management and operations of the institution as outlined in the president’s job description from the USG.[1]

BOR Policy Manual Section 2.6 defines the role, authority, and responsibilities of a president of a USG institution:

2.6.1 Executive Head of Institution: The President of each University System of Georgia (USG) institution shall be the executive head of the institution and all its departments and shall exercise supervision and direction to promote the efficient operation of the institution. The President is responsible to the Chancellor for the operation and management of the institution and for the execution of all directives of the Board of Regents and the Chancellor.

2.6.2. Ex-Officio Faculty Chair: The President shall be the ex-officio chair of the faculty and a member of all faculties and other academic bodies within the institution. The President may preside at faculty meetings. The President may call meetings of any council, senate, assembly, committee, or governance body at his or her institution at any time, may chair the governance body, and may preside at the meetings. The President shall decide all questions of jurisdiction, not otherwise defined by the Chancellor, of the several councils, faculties, and officers.

The President may veto any act of any council, faculty, or committee of his or 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.

The President shall be the official medium of communication between the faculty and the Chancellor and between the council, senate, assembly, committee, or governance body and the Chancellor.

2.6.3 Personnel Policies: The President is responsible for the initial appointment of faculty members and administrative employees of each institution and the salary and all promotions of those employees. The President may reappoint faculty members and administrative employees except as otherwise specified in this Policy Manual. The President may accept the resignation of any employee of his or her institution on behalf of the Board of Regents.

The President may grant leaves of absence for members of the faculty for study at other institutions or for such reasons as the President may deem proper.

The President shall make such reports as required from time to time to the Board, through the Chancellor, of the condition of the institution under his or her leadership.
2.6.4. Agreements: The President may execute, accept, or deliver, on behalf of the Board of Regents, the following types of research agreements, settlement agreements, service agreements, and reciprocal emergency law enforcement agreements affecting his or 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 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, which are 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;
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; and, 5. Any agreements necessary for the day-to-day operation of the institution.

2.6.5. Delegation of Authority and Responsibility: The President may delegate his or her authority and responsibilities under Board of Regents’ Policy unless expressly prohibited by the Board of Regents.

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…” Dr. Steve Wrigley is the current chancellor of the USG.

Evidence
[1] USG President Job Description

5.2.a The chief executive officer has ultimate responsibility for, and exercises appropriate control over the following: the institution's educational, administrative, and fiscal programs and services (CEO control)

Compliance Status: Compliant

Narrative

5.2.a. The chief executive officer has ultimate responsibility for, and exercises appropriate control over the following: the institution’s educational, administrative, and fiscal programs and services (CEO control)

The organizational structure of Georgia State University (GSU) is in compliance with this standard. By Board of Regents (BOR) policy, all of the functional units of the university, including its educational, administrative, and fiscal programs and services, report up through various administrators from department heads though the vice presidents to the CEO which at GSU is the president. The president has ultimate control and responsibility for the administration of the entire university.

Article 6, Heads of Institutions in the University System, in the BOR Bylaws and Section 2.5.1, Executive Head of the Institution, of the BOR Policy Manual 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; 1977-78, pp. 167-168; April, 2007, pp.76-77).

Section 2.5.2, Ex-Officio Faculty Chair, of the BOR Policy Manual states:
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).

Article II of the GSU Statutes describes the roles and responsibilities of the president and states:

Section 1. The head of the University and its chief administrative officer shall be the President. The President shall be elected by the Board of Regents and shall serve at the pleasure of the Board.

Section 2. The powers and duties of the President shall be as follows:

A. Those powers, duties, and responsibilities prescribed by the Board of Regents.
B. The President shall prepare the annual budget of the University for presentation to the Board of Regents and shall recommend to the Board amendments thereto.
C. Upon the recommendation of the appropriate faculty, the President shall confer all degrees and issue diplomas and certificates.
D. The President shall have the power to appoint special or standing committees for consultation and advice regarding administrative problems of the University or for assistance in the performance of such functions of the University as may be necessary to the implementation of the regulations of the Board of Regents.
E. Subject to the approval of the Board of Regents, the President shall appoint a Provost and Vice President for Academic Affairs, and such other general administrators and assistants as are needed to carry out the President’s responsibilities and conduct the President’s office, and shall identify and define their responsibilities and determine their titles.
F. All officers and assistants whose appointments are provided for by these Statutes shall hold their administrative offices at the pleasure of the President.
G. Through memoranda, organization charts, and other communications media the President shall keep the various units of the University advised on organizational changes and shifts in the responsibilities of administrative officers.

Section 3. When the President is absent from the University, the functions of the President shall be exercised by the Provost and Vice President for Academic Affairs. The President shall designate an administrative officer who shall exercise Presidential functions in the absence of both the President and the Provost and Vice President for Academic Affairs.

The president’s ultimate control over the entire university is reflected in GSU’s organizational charts which are included in the supporting documentation. The reporting lines for all administrators at GSU flow ultimately up to the President.[1]

- GSU’s educational programs and services are organized by academic departments and colleges which come under the administrative oversight of the Senior VP and Provost, who reports to the President.[2]
- GSU’s programs and services related to student affairs come under the administrative oversight of the VP for Student Affairs, who reports to the Provost and then the President.[3]
- GSU’s fiscal and operational programs and services come under the administrative oversight of the Senior VP for Finance & Administration, who reports to the President.[4]
- Other GSU administrative programs and services come under the administrative oversight of the VP for Public Relations & Marketing Communication, the VP for Development & Alumni Affairs, the Senior Advisor to the President and the University Attorney, all of whom report to the President.[1]
- The GSU Director of Athletics reports to the President.[5]
- The Faculty Athletics Representative reports to the President and meets periodically with the President. This position satisfies an NCAA requirement.

### Evidence

1. GSU Org Chart - 8-27-18
2. Organizational Chart, Office of the Provost and Senior Vice President for Academic Affairs, Georgia State University
3. Vice President Org Chart April 1 2018
4. Finance and Administration Org Chart 2018
5. Athletic Dept Org Chart as of 3.26.18

### 5.2.b

The chief executive officer has ultimate responsibility for, and exercises appropriate control over the following: the institution's intercollegiate athletics program *(Control of intercollegiate athletics)*

**Compliance Status:** Compliant

#### Narrative

The athletics director reports directly to the President.[1] The President is involved in all major personnel decisions within athletics. The director of athletics is a member of the President’s Executive Cabinet. The athletics compliance officer is an assistant athletics director, who reports to the Senior Associate Athletics Director - Senior Woman Administrator.

The Georgia State University Athletic Association, Inc. (GSUAA) is a 501(c)(3) Georgia nonprofit corporation organized pursuant to the Georgia Nonprofit Corporation Code (Official Code of Georgia Section 14-3-101 et seq.) The GSUAA is organized exclusively for charitable, scientific, and educational purposes. Its mission is to provide advice, guidance and leadership to advance athletics at Georgia State University. The relationship between the GSUAA and the University is defined by a memorandum of understanding[2] which grants Cooperative Organization status to the GSUAA in accordance with policies of the Board of Regents of the University System of Georgia. The GSUAA shall maintain its Cooperative Organization status at all times.

The University President shall serve as the Chair of the GSUAA. The University Senior Vice President for Finance and Administration shall serve as the Treasurer of the GSUAA. The Vice Chair and Secretary positions of the GSUAA shall be appointed annually by the Chair. No employee of the University Athletic Department may serve as an officer or committee chair of the GSUAA.

The Board of Directors of the GSUAA (Board) shall be composed of appointed and ex-officio members, referred to as Directors.[3] The GSUAA Board meets at least four times per year. All Directors shall be voting members of the Board. The Board shall regulate and supervise the management and control of the GSUAA and shall be vested with all powers of the GSUAA. The Board consists of not more than fifteen (15) Directors. Eight (8) Directors shall hold office by virtue of their responsibilities related to the University and shall hold office as a Director as long as they are serving in their respective positions. These ex-officio Directors are the following:
A. University President  
B. University Director of Athletics  
C. University Senior Vice President for Finance and Administration  
D. University Vice President for Development  
E. University Senate Athletic Committee Chair  
F. University Faculty Athletic Representative  
G. University Panther Athletic Club President  
H. University Foundation Chair, or his/her designee from the Georgia State Foundation

As evidenced by the attached meeting minutes, GSU President Dr. Mark Becker presides over and serves as the Chair for the GSUAA:

October 1, 2015[4]  
January 11, 2016[5]  
May 12, 2016[6]  
October 6, 2016[7]  
December 15, 2016[8]  
February 9, 2017[9]

As evidenced by the attached National Collegiate Athletic Association (NCAA) Certification[10], Dr. Becker assures that each student-athlete is in good academic standing and is maintaining progress towards a degree as required by NCAA legislation.

Georgia State is an active NCAA Division I member in the Sun Belt Conference. In addition to his role as President, Dr. Mark Becker assumed the role of Chair of the Sun Belt Conference, beginning July 1, 2017. That experience served to deepen Dr. Becker’s understanding of NCAA rules and the importance of appropriate presidential control over the university’s intercollegiate athletics programs.

Evidence

[3] GSUAA BYLAWS  
[4] GSUAA Minutes 10-1-15 (final draft)  
[5] GSUAA Minutes 1-11-16 (Final)  
[6] GSUAA Minutes 5-12-16 final  
[7] GSUAA Minutes 10-6-16 Final  
[8] GSUAA Minutes 12-16-16 final  
[9] GSUAA Minutes 2-9-17 (draft)  
[10] NCAA Certification 2016-17

5.2.c The chief executive officer has ultimate responsibility for, and exercises appropriate control over the following: the institution's fund-raising activities. *(Control of fund-raising activities)*

**Compliance Status:** Compliant

**Narrative**

Narrative
The University’s president has ultimate control of the fund-raising activities managed entirely by the institution (defined by SACSCOC as internal institutional fundraising) as well as the institution-related fund-raising activities managed in concert with related, independent, separately incorporated entities.

GSU has six institution-related entities that exist independently from the university, whose purposes are only to support GSU and for which the institution is in full compliance with all key aspects of this standard. The six institution-related entities, GSU Foundation[1], GSU Athletic Association[2], GSU Research Foundation, Inc.[3], GSU Alumni Association[4][5], GSU Risk Management Association[6], and the GSU Physical Therapy Faculty Practice Group[7] will be reviewed separately under standard 5.3.

Most of the external funds and gifts received in support of GSU come into and are managed by those institution-related entities. In the rare cases where external funds and gifts come directly to the university, the president and his chief fiscal affairs officer are authorized by the governing board to accept and properly manage those funds on behalf of GSU.

The University Fund Raising Policy[8] states that:

“The president has final approval authority over all fund-raising initiatives. The chief development officer, in consultation with deans and unit heads, is responsible for ensuring that all fund-raising activities are integrated into a unified plan.”

These internal institutional fundraising activities are in accordance with BOR policies. Section 7.4 of the Board of Regents Policy Manual[9] addresses private donations to the USG and USG institutions and stipulates:

“Each president is authorized to execute those documents necessary to provide proper financial 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 institution.”

The Vice President, Development and Alumni Affairs reports to the president, serves on the President's Executive Cabinet, and acts on the President's behalf in all matters pertaining to private sector fundraising and advancement efforts, as evidenced by the University's organization chart.[10]

The purpose of the development and alumni affairs division of the University is to support, through fundraising, student success, faculty excellence, research impact and campus expansion. Fundraising activities are executed by the Office of Development which reports to the Vice President, Development and Alumni Affairs.[4]

The Development and Alumni Affairs' staff coordinates all University organizational units in obtaining gifts from private sources, and is directly responsible for gift and estate planning, corporate and foundation relations, gift receiving, donor recognition and stewardship, and prospect management, as well as research, training programs, and information technology related to such activities. In consultation with the President, the office of Development and Alumni Affairs assists and oversees college and unit fund-raising efforts and establishes unit and individual fundraising performance metrics.

Examples of supporting documentation that serve as evidence of the president’s involvement in and control over the institution’s fundraising activities include the attached Georgia State University Foundation Board of Trustees meeting agenda[11] and Georgia State University Foundation Board of Trustees meeting minutes from 2016-2018.[12]

The University Foundation is the primary fund raising component of the university. The Foundation, which is a 501(c)(3) organization, serves as an ambassador of Georgia State University, supporting and assisting the University in achieving its mission through the identification, cultivation, solicitation and stewardship of gifts, and by collaborating and advising on activities for the benefit and advancement of the University.
The vision of the University Foundation is to build one of the top 50 Research/Doctoral Public University endowment balances by 2040.

**Evidence**

1. GSU Foundation MOU 2013-2018
2. Georgia State University Athletic Association Cooperative Org MOU (2017)
3. GSU-GSURF Guiding Principles MOU 2016
4. Development & Alumni Affairs Org Chart - AVPs & Directors with Admins 040318
5. GSUAA MOU 2016
6. GSURMA MOU
7. BOR MOU 2017-22
8. Fundraising Policy
9. Board of Regents Policy Manual _ 7.4
10. GSU Org Chart - 8-27-18
11. Georgia State University Foundation Board Meeting 03.15.18 - Agenda
12. Georgia State University Foundation Board Meeting Minutes FY16 - FY18

5.3 For any entity organized separately from the institution and formed primarily for the purpose of supporting the institution or its programs:
   a. The legal authority and operating control of the institution is clearly defined with respect to that entity.
   b. The relationship of that entity to the institution and the extent of any liability arising from that relationship are clearly described in a formal, written manner.
   c. The institution demonstrates that (1) the chief executive officer controls any fund-raising activities of that entity or (2) the fund-raising activities of that entity are defined in a formal, written manner which assures that those activities further the mission of the institution.

( Institution-related entities)

**Compliance Status:** Compliant

**Narrative**

Georgia State University (GSU) has six institution-related entities that exist independently from the university, whose purposes are only to support GSU and for which the institution is in full compliance with all key aspects of this standard. The legal authority and operating control of the university is clearly defined in a written memorandum of understanding with each of those institution-related entities. The relationship of each entity to the institution and the extent of any liability arising out of that relationship are clearly described in those formal written MOUs. The fund-raising activities of each entity are defined in a formal written manner which assures that those activities are controlled by the president of GSU and all of these fund-raising entities further the mission of the institution as ultimately defined by the president of GSU.

The following separate institution-related entities have formed primarily for the purpose of supporting Georgia State University:

**GSU Foundation**

The Foundation serves as an ambassador of GSU, supporting and assisting the University in achieving
its mission through the identification, cultivation, solicitation and stewardship of gifts, and by collaborating and advising on activities for the benefit and advancement of the University.

The foundation does at times enter into Public/Private Ventures for the University by creating LLC’s under the foundation. The LLC purchases an asset using bonds, then, with the approval of the BOR, the University leases the asset from the foundation for the term of the bonds. Once the bonds are paid, the foundation gives the asset to the University. In the LLC’s, the VP for Development and Alumni Affairs is the manager and the associate VP for finance and operations is the treasurer. Each university PPV is healthy and performing within the accepted limits of its pro-formas. The assets involved are the following:

**Alpharetta campus** – Will be paid off in Fall, 2018  
**GSU Recreation Center** – Will be paid off in Fall, 2018  
**25 Park Place** – Base budget supported with no shortfalls with refinance savings used for redirection requirement  
**Perimeter – Newton** – Base budget supported with no shortfalls  
**Petit Science Center** – Base budget supported with no shortfalls and portion of refinancing savings used for redirection requirement  
**Perimeter – Clarkston International Center, et al** – Base budget supported with no shortfalls

**GSU Athletic Association**

The purpose of the GSU Athletic Association is to provide advice, guidance, and leadership to advance athletics at Georgia State University.

**GSU Research Foundation, Inc.**

The Georgia State University Research Foundation (GSURF) supports the research activities of the university through securing gifts, contributions and grants from individuals, private organizations, and public agencies and in obtaining contracts with such individuals or entities for the performance of sponsored research, development, or other programs by the university. Research grants awarded to the foundation are then provided to the university, which is responsible for the fiscal administration of the grants.

**Georgia State University Alumni Association, Inc.**

The Georgia State University Alumni Association seeks to engage and enrich the lives of alumni and students through lifelong relationships with Georgia State University.

**GSU Risk Management Association**

The GSU Risk Management Foundation (RMF) is a tax-exempt, public foundation that was organized in 1959 with the approval of the administration of Georgia State University and the Board of Regents of the University System of Georgia to:

- Provide the business community with a vehicle for raising funds to support Department of Risk Management & Insurance programs  
- Assist in recruitment and retention of top faculty  
- Provide financial awards to deserving students  
- Promote and support important faculty research

**GSU Physical Therapy Practice Plan**

The purposes of the Georgia State University School of Health Professions Division of Physical Therapy Practice Plan are:
To further the service, education, and research missions of Georgia State University, a component of the University System of Georgia governed by the Board of Regents;

2. To enable faculty to maintain clinical competence, fulfill licensure and certification requirements and share expertise with other healthcare providers;

3. To provide additional revenue streams for the Department of Physical therapy and salary supplementation for its faculty members.

The legal relationships between these entities and Georgia State University are subject to written policy of GSU’s governing board: Board of Regents of the University System of Georgia (BOR). For many years, BOR Policy has provided guidance and a template Memorandum of Understanding (MOU) to be signed by these external entities, known as “Cooperative Organizations”. BOR policy and the MOU template were revised in September 2014. Nevertheless, the updated policy does not conflict with, or prevent adherence to prior BOR policy and the MOU template. Therefore, existing MOUs, which are valid five years after execution, continue until their expiration, at which time they will be renewed using the new MOU template. Even though the MOU term is five years, each Cooperative Organization must meet legal, fiscal, and administrative criteria on an on-going basis. Independent audits must be conducted annually, with a copy provided to the President of the University.

In Section 12.5 of the BOR Policy Manual, GSU’s governing board states:

12.5 Cooperative Organizations

Refer to Section 17.0, Affiliated Organizations, of the Business Procedures Manual[1] for more information on cooperative organizations.

12.5.1 Definition

An organization is a cooperative organization if it:

1. Is organized or operated primarily:
   • for the purpose of soliciting gifts or assisting a USG institution in soliciting gifts from third persons in the name of the USG institution or any of the institution’s programs; or,
   • for soliciting grants and contracts or accepting grants or entering into contracts for research or services to be performed by or in conjunction with a USG institution or using the institution’s facilities; or,

2. Bills or collects professional fees in the name of or in behalf of faculty members of a USG institution who provide professional services within the scope of their employment by the institution; or,

3. Includes officials, faculty, staff, or employees of a USG institution as ex officio members of the organization’s board of directors or other governing structure; or,

4. Is formally designated as a cooperative organization by the Board of Regents or by the president of the relevant USG institution, and of those formally designated, certain cooperative organizations will be required to follow the Regents’ Guiding Principles for Cooperative Organizations. The Board of Regents and the president will determine the cooperative organizations that must follow the Guiding Principles. (BoR Minutes, June 2004)

12.5.2 Relationship Between Cooperative Organizations and USG Institutions

1. A relationship, whether formal or informal, between a USG institution and a cooperative organization may be maintained only if:

2. The relationship between the cooperative organization and the USG institution is in the best interest of the USG institution as determined by the Board of Regents and the president of the institution in consultation with the Chancellor (BoR Minutes, June 2004); and, The financial records of the cooperative organization, including any audits, are available for inspection by the president of the USG institution or the president’s designee; and,

3. Any use by the cooperative organization of the name of the USG institution, or of a symbol
or trademark of the USG institution, is approved in advance by the president of the USG institution or the president’s designee; and,

4. The cooperative organization annually presents evidence satisfactory to the president of the USG institution or the president’s designee that the cooperative organization is adequately capitalized for any activities undertaken in the name of, for the benefit of, or in conjunction with the USG institution; and,

5. The cooperative organization annually presents evidence satisfactory to the president of the USG institution or the president’s designee of insurance or self-insurance adequate in form and amounts to cover foreseeable liability arising from activities undertaken in the name of, for the benefit of, or in conjunction with the USG institution; and,

6. There is a written general agreement or memorandum of understanding between the USG institution and the cooperative organization describing each party’s responsibilities so that it is clear to third parties dealing with the cooperative organization that the organization is acting as a legal entity separate from the USG institution; and,

7. Actions of the USG institution’s officials, faculty, staff, or employees pursuant to the relationship are consistent with policies established by the Board of Regents and the USG institution regarding conflicts of interest, outside activities, and other matters (BoR Minutes 1988-89, pp. 150-151); and

8. Not less than every two years, the president of the institution documents that he or she has reviewed the relationship between the institution and the cooperative organization and that all provisions of this policy are met to the president’s satisfaction. (BoR Minutes, Aug. 2014).

The USG Business Procedures Manual supplements the BOR Policy Manual with the following clarifications regarding the MOU with affiliated organizations:

17.2 Memorandum of Agreement

The relationship that a USG institution has with its affiliated organization or organizations must be defined by a memorandum of agreement that describes each party’s roles and responsibilities. Minimally, the memorandum of agreement must address the affiliated organization’s authority and responsibilities with regard to the following:

1. Solicitation of gifts, donations and grants
2. Liability
3. Adequate capitalization for activities
4. Evidence of satisfactory insurance coverage
5. Use of institutional facilities, programs and services subject to established policies and procedures
6. Expense reimbursement
7. Use of the institution’s name, symbols and trademarks
8. Disposition of the affiliate organization assets upon dissolution
9. Compliance with internal revenue code and state law
10. Use of generally-accepted accounting principles
11. Submission of an independent annual audit report and financial statements
12. Elimination of conflicts of interest concerning institutional employees and in the relationship with the institution
13. Disclosure of funds and other items of value received by the affiliated organization and assurance that funds intended for institutional accounts are properly deposited

GSU has executed with each of its institution-related entities a formal written MOU which states that the cooperative/affiliated organization is a legal entity separate from the institution which the president of GSU has determined to be in the best interest of the institution. The responsibilities of each party are stated in those MOUs. Signed copies of these MOU’s are in the supporting documentation section of this standard.

GSU University Foundation[2]
GSU Athletic Association[3]
The MOU states that the Cooperative Organization is created for the express purpose of serving the interests of the Institution in carrying out its programs, activities and services; is authorized by the Institution to engage in activities, programs, and services including soliciting gifts, donations and grants for the purpose of supporting and enhancing the Institution programs; and shall not engage in activities, programs and services that are in conflict with or inconsistent with the policies, mission and goals of the Board of Regents, the Institution or the cooperative organization.

The MOU requires that the Cooperative Organization “shall not accept any gift, donation, and grant or enter into any transaction that creates any liability for the Institution, without advance written approval by the President.”

Additional explanations of the accounting and business practices that Cooperative Organizations must follow are established in the BOR Business Procedures Manual under Affiliated Organizations.

The MOU is explicit regarding liability and ultimate control of donations by University Presidents. Neither the Cooperative Organization nor the Institution shall have any liability for the obligations, acts or omissions of the other party.

As the executive head of the University and its departments, the president is responsible for the operation and management of the University.

The University president, therefore, has ultimate control of the fundraising activities sponsored by the institution. These activities and fundraising policies are in accordance with the University System of Georgia Board of Regents policies. Section 7.4 of the BOR policy manual addresses private donations to USG and USG institutions and stipulates:

Each president is authorized to execute those documents necessary to provide proper fiscal management of those funds accepted under the authorization and, at their discretion, to further delegate the authority to execute such documents to the chief business officers of the institutions.

Subject to the jurisdiction of the President, the Vice President of Development and Alumni Affairs reports to the president, serves on the President’s Executive Cabinet and Administrative Council, and acts on the President’s behalf in all matters pertaining to private sector fundraising and advancement efforts.

The vice president leads the division of Development and Alumni Affairs at GSU.

The GSU Foundation is the primary fund-raising component of the Division. The Foundation, which is a 5013C organization, functions "to assist the institution by attracting financial and other resources to achieve the University's mission and goals to educate students and support faculty and staff and to increase community awareness."

The BOR Policy Manual requires all cooperative organizations to sign a uniform memorandum of understanding. This memorandum specifies that the cooperative organization must have an annual independent audit and provide a copy of that audit to the university president. Additionally, the organization's financial records must be available for inspection by the university president. This policy is in line with stipulations of the BOR Policy Manual, Section 12.5.2 which states that a relationship between cooperative organizations and a USG institution may be maintained only if the "relationship between the cooperative organizations and the USG institution is in the best interest of the USG institution as determined by the BOR and the president of the institution in consultation with the Chancellor (BOR Minutes, June 2004)."
The goal of the Office of Development is to support students, faculty and staff alike by securing and managing funds for scholarships, faculty development, academic programs, and to meet needs identified by University leadership.

Evidence

[6] GSURMA MOU
[8] Cooperative Agreements Exhibit A and B
[10] Georgia State University Foundation Board Meeting 03.15.18 - Agenda
[11] Georgia State University Foundation Board Meeting Minutes FY16 - FY18
[12] Board of Regents Policy Manual _ University System of Georgia 7.4
[13] GSU Foundation Strategic Plan

5.4 The institution employs and regularly evaluates administrative and academic officers with appropriate experience and qualifications to lead the institution. (Qualified administrative/academic officers) [Off-Site/On-Site Review]

Compliance Status: Compliant

Narrative

Georgia State University (GSU) is in compliance with this standard. At GSU, administrative and academic officers are defined as the president, the provost, divisional senior vice presidents and vice presidents, other chief line officers on the President's Cabinet, vice-provosts, and the college deans as well as the Dean of the University Libraries. The university's organizational charts confirm that these are high-ranking institutional administrators. GSU has qualified administrative and academic officers with the experience and competence to lead the institution. These individuals exercise leadership in the process of fulfilling the mission of GSU. 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 for each named officer. The performance of each of these officers is regularly evaluated annually by the president, or in the case of the vice provosts and academic deans by the provost, for merit and equity salary increase considerations. In addition, the University Statutes requires that these key administrators be evaluated by the faculty and staff every three to five years as described below.

Appropriateness of Each of GSU’s Administrative and Academic Officer’s Experience and Qualifications to Lead the Institution in Areas of Administrative Responsibility

For each of GSU’s administrative and academic officers identified below, a summary paragraph of the officer’s areas of administrative responsibility is provided along with a summary paragraph of the
officer’s academic qualifications, relevant experience, and notable accomplishments. The alignments of both summaries for each officer cited below are strong, attesting to the appropriateness of the each individual’s experience and qualifications for the administrative position held. Most officers bring to their current roles extensive years of progressive administrative experience in their areas either at GSU or at comparable research universities. None of the officers identified below have what could be considered nontraditional qualifications for the position held that would require special justification. Clearly, GSU’s administrative and academic officers are well qualified for their positions of administrative responsibility as described and documented below. Summaries for the members of the President’s cabinet will be presented first followed by those for the academic deans.

President’s Cabinet

President, Dr. Mark Becker[1]

The president is the chief executive of the university and reports to the chancellor of the Board of Regents of the University System of Georgia. He defines and articulates the university’s vision, mission, strategy, and values, and establishes its direction and priorities. The president, with the support and involvement of faculty, staff, students and alumni, plans and leads the institution’s major initiatives and establishes and enforces university policies. He supports and enhances the institution’s academic mission and fosters a culture of high-quality service for students and other members of the university community. He oversees the organization and administration of the university, develops and administers its budget. As the university’s chief communicator and a symbol of the university, the president promotes its distinctive qualities, traditions and strengths to internal and external stakeholders.

Dr. Mark P. Becker, president of Georgia State University since 2009, has led Georgia State through a dynamic period of growth and the university has emerged as one of the nation’s leading urban public research universities.

One of the country’s most diverse institutions, Georgia State is a national model for student success, setting records for its graduation rates and the number of students it graduates, and leading the country in eliminating disparities in student achievement based on race, ethnicity and income.

Georgia State’s 2016 consolidation with Georgia Perimeter College, a two-year institution, raised its student population to more than 50,000 and made it the largest university in Georgia and one of the largest in the nation.

Georgia State has grown sponsored research at more than twice the national rate, and the university has been recognized as a major catalyst in the revitalization of downtown Atlanta.

Provost and Sr. Vice President for Academic Affairs, Dr. Risa Palm[2]

As the Senior Vice President of Academic Affairs and Provost for Georgia State University, Dr. Risa Palm has broad administrative responsibility for ensuring the academic quality of programs and faculty while supporting widespread innovation to build a more dynamic and adaptive institution. She directs the development and implementation of the university’s academic plans and policies, and supervises the work of GSU’s ten colleges, the Library, institutes and research centers. Specific administrative areas in which the Provost provides leadership at GSU are Faculty Affairs; Student Affairs; Institutional Effectiveness; International Initiatives; Graduate Programs; Strategic Initiatives and Innovation; Research and Economic Development; and Entrepreneurship. In cooperation with other senior administrative officers, Dr. Palm also develops the University’s annual budget and long-term financial plans and oversees the creation of strong administrative services to support the University’s academic activities.

Dr. Palm holds two bachelor’s degrees (BA in History and BS in Social Studies Education), and an MA and PhD in Geography. Her career in higher education encompasses various administrative positions including Associate Vice Chancellor for Research and Dean of the Graduate School at the University of
Colorado at Boulder, Dean of the Colleges of Arts and Sciences at the University of Oregon and the University of North Carolina at Chapel Hill, Executive Vice Chancellor and Provost at the Louisiana State University and the State University of New York (SUNY) system. Dr. Palm has held faculty positions in the departments of geography at each of these institutions, and currently serves as a national board member for the Association of Chief Academic Officers (ACAO) and on the Council of Academic Affairs of the Association of Public Land-Grant Universities (APLU).

Senior Vice President for Student Success, Dr. Timothy Renick[3]

The Senior Vice President for Student Success is responsible for the effective recruitment, enrollment, support, graduation and placement of the university’s undergraduate students. The Sr. Vice President serves as the university’s Chief Enrollment Officer and is a member of the President’s Cabinet. The Sr. Vice President oversees the Offices of Admissions, Financial Aid, Student Accounts, Student Success, and International Students and Scholar Services, as well as the University Registrar, the University Advisement Center, the SunTrust Student Financial Management Center and University Career Services. The Sr. Vice President directs the mission and initiatives of enrollment management and student success for the university and represents them to stakeholders, both internal and external to the university.

Dr. Timothy Renick is Senior Vice President for Student Success and Professor of Religious Studies at Georgia State University. At Georgia State, he has served as Chair of the Department of Religious Studies and Director of the Honors Program. Since 2008, he has directed the student success and enrollment efforts of the university, overseeing among the fastest improving graduation rates in the nation and the elimination of all achievement gaps based on students’ race, ethnicity or income level. Dr. Renick has testified on strategies for helping university students succeed before the United States Senate and has twice been invited to speak at the White House. His work has been covered by the *New York Times*, the *Wall Street Journal*, *Time*, and CNN, and has been cited by President Obama. He was named one of 2016’s Most Innovative People in Higher Education by *Washington Monthly*, was the recipient of the 2015-16 Award for National Leadership in Student Success Innovation, and was awarded the 2018 McGraw Prize in Higher Education. He currently is principal investigator for a $9 million U.S. Department of Education grant to study the impact of predictive-analytics-based advisement on ten-thousand low-income and first-generation students nationally. A *summa cum laude* graduate of Dartmouth College, Dr. Renick holds his M.A. and Ph.D. in Religion from Princeton University.

Senior Vice President, Finance and Administration, Mr. Jerry Rackliffe[4]

As the Senior Vice President for Finance and Administration, Mr. Jerry Rackliffe is responsible for the major financial and administrative units within Georgia State University. Units that report directly to the Senior Vice President for Finance and Administration include the Vice President for Facilities, the Associate VP for Finance/Comptroller, the Associate VP for Finance, Financial Systems and Auxiliary Services, the Associate VP for Human Resources and the Chief of Police.

Mr. Rackliffe has been at Georgia State University for over 30 years and has held several positions including Director of Budget and Financial Systems and Associate Director of Grants and Contracts. He received his undergraduate degree in accounting and earned his MBA and JD from Georgia State University. He holds a Certified Public Accounting license in Georgia and is a member of the State Bar of Georgia.

Vice President for Research and Economic Development, Dr. James Weyhenmeyer[5]

As GSU’s Vice President for Research and Economic Development, Dr. James Weyhenmeyer has responsibility for building the university’s research, scholarship, and economic impact verticals. To support the research portfolio, he has management oversight for all research administration activities (pre- and post-award management), regulatory compliance and research-related infrastructure. GSU has had remarkable success over the last six years, seeing significant growth in grant and contract awards (~$55MM to ~$150MM) and research expenditures (~$65MM to ~$201MM). He also has
responsibility for the university’s technology transfer and commercialization activities, including the management of its intellectual property portfolio (patent filing, maintenance and licensing), creation and incubation of new companies based on its IP, and industry relations related to its sponsored research and licensing activities. The university currently has ~150 issued patents and an expanding licensing and start-up portfolio. Finally, he has management oversight for the university’s IT operations with the Chief Innovation Officer being a direct report. The value proposition has been a more proactive approach for the use of technology to build increased productivity and efficiency across every vertical (education, research, and business) at GSU.

Dr. Weyhenmeyer holds a BA in Biology from Knox College and a PhD in Cell Biology from Indiana University with postdoctoral fellowships (NIH and PhRMA) in the areas of neuroscience and endocrinology at the University of Iowa. Initially appointed to the graduate faculty at the University of Illinois, with primary appointments in medicine, cell/molecular biology, and neuroscience, and was promoted to the rank of full professor in the early 1990’s. He has had both graduate faculty/tenured full professor status in conjunction with his senior administrative positions (VP for Research) at the University of Illinois, State University of New York and now Georgia State University. In each of these positions, he has had both research administration and technology transfer/commercialization functions in my portfolio. During his administrative tenure at all three institutions, he was able to increase both research and commercialization metrics. As an NIH/NSF funded investigator working in the area of cardiovascular disease/stroke biology, he has contributed to not only the primary literature but the translation of novel compounds to market for the treatment of hypertension and congestive heart failure.

**Vice President, Development, Mr. Walter Massey**[6]

The Vice President for Development determines the overall fundraising strategy to support and advance the university’s mission and strategic plan including corporate, principal, major annual and gift planning programs. Serves as the principal gift officer for the highest rated prospects and provides guidance to the President of the University for managing the President’s portfolio of prospects. Leads and manages the central and campus-wide Development staff, in partnership with the deans of individual colleges and programs. Provides appropriate oversight of development and Alumni Affairs staff, activates systems and procedures, including measuring and evaluating individual and departmental outcomes. Supervises, directs and strategically plans programs to ensure that the most effective and efficient fundraising and Alumni operations and best practices are in place and aligned with the overall goals and targets of the institution.

The V.P. for Development serves as the Foundation President and is the chief operating officer of the Foundation. The President has the authority and responsibility to administer budgets, execute policy, cause resolutions to take effect, formulate procedures, and for the planning and control of all operations of the corporation in a manner which fulfills the mission and purposes of the Foundation and its board.

Mr. Walter Massey is Vice President of Development & Alumni Affairs and President of the Georgia State University Foundation. Mr. Massey joined Georgia State University after a 22-year career at Florida State University, where he served as vice president of the foundation and had significant roles in two major campaigns that raised $300 million and $600 million, respectively. He has spent 32 years in higher education and served as Dean of Students at Embry-Riddle Aeronautical University before moving to development. He has served as Chair of the board for the Dick Howser Center for Childhood Services and has been on the boards of Special Olympics of Prescott AZ and The Stubbs Education Foundation. He was awarded the Circle of Gold, Florida State’s Distinguished Alumni Award.

**Vice President, Student Affairs, Dr. Douglass Covey**[7]

The Vice President for Student Affairs (VPSA) is the chief administrative officer for a major student service division of the university. The VPSA is responsible for the fiscal management of annual operating budgets in excess of $41M annually (excluding reserves) stemming from appropriated, grant, mandatory fee and auxiliary revenue sources. Nearly a thousand employees are involved in the work
of the Division (288 full-time and 700 part-time [primarily students]). The VPSA is responsible for planning, assessment, operational supervision, policy development and implementation and general leadership of the area. The Division provides innovative programs, quality services and sustainable environments that support student development, student progression, cultural competence and diversity for a student community of more than 52,000 distributed across six campuses in the metro area. The VPSA reports directly to the Provost and is a member of the President’s Cabinet. The VPSA serves on many institutional boards and committees including the University Senate, the Cultural Diversity Committee, the Budget Committee, the Capital Budget and Space Allocation Committee and Student Life and Development committee. The VPSA chairs the Mandatory Fee Committee, which annually reviews and makes recommendations for the allocation of mandatory institutional fees. The VPSA represents the institution on the Regents Advisory Committee for Student Affairs, which informs the University System of Georgia on matters related to professional practice in the area.

Student Affairs is comprised of many departmental units including Civic Engagement (community involvement and Student Food Pantries), the Dean of Students Office (administration of student conduct code and student conduct system, coordination of Academic Dishonesty and Admission Background Review processes, Student Advocacy and Outreach [emergency student withdrawals, off-campus housing referrals and EMBARK assistance for students with housing insecurity]), Black Student Achievement (academic support, leadership development, mentoring and cultural awareness programs), Disability Services, Leadership Programs (Leadership Development programming, Student Organizations (more than 475 recognized organizations) and Fraternity and Sorority Affairs (thirty-one nationals representing four national councils), the Multicultural Center, (educational programming, organizational advising and community support across a wide range of constituent student communities) New Student Orientation (year round orientation programming for incoming freshmen and transfer students and administrative support of parent programs) Student Center, Campus Activity Programming ( Panther Activities Council and Spotlight Programs Board) Student Government Association , Student Media, (GSTV, student run television broadcasting online, New South, the graduate literary journal, Underword, the undergraduate literary journal; The Signal, student newspaper, WRAS-Album 88, a 100,000W FM radio station), Psychological and Health Services (Student Health Clinics, Counseling and Testing Centers, Student Health Promotions, Student Victim Assistance), Recreational Services (Recreation Center(s) administration, Recreational Sports Clubs, Indian Creek Retreat Center, Intramural Sports Program and Touch the Earth [outdoor adventure programming]) and University Housing (housing administration and residence life programming for a 5600 bed system including community living facilities with dining halls, modular apartments and a Greek Life village with nine fraternity and sorority houses). Centrally, the Office of the Vice President supports Division operations through its administrative services unit (financial and human resources) and Creative Services which coordinates production of print and electronic media in compliance with university publication standards.

Vice President, Public Relations and Marketing Communications, Mr. Don Hale[8]

Through a university-wide public relations effort focused on honest, open and consistent communication, Public Relations and Marketing Communications provides the leadership needed to help the university create and maintain mutually beneficial relationships with individuals and organizations vital to the university’s growth and development. Public Relations and Marketing Communications brings public relations perspectives and strategies into university decision-making and planning. It provides leadership, expertise and services that enhance the quality and effectiveness of the university’s communications projects and programs. It protects, reinforces and elevates the university’s reputation and builds public understanding of its distinctive qualities and the value, importance and impact of its work.

Mr. Don Hale is vice president for public relations and marketing communications at Georgia State University. Hale is the former vice president for public affairs at The University of Texas at Austin, one of the nation’s largest public research universities. He served two presidents at The University of Texas at Austin, Larry R. Faulkner and William Powers Jr., after joining the university in 2001 following 19 years at Carnegie Mellon University where he was vice president for university relations and secretary to the Board of Trustees. Mr. Hale joined Carnegie Mellon as director of public relations in 1982 after
five years as director of public relations at Drexel University. At Carnegie Mellon, he was the chief public relations counselor to three presidents, Richard M. Cyert, Robert Mehrabian and Jared L. Cohon. Mr. Hale has been a public relations consultant to colleges, universities, corporations and non-profit organizations through his firm, Don Hale PR (donhalepr.com).

University Attorney, Ms. Kerry Heyward[9]

Ms. Kerry Heyward, University Attorney, is responsible for overseeing all legal matters for the University, including advising the university’s president and senior administrators regarding legal issues; supervising university attorneys and office staff; representing Georgia State in legal proceedings and negotiations; overseeing litigation management and corporate transactions; and assessing legal risks of university activities and making policy recommendations to reduce those risks. She oversees the provision of legal services regarding personnel matters, student issues, research, compliance, intellectual property, real estate and athletics.

Ms. Heyward joined Georgia State in 2000 and was named University Attorney in 2007. Prior to joining Georgia State, she was an associate at a law firm specializing in transactional law, estate planning and tax law. She earned a B.A. from University of North Florida where she served as President of the Student Government Association and a J.D. from Stetson University College of Law. Ms. Heyward is admitted to practice law in both Georgia and Florida.

Senior Advisor to the President, Mr. Tom Lewis[10]

As Senior Advisor to the President, Mr. Tom Lewis provides Georgia State University with leadership and direction in the areas of government and corporate relations, and serves as the university liaison to federal, state and local governments. He has led Georgia State to new levels of public awareness by directing a comprehensive effort to remake the university’s identity and communicate its unique urban mission. In his twenty-eight years as Vice President, Senior Vice President, and Senior Advisor to the President, he has advanced the university’s legislative agenda, strengthened relations with alumni, and worked to improve Georgia State’s internal and external communications.

Mr. Lewis came to Georgia State in 1991 from the Office of Governor Joe Frank Harris, where he served as Chief of Staff. He has also served the State of Georgia as member and Chairman of the Board for the Jekyll Island Authority. He is currently chairman of the Georgia Chartered Schools Commission and the Georgia Chartered Schools Commission Foundation.

Prior to joining the governor’s staff, he served as President of the Cartersville-Bartow County Chamber of Commerce (1978-1983), where he guided economic development during a critical period of the county’s growth; and executive director of the Georgia Franchise Practices Commission (1974-1978), where he developed new standards to regulate this fast-growing industry.

Mr. Lewis is a former participant of Leadership Georgia and the Etowah Foundation. He is on the Board of Directors of the Georgia Chamber of Commerce, Century Bank of Georgia, and the Rollins Child Development Center. Currently, Mr. Lewis has served as a mentor to students at Georgia College and State University through the Georgia Education Mentorship Program.

Chief Innovation Officer, Mr. Phil Ventimiglia[11]

As Georgia State University’s first Chief Innovation Officer, Mr. Phil Ventimiglia is helping shape Georgia State University’s exploration of new ideas for teaching and learning. Mr. Ventimiglia has direct responsibility for the university’s Instructional Innovation and Technology (IIT) organization. The IIT organization supports all of the university’s core technology, including IT infrastructure, enterprise applications and cyber security functions. Mr. Ventimiglia also has responsibility for supporting research, with tools such as high-performance computing and virtual access to cross-institution resources. In support of the university’s core academic mission, Mr. Ventimiglia helped establish
Georgia State’s Center for Excellence in Teaching and Learning to advance the university’s efforts to develop the next generation of academic practice through course and program design, innovative learning technology and new learning environments.

Mr. Ventimiglia currently serves on the advisory board for the EDUCAUSE Learning Initiative (ELI) and as a mentor in Georgia Institute of Technology’s Flashpoint startup incubation program. Before joining Georgia State University, Mr. Ventimiglia was Vice President for Innovation and New Product Development at NCR Corporation, where he led a global team that acted as an innovation catalyst and development accelerator. Mr. Ventimiglia also held the position of Vice President & General Manager for the NCR Hyderabad Development Center in India. In Hyderabad, Mr. Ventimiglia was responsible for leading the creation of an independent, emerging-market development center with end-to-end, in-market product development capabilities, including engineering and product management. Also, while in Hyderabad, Mr. Ventimiglia helped facilitate the introduction of a new international school to improve educational options in the area.

Mr. Ventimiglia has nearly two decades of experience in new technology development and strategy, working internationally and across industries, to foster the growth of new technologies, encourage entrepreneurship and help grow educational opportunity. Prior to NCR, Mr. Ventimiglia worked at Dell for over 10 years, helping to build and lead Dell’s entry into new lines of business, including Inspiron notebooks, Dell Printers, Dell Flat Panel Monitors, Dell TVs and Dell Projectors. In addition, he spent over three years in Singapore, helping to lead and build Dell’s Singapore Design Center.

Mr. Ventimiglia began his career as a product marketing manager with the IBM Consumer Division and held various engineering positions at Lockheed Sanders. He holds a Master’s of Public and Private Management from the Yale School of Management and a Bachelor of Science in Electrical Engineering from the University of Connecticut.

Athletics Director, Mr. Charlie Cobb[12]

The Director of Athletic is responsible for the administration and leadership of the University’s intercollegiate athletics program, comprised of a diverse staff and 350 student-athletes comprising 16 varsity teams (10 for women and 6 for men). Currently, the annual operating budget for the department is $30 million. Areas of administrative responsibility include: Organizational management; Student-athlete welfare; Facilities planning and construction; Strategic planning; Rules compliance, Revenue creation; Marketing; Public speaking skills; NCAA governance and legislation; Academic support; and Title IX.

This position requires someone who has expertise in intercollegiate athletics management, good business acumen, a commitment to equity and diversity, and an appreciation for the important role athletics plays in a large public university. In addition, the Director of Athletics effectively represents a strong work ethic, integrity, and possesses the ability to multi-task with a positive attitude and demeanor. Mr. Charlie Cobb enters his fourth year at the helm of the Georgia State Department of Athletics, leading a transformation for the program throughout campus and the city of Atlanta.

Mr. Cobb was hired in August of 2014 to build a winning program “the right way” per President Mark Becker. Since his hire, multiple new facilities have opened, while student-athletes maintained above a 3.0 Grade Point Average for the ninth-straight year, including a record 3.3 GPA in spring 2017. Georgia State also received the Sun Belt’s Institutional Graduation Award twice since returning to the Sun Belt in 2013.

Among Mr. Cobb’s biggest projects has been participating in the acquisition and purchase of Turner Field, transforming the former home of the Atlanta Braves to Georgia State Stadium. Phase One of the project will be complete in August 2017 and includes new east side seating and an artificial surface field for the football team. Phase Two of the five-phase plan will include a new baseball stadium and additional renovations to the stadium as part of a 300-million dollar plan to transform the 68-acre site.

Mr. Cobb has overseen the construction of a new weight room at the football practice complex along
with a practice facility for basketball and volleyball next to the Sports Arena. Next on the list is the University's concept for redeveloping Turner Field into a mixed-use area inclusive of sporting venues.

On the field, the Panthers have garnered unprecedented success as football earned its first-ever appearance in a bowl game in 2015, just months after the men's basketball team pulled off a shocking upset in the NCAA tournament. Georgia State programs have combined to five Sun Belt Conference championships in his first three seasons, including men's golf and men's tennis this past year.

Before returning to Atlanta, Mr. Cobb spent nine years as the Director of Athletics at Appalachian State.

Previously he worked for six years honing his business acumen with the Atlanta Sports Council, the Chick-Fil-A Peach Bowl and the Georgia Dome, before his first venture into college athletics as an administrator at his alma mater, NC State.

Through the implementation of the department's strategic plan, Mr. Cobb is focused on building a Culture of Success at Georgia State based on five themes: Academic Achievement, Competitive Greatness, Ethical Behavior, Social Responsibility, and Community Engagement.

Mr. Cobb was a four-year letterwinner as a football player at NC State. He graduated with honors with a bachelor's degree in business administration in 1990 and earned a master's degree in sports administration from Ohio in 1992. As a senior center, he was named to the All-ACC second team and was an All-ACC academic selection. He was awarded the prestigious Atlantic Coast Conference’s Jim Tatum Award, which recognizes the senior football player with the highest GPA.

**Director, Government and Community Affairs, Ms. Julie Kerlin**

The Director of Government and Community Affairs serves as the University's liaison with state, local and federal officials. In addition, the Director oversees GSU's legislative activities that include academic and capital funding as well as legislative policy issues in higher education and research.

Ms. Julie Kerlin joined Georgia State University (GSU) in October 2011 as Director of Government and Community Affairs. Georgia State University is the largest public research university in Georgia. Georgia State's research portfolio totaled over $147 million in 2017. Georgia State has recently acquired Turner Field, the former stadium of the Atlanta Braves, to accommodate Georgia State's Division I Athletic Program.

Prior to joining GSU, she served as Vice President for Government Relations and Chief Advocacy Officer at the Medical College of Georgia, now named Augusta University, with responsibility over state and federal relations. During her tenure at MCG, she secured essential funding for programs and capital projects including a statewide medical education expansion (Athens, Savannah, Rome and Albany) and a new $112 million facility for the College of Dental Medicine.

In 1983, she began her career in state government serving on the staff of Governor Joe Frank Harris. In 1991, she joined the Georgia Building Authority, the facilities management agency for state owned and operated buildings, and served as Public Information Officer until 2000. During this time, she was involved in the restoration of Georgia’s State Capitol as well as the 1996 Olympics in Atlanta.

From 2000 to 2006, she worked for the Georgia Department of Community Health, at the time a $12 billion agency responsible for administration of Georgia’s Medicaid and PeachCare for Kids programs, the State Health Benefit Plan and other health regulatory programs. She served as a legislative liaison before being appointed Director of Communications where she was involved in transitioning Georgia’s Medicaid members to a managed care program.

Ms. Kerlin holds a BA from Auburn University. She serves on the Auburn University College of Liberal Arts Dean’s Advisory Council and the Women’s Leadership Institute. She grew up in the Tucker area and currently lives in the Druid Hills area of Atlanta.
Academic Deans

Vice Provost and Dean, Perimeter College, Dr. Peter Lyons[14]

The Vice Provost and Dean is the executive officer for the college and is responsible for academic, administrative, research and service functions. The vice provost and dean reports to the senior vice president for Academic Affairs and provost of Georgia State University and is responsible for visionary, innovative leadership and effective administration of the college. Dr. Lyons also sits on the President’s Cabinet.

Dr. Peter Lyons holds a PhD in social work from the State University of New York at Buffalo. He is a full professor in the Andrew Young School and has been in senior administrative positions at GSU since 2010, first as Associate Provost for Institutional Effectiveness and latterly as Vice Provost and Dean of Perimeter College. In these two positions he has been responsible for coordinating the SACS-COC Fifth Year Review, the consolidation between Georgia Perimeter College and Georgia State University, Office of Institutional Research, Office of Decision Support Services (Data Warehouse), Office of Accreditation and Assessment (Student Learning Outcomes, Office of Accreditation and Administrative Service Unit Review, Office of Academic Program Review, Specialized Accreditations, Institutional Accreditation Liaison, Center for Excellence in Teaching and Learning. In addition he has attended the following:

Performance Assessment in Higher Education: Harvard Graduate School of Education, Harvard University, 2011


Dean, College of Arts and Sciences, Dr. Sara Rosen[15]

Dr. Sara Rosen is the executive leader for the College of Arts and Sciences at Georgia State University, with academic oversight and responsibility over 23 academic units, approximately 550 faculty, 300 staff members, and 13,000 students. Dr. Rosen provides direction and governance for academic degree programs, research and scholarship and service for all of the academic departments, research centers, and office staff. She oversees budget and planning as well as setting strategic direction for the College that will result in maximal contribution to knowledge and the economic, social, and cultural life of our communities and societies. The College of Arts and Sciences provides the primary education of the core curriculum on Georgia State’s Atlanta campus. Dr. Rosen is responsible for meeting university metrics in research productivity and student academic success.

Dr. Rosen has a Ph.D. in Linguistics and Cognitive Science from Brandeis University. She was on the faculty of the Linguistics Department at the University of Kansas from 1991 through 2016, when she joined GSU as dean of Arts and Sciences. Rosen came to Georgia State with a great deal of administrative experience. At the University of Kansas, she served as chair of the Linguistics Department (2000 – 2007), dean of the Office of Graduate Studies (2007 – 2011), Senior Vice Provost for Academic Affairs (2011 – 2016) and Interim Provost (January – June, 2016). She received leadership training through KU’s Senior Administrative Fellows program and through a workshop series delivered by the University of Missouri at Kansas City NSF ADVANCE grant. Throughout her administrative career, Dr. Rosen led through strategic planning and implementation of strategic change. She oversaw the development of a new university-wide core curriculum, and worked with private partnerships to develop more than a dozen online degree programs and to bring hundreds of international students to campus. She instituted a program for institutional compliance, started the Office of Undergraduate Research and worked to improve quality of graduate education.

Dean, J. Mack Robinson College of Business, Dr. Rich Phillips[16]

Dr. Rich Phillips has overall responsibility for strategic direction, the portfolio of academic programs,
securing faculty members who advance the scholarly reputation, and to strengthen the financial position of the J. Mack Robinson College of Business at Georgia State University. Robinson's mission is to ensure students emerge prepared to deliver value in business, government, and non-profits. The school's vision, "No one gets closer to business than Robinson," is achieved by fostering a highly collaborative ecosystem that connects students and faculty with industry professionals to co-produce value for all parties.

Dr. Phillips earned his master's and doctoral degrees in managerial economics from the Wharton School at the University of Pennsylvania in 1993 and 1994, respectively. He graduated with honors from the University of Minnesota with a B.S. in Mathematics in 1990.

Dean, College of Education and Human Development, Dr. Paul Alberto[17]

Dr. Paul Alberto is administratively responsible for the operations of the College of Education and Human Development. This college is comprised of seven departments, 160 faculty, 165 staff, and approximately 3,200 students. As chief financial officer he prepares the annual budget and its distribution among departments and offices. As chief academic officer he works with faculty to maintain excellence in degree programs and in the development of new programs in response to identified professional and/or community needs and advances. Additionally, he is responsible for the quality and professional advancement and development of the faculty. As chief administrative officer he oversees the functionality of all college departments and offices.

Dr. Alberto has an earned doctorate in Special Education. He was appointed Regents' Professor in 2006. He served as a member of the faculty for 35 years. During those years he was continuously funded for research and engagement grants by federal and state agencies. He was Director of the Bureau for Students with Moderate to Severe Disability for 25 years. He served as chair of the University Senate for eight years.

Dr. Alberto was appointed Interim Dean in 2012 and Dean in 2014. During his term the College was renamed in alignment with changing resource allocations, and several programs/departments were reorganized; six research centers were created; new innovative degrees were created; there was a doubling of external funding, the diversity of the faculty increased; and there was the recovery of enrollment following the effects of the recession.

Dean, College of Nursing and Health Professions, Dr. Nancy Kropf[18]

Dr. Nancy Kropf oversees six academic units within the college which are School of Nursing; Departments of Nutrition, Occupational Therapy, Physical Therapy, and Respiratory Therapy; and the Bachelors of Interdisciplinary Studies in Clinical Health Informatics. Her responsibilities include oversight of the college budget and facilities; responsibility for hiring and evaluating faculty and staff; maintaining professional accreditation standards for academic programs; maintaining progress in the curriculum, progression, and graduation of students within the six academic units, and overseeing the direct report of the six academic unit heads and two associate deans.

Dr. Kropf holds a Bachelor of Arts in Sociology and Psychology from Hope College (Holland, Michigan, graduation 1981). She has a Masters in Social Work from Michigan State University (East Lansing, Michigan 1983). She holds a PhD in Social Work and Social Policy from Virginia Commonwealth University (Richmond, Virginia 1990).

Dean, School of Public Health, Dr. Michael Eriksen[19]

Dr. Michael Eriksen is the Founding Dean of the School of Public Health and is responsible for the overall leadership and management of the School of Public Health. The School has been accredited as a public health program by the Council on Education for Public Health since 2007, and as a public health school since 2016, and is currently a fully-accredited school of public health until 2021, at which time will be seeking reaccreditation. The School is divided into three major components, all of which report to the Dean—Academic Affairs, Research and Faculty Development, and Finance and
Administration. The School has recently expanded its degree offerings, now offering degrees at the undergraduate, masters and two doctoral degrees. In terms of the Dean’s administrative experience, Dr. Eriksen has extensive leadership and management experience, serving as Director of CDC’s Office on Smoking and Health, where he oversaw the growth of the Office from a $3 million operation to a $100 million program, during his tenure as Director.

Dr. Eriksen serves as Dean of the School of Public Health and has appropriate credentials to serve in this capacity. Dr. Eriksen has trained in public health, with two graduate degrees from the Johns Hopkins School of Hygiene and Public Health (now the Johns Hopkins Bloomberg School of Public Health). Before assuming his role as Dean, Dr. Eriksen served his entire career in applied public health programs, working in the private sector (Pacific Bell), state government (Maryland Department of Health and Mental Hygiene), federal government (Centers for Disease Control and Prevention) and international organizations (World Health Organizations). Dr. Eriksen has been President of his national professional association (Society for Public Health Education), a 40-year member of the American Public Health Association and is currently editor-in-chief of the journal Health Education Research.

Dean, College of Law, Ms. Wendy Hensel

Ms. Wendy Hensel is responsible for developing the budget and allocating all resources at the College of Law. She is regularly engaged in the strategic development of academic programming and curriculum for the law school in conjunction with the faculty. In addition, she leads all administrative departments of the College, including Admissions, Career Strategies, Development, and Communications. She interacts regularly with university leadership on all issues affecting the College of Law and the role of professional education in the University. She is responsible for maintaining positive external relationships with donors, alumni and the legal community, as well as securing private funding for the many initiatives at the College.

Ms. Hensel graduated with a J.D. from Harvard Law School, followed by a one-year clerkship with the Honorable Orinda Evans at the U.S. District Court for the Northern District of Georgia. She practiced labor and employment law with the firm of Alston and Bird LL.P. for several years before joining the faculty at the College of Law. Before becoming interim Dean and then Dean, she served for five years as the College’s first Associate Dean for Research and Faculty Development. In that role, she led a number of large-scale, critical initiatives, including strategic planning and the learning outcomes project mandated by the American Bar Association. Ms. Hensel is a member of the State Bar of Georgia and is licensed to practice law in the state of Georgia.

Dean, Andrew Young School of Policy Studies, Dr. Sally Wallace

The Dean of the Andrew Young School of Policy Studies is responsible for all aspects of administering the School including hiring (faculty and staff), promotion and tenure procedures, workload adjustments, curriculum development, programming, ensuring steady enrollment and graduation rates, advisement, international initiatives, interdisciplinary programs, development, coordination with stakeholders within GSU and in the greater community, and budget planning.

The credentials for the dean position include significant leadership responsibilities and abilities in higher education, knowledge of and commitment to policy studies at a local, national, and international level, academic accomplishments commensurate with the rank of full professor (PhD in associated field), experience with fundraising and development, and demonstrated capacity in strategic planning and evaluation.

Dr. Sally Wallace is the Dean of the Andrew Young School of Policy Studies. She is also the Director of the school’s Fiscal Research Center and a Professor of Economics. Her research interests center on taxation and intergovermental fiscal relations. She consults widely on tax policy, fiscal decentralization and revenue forecasting and analysis, having done so in Russia, Ukraine, Kazakhstan, Ghana, Jamaica, Yemen and China among several other countries. She served as resident (Moscow) chief of party for the Andrew Young School’s Russian fiscal reform project from 1997 through 1999.
Dr. Wallace was named as an Extraordinary Professor of the African Tax Institute, University of Pretoria in 2014. From 2009-2010, she served as the Provost and Vice President for Academic Affairs at the International University of Grand Bassam, Cote d'Ivoire and as chair of the Department of Economics at the Andrew Young School. Prior to her academic career, Wallace was a financial economist with the Office of Tax Analysis at the United States Treasury Department. She earned her undergraduate degree at William Smith College and earned her Ph.D. in economics at Syracuse University.

Dr. Wallace is the (co)author of several articles, books and book chapters on tax policy, intergovernmental fiscal relations, revenue forecasting and microsimulation modeling. She serves on the editorial or advisory committees of *International Tax and Public Finance* and *State Tax Notes*.

Dean, College of the Arts, Dr. Wade Weast[22]

The Dean of the College of the Arts provides college-level administrative leadership in the areas of budget, faculty affairs, student affairs, fundraising, evaluation of faculty and staff, student concerns, marketing and communication, programming, teaching and learning, strategic planning, engagement with the community, safety, and maintaining the physical plant. The College of the Arts is currently made up of the School of Music and the Welch School of Art & Design, the School of Film, Media & Theatre, as well as the Center for Collaborative and International Arts and the Center for Educational Partnerships.

Dr. Wade Weast has a terminal degree in the field of Music, a Doctor of Musical Arts from Stony Brook University. Previous administrative experience includes five years as Dean of the School of Music at the University of North Carolina School of the Arts and seven years as Director of the School of Music at the University of South Florida.

Dean, Honors College, Dr. Larry Berman[23]

The Dean is responsible for all aspects of administering the Honors College, including hiring, curriculum development, programming, advisement, international and interdisciplinary initiatives, and budget. The Dean represents the College to various constituencies both within and outside the University and contributes significantly to recruitment and fund-raising efforts in the area.

Dr. Larry Berman’s previous administrative leadership positions include six years as Founding Director of the University of California Washington Center, 8 years as Department Chair, 5 years as a program director. In each of these positions, the Dean dealt with issues of budget, hiring, program development and innovation.

Dean of Libraries, Mr. Jeff Steely[24]

The Dean of Libraries provides leadership for the University Library, a unit with 49 faculty members and 78 staff distributed across six locations. The responsibilities of the dean include: strategic planning of library services in support of the university’s strategic plan, building a diverse and engaged team of library professionals, promoting the work of the library to the campus and the larger community, generating resources through fundraising and advocacy, and management of the library’s budget and foundation accounts and in the realization of the library’s strategic plan.

Mr. Jeff Steely has credentials appropriate to his position. He possesses a Master’s of Library and Information Science from the University of Texas at Austin, where he also completed all requirements, except the thesis, in pursuit of a Doctor of Education in Higher Education Administration. Prior to joining GSU as dean of libraries in December 2015, he served in administrative roles of increasing responsibility over a period of 16 years at Baylor University, concluding with more than three years as associate dean and director of Central Libraries. Mr. Steely has served in a variety of professional roles, including a term as president of the Library Leadership and Management Association (2015-2016). He speaks frequently at professional conferences on emerging research library trends.
Regular Evaluations of GSU’s Administrative and Academic Officers

The regular evaluation of the president is presented in 4.2.c and will not be repeated here. For the remaining administrative and academic officers, there are two forms of regular evaluation that they undergo. One form is the annual administrative evaluations conducted by the officer to whom they report directly (i.e., either the president of the provost).

The second is the more formal cyclical evaluation described below.

Cyclical Evaluation of Vice Presidents, Vice Provosts and Associate Provosts

Senior administrators[25] are evaluated[26] on a three to five year cycle by the faculty and staff. A calendar is maintained in the President’s office and evaluation of administrators is tracked from their date of hire. The criteria used for evaluating administrators is posted in the University Statutes: Article IX:

An evaluation of the President, the Senior vice President for Academic Affairs and Provost, all Vice Presidents, all Associate Provosts, the Dean of each college/school, and the Dean of Libraries will be undertaken by faculty and staff at the end of the administrator’s third year in the first evaluation cycle and at least every five years thereafter, in accordance with the procedures and a schedule established by the University Senate. If an administrative appointment starts before the end of a calendar year (December 31 or earlier), that administrator will be scheduled for review at the end of the third academic year of service; if the administrative appointment begins after the start of the new calendar year (January 1 or after), then the review clock begins with the start of the next fiscal year (1 July of the year of hire) and the review will occur at the end of the third academic year following. The purpose of such comprehensive reviews is to evaluate the progress of each administrator, 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. Detailed procedures for the evaluation are developed by the Executive Committee of the University Senate in consultation with the Faculty Affairs Committee of the University Senate and adopted by the University Senate.

Procedure for the Evaluation of Vice Presidents, Vice Provosts, and Associate Provosts

The performance of Vice Presidents, Vice Provosts, and Associate Provosts is reviewed in their 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 administrator, to provide the opportunity for constructive input from faculty and other constituencies, to review the administrator’s professional contributions and performance as a leader and as an administrator, and to provide feedback to improve his or her performance.

If an administrator’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 an administrator’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.

Timeline Table

All reviews will be conducted according to this table, depending on the date of appointment.

| | | |
Ad Hoc Evaluation Committee

At the end of each semester, the Faculty Affairs Committee of the University Senate will confirm which administrators are to be evaluated during the following academic or calendar year. At the beginning of the appropriate cycle, the Provost will notify the administrator and the Chair of the Faculty Affairs Committee that an evaluation will be conducted by an elected Ad Hoc Evaluation Committee. The committee will consist of one faculty member elected from each college, one staff member elected by Staff Council, and one member from the University Library. The elected members may include departmental chairs, but may not include deans or associate deans. The committee also will include the chair of a Senate Committee as follows:

<table>
<thead>
<tr>
<th>Title</th>
<th>Committee</th>
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<tbody>
<tr>
<td>Senior VP for Finance &amp; Administration</td>
<td>Budget</td>
</tr>
<tr>
<td>VP for Development</td>
<td>Planning and Development</td>
</tr>
<tr>
<td>VP for Public Relations and Marketing Communications</td>
<td>Athletics</td>
</tr>
<tr>
<td>VP for Research &amp; Economic Development</td>
<td>Research</td>
</tr>
<tr>
<td>VP for Student Affairs</td>
<td>Student Life and Development</td>
</tr>
<tr>
<td>Vice Provost and SVP for Student Success</td>
<td>Admissions and Standards</td>
</tr>
<tr>
<td>AP for Faculty Affairs</td>
<td>Faculty Affairs</td>
</tr>
<tr>
<td>AP for Graduate Programs</td>
<td>Academic Programs</td>
</tr>
<tr>
<td>AP for Institutional Effectiveness</td>
<td>IS&amp;T</td>
</tr>
<tr>
<td>AP for International Initiatives</td>
<td>Cultural Diversity</td>
</tr>
<tr>
<td>AP for Strategic Initiatives and Innovation</td>
<td>Sustainability</td>
</tr>
</tbody>
</table>

Staff Component of the Evaluation

The purpose of the staff component of the Evaluation is to seek feedback from designated staff members in order to assist the Ad Hoc Evaluation Committee in making recommendations for improving the performance of the administrator.

Distribution of Evaluation Forms
Each designated evaluator will receive notification, via email, that the evaluation process is beginning. Attached to the email will be the administrator’s dossier. The evaluators also will be informed that an email will be sent to them from Office of Institutional Research explaining the anonymity of the online process and a URL for them to complete the evaluation. An example of recent emails sent can be viewed[27] here[28] along with the[29] resume[30] and list of[31] accomplishments[32] for the administrator undergoing evaluation.

ALL PARTS OF THE EVALUATION WILL BE ANONYMOUS.

OIR sends out the initial survey invitations (one for faculty, one for staff) to all designated evaluators. The invitation will contain a link and random code that will give each individual evaluator access to the appropriate online questionnaire. After a successful submission of the completed questionnaire, the link will become inactive. From the date of University distribution, designated evaluators will have two weeks (14 calendar days) to complete the surveys. Faculty or Staff volunteers may request access to the appropriate online survey from the Senate Office before or during the 14 day period, but all surveys must be completed by the appointed due date.

In an effort to increase response rates, during the two-week period OIR will send out two survey reminder emails to those designated evaluators who have not completed the survey.

Reporting

After the surveys are closed, OIR will begin the reporting phase. The report of the quantitative data will include frequency counts, percentages, and, if applicable, means and standard deviations. Qualitative data will be downloaded directly from OIR’s survey system into a PDF document without any changes to wording, punctuation, or grammar. Quantitative and qualitative data from each survey will be cross tabulated with data indicating whether the respondent is faculty or staff, is a designated or volunteer responder, and has had a working relationship with the person being reviewed. Further, comments will be grouped by each topic area of each survey and then grouped by each participant in order to make evident all responses submitted by a single individual. Because both surveys are anonymous, respondents will be assigned numbers only for organizational purposes (e.g., respondent 1, respondent 2). These numbers cannot be linked to individual identities.

OIR retains all data files. Six months after the completion of the analysis of the survey, all data files will be deleted.

OIR reports will be completed after the close of the survey. The report includes:

- Overall Faculty Survey Report
- Designated Faculty Survey Report by Working Relationship
- Volunteer Faculty Survey Report by Working Relationship
- Designated Faculty Qualitative Comments by Topic Area and by Individual Respondent
- Volunteer Faculty Qualitative Comments by Topic Area and by Individual Respondent
- Overall Staff Survey Report
- Designated Staff Survey Report by Working Relationship
- Volunteer Staff Survey Report by Working Relationship
- Designated Staff Qualitative Comments by Topic Area and by Individual Respondent
- Volunteer Staff Qualitative Comments by Topic Area and by Individual Respondent

Summary Report

Upon conclusion of the review the Chair of the Ad Hoc Evaluation Committee will provide the Provost with a confidential written report and the committee will give a report to the administrator and to the Senate office administrator.
The Provost will present a summary report to the administrator and the chair of the *Ad Hoc* Evaluation Committee. The administrator can respond to the committee.

Subsequently, the Provost will forward the one-page summary report to the President and the administrator. The Provost will make a recommendation to the President on reappointment of the administrator.

On the first working day in July or February, depending on the review cycle, and after the discussion of the reports with the Executive Committee of the Senate, the responses, written comments, and copies of the Summary Evaluation of the Administrator Report used by the *Ad Hoc* Evaluation Committee will be destroyed. One copy of the Summary Evaluation of the Administrator Report will be maintained in the Senate Office for the remainder of the term of the administrator, after which it will be destroyed. The President, the Provost, and the administrator can either maintain or destroy their copies of the reports but each should keep a copy of the final one-page summary report.

Reports of the evaluation will be disseminated only as described below. The reports will not be disseminated in the public domain (Internet, news, media, etc.).

On or before April 1 or November 1, depending on the review cycle, of the year following the designated evaluation year, the Provost will give a follow-up report to the Executive Committee on the areas of concern raised in the evaluation reports. The follow-up report of the Provost should include specific actions taken for each area of concern and performance goal identified in the evaluation reports.

**Distribution of Results**

The one-page summary report will be sent to all faculty and staff of the University at the conclusion of the evaluation process. The one-page summary also will be sent to the University Senate as an information item at the first full non-organizational meeting of the University Senate upon conclusion of the evaluation process.

**Procedures for the Evaluation of Academic Deans**

The performance of the Academic Dean is 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 Academic Dean, 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.

The procedure for this review is similar to the process described above. Senate approved procedures can be viewed in full here.

**Evidence**

1. Becker CV Updated May 18
2. CV for Risa Palm
3. Rel_RenickCVFeb2017
4. Rackliffe2018
5. CV for Jim Weyhenmeyer
6. WTM Resume latest
7. CV for Doug Covey
The institution publishes and implements policies regarding the appointment, employment, and regular evaluation of non-faculty personnel. *(Personnel appointment and evaluation)*

**Compliance Status:** Compliant

**Narrative**

Georgia State University’s (GSU) policies regarding the appointment, employment, and regular evaluation of non-faculty staff personnel are well articulated, consistent with the personnel policies of the BOR, and published in the GSU Employee Handbook[1]. That handbook is available 24/7 on GSU’s main website and its website for Human Resources. Evidence that those policies are followed in practice is wide-ranging and extensive.
Institutional Policies Rooted in 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. That 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). Those policies are published on the USG website.

The BOR policies include procedures for hiring, evaluating performance, and employment termination of classified employees. The BOR policies provide general guidance for the development of more detailed policies and procedures at the level of the institutions that make up the USG. The specific institutional employment policies and procedures for the staff of Georgia State can be found in its Employee Handbook[1]. In addition to complying with the policies of its governing board, Georgia State’s policies and procedures regarding the employment process are well aligned with local, state, and federal laws, including equal employment opportunities and affirmative action provisions.

Institutional Employment Policies in the Employee Handbook

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 staff employees are published in the Employee Handbook as described below.

The Office of Employee Relations, a unit of the Human Resources Department (HR), is responsible for maintaining the Employee Handbook. HR is responsible for recruiting, selecting, and onboarding all hourly, classified and supervisory support staff; classifying and determining compensation; payroll, benefits, and maintaining employment records; and managing the development, employment, and evaluation processes for administrative and professional staff.

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.[10] There is also an Onboarding Informational tab that provides specific information for the onboarding of new employees.[11] 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 assists with preparing 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 be conducted before the final selection is made. 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. Per USG 8.2.24[12], institutions must receive BOR approval on reclassification and internal hiring salaries. 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[1] and the Talent Management Manual[13]. This manual shows that Georgia State University adheres to its hiring process, as published in our policies and procedures.

One documented example[14] 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.

**Employment Policies for Staff**

Georgia State’s Employee Handbook contains various policies governing the ongoing employment of GSU personnel, most of which cover faculty and staff. Listed below are examples of some of the policies that govern all employees:

- Equal Opportunity Statement (Section 101.1[15])
- Sexual Harassment Policy (Section 101.3[16])
- Drug and Alcohol Policy (Section 101.5[17])
- Staff Grievance Policy (Section 101.7[18]) (only applies to staff)
- Possession of Dangerous Weapons/Workplace Violence (Section 101.14[19])
- Smoking/Tobacco Free Campus Policy (Section 101.15[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])

Examples of the implementation of employment policies at GSU are provided in the supporting documentation, with names redacted where appropriate.

- FMLA (1)[26]
- FMLA (2)[27]
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 be 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 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.

Information Dissemination in the Onboarding Process

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.

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.
<table>
<thead>
<tr>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>[10] managers.hr.gsu.edu-Managers Service Center</td>
</tr>
<tr>
<td>[13] hr.gsu.edu-Talent Management</td>
</tr>
<tr>
<td>[14] HireProcess</td>
</tr>
<tr>
<td>[22] Georgia-State-University-Employee-Handbook-103.1a</td>
</tr>
<tr>
<td>[26] Example of FMLA-LOA Process</td>
</tr>
<tr>
<td>[27] Example of FMLA-LOA Process (2)</td>
</tr>
<tr>
<td>[28] Benefits 300 - Policies in Action</td>
</tr>
<tr>
<td>[29] Drug-Alcohol Policy Committee correspondence fall 2017</td>
</tr>
<tr>
<td>[31] Sexual Harassment Complaint- Final Investigative Summary (SACS Accreditation Review)</td>
</tr>
<tr>
<td>[33] ReviewProcess</td>
</tr>
<tr>
<td>[34] Faculty Handbook</td>
</tr>
<tr>
<td>[35] Human Resources Website</td>
</tr>
<tr>
<td>[36] Board of Regents Policy Manual _ University System of Georgia 8.2.5</td>
</tr>
<tr>
<td>[37] Policy Awareness Agreement</td>
</tr>
</tbody>
</table>
Section 6 Faculty

6.1 The institution employs an adequate number of full-time faculty members to support the mission and goals of the institution. *(Full-time faculty)* [CR; Off-Site/On-Site Review]

**Compliance Status:** Compliant

**Narrative**

Georgia State University employs an adequate number of full-time faculty members to support its mission and goals.

**Summary of Mission and Goals**

As detailed in standard 2.1, Georgia State University’s (GSU) mission encompasses teaching and learning, research, and public service. Reflecting the recent institutional consolidation of Georgia Perimeter College with Georgia State University, the university’s instructional mission encompasses a comprehensive curriculum ranging from associate degrees to highly selective graduate programs at the doctoral level. As a public research university, Georgia State fosters a broad range of research activity, which encompasses both basic and applied research as well as creative activity.

**Overview**

At Georgia State, full-time faculty include those faculty members with 9-month appointment contracts (0.75 FTE full-time equivalent for the fiscal year) and 12-month appointment contracts (1.0 full-time equivalent for the fiscal year), regardless of employment status (i.e., regular or limited-term). Part-time faculty include those faculty members with appointments up to and including .74 FTE. See: Faculty Handbook, section 200.[1]

Aligned with its mission, the University employs a large body of full-time faculty who bring the requisite skills and qualifications in the areas of teaching, research, and service. In Fall 2017, full-time faculty totaled 1947.

To address the multi-faceted nature of its mission, the University has developed a diverse set of full-time faculty types that accommodate different combinations of job responsibilities. These types include both tenured and tenure-track faculty and non-tenure track faculty. Tenured and tenure-track faculty have work responsibilities in all three major areas of the mission (teaching, research, and service). Non-tenure track faculty typically have primary work responsibility in one of these areas but may have additional work responsibilities in the other areas. For example, the primary responsibility of academic professionals is service, and these faculty may also have some teaching or research responsibilities. Conversely, non-tenure track research professors have primary work responsibility in the area of research and may also have some teaching or service responsibilities. Key combinations of work responsibility are illustrated below for the most common faculty appointment types. A full table illustrating how all faculty appointment types and positions relate to the three areas of work responsibility is publicized through the Guide to Faculty Appointment Types[2]. The responsibilities of non-tenure track faculty are elaborated in the Promotion Manual for Non-Tenure Track Faculty, Appendices A and B.[3]

<table>
<thead>
<tr>
<th>Tenure Status</th>
<th>Position</th>
<th>Teaching</th>
<th>Research</th>
<th>Service</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-Tenure Track</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clinical Faculty</td>
<td>Primary</td>
<td>Primary</td>
<td>May be expected</td>
<td>May be expected</td>
<td></td>
</tr>
</tbody>
</table>

[1] Faculty Handbook, section 200
[3] Promotion Manual for Non-Tenure Track Faculty, Appendices A and B
Determining the optimal balance of faculty types, whether full-time or part-time, tenured/tenure-track or non-tenure track, permanent or temporary, involves a negotiation between the department chair or research center director, the relevant college dean(s), and provost. The organizational structure of the academic functions of the institution includes 11 colleges (Andrew Young School of Policy Studies, Byrdine F. Lewis College of Nursing and Health Professions, College of Arts and Sciences, College of the Arts, College of Education and Human Development, College of Law, Honors College, Institute for Biomedical Sciences, J. Mack Robinson College of Business, Perimeter College, and School of Public Health). The number of full-time faculty in each college and department on the Atlanta campus is reflected in the following table. For Perimeter College, the number of full-time faculty in each career associate degree is given, and for transfer associate degrees, the number of full-time faculty in each broad disciplinary program area is given so as to show the distribution of faculty across the college.

<table>
<thead>
<tr>
<th>Lecturer</th>
<th>responsibility</th>
<th>Not required</th>
<th>expected</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Professional</td>
<td>May be expected</td>
<td>May be expected</td>
<td>Primary responsibility</td>
</tr>
<tr>
<td>Research Faculty</td>
<td>May be expected</td>
<td>Primary responsibility</td>
<td>May be expected</td>
</tr>
<tr>
<td>Librarian - Law</td>
<td>Primary responsibility</td>
<td>Not required but welcome and encouraged</td>
<td></td>
</tr>
<tr>
<td>Librarian - University</td>
<td>Primary responsibility</td>
<td>Expected</td>
<td>Expected</td>
</tr>
<tr>
<td>Part-Time Instructor</td>
<td>Sole responsibility</td>
<td>Not expected</td>
<td>Not expected</td>
</tr>
<tr>
<td>Adjunct Faculty</td>
<td>Sole responsibility</td>
<td>Not expected</td>
<td>Not expected</td>
</tr>
<tr>
<td>Expert-in-Residence Professor of Practice</td>
<td>Sole responsibility</td>
<td>Not expected</td>
<td>Not expected</td>
</tr>
<tr>
<td>Limited-Term (Downtown)</td>
<td>Sole responsibility</td>
<td>Expected</td>
<td>Expected</td>
</tr>
</tbody>
</table>

### Tenured/Tenure-track

| Professor | Expected | Expected | Expected |
| Associate Professor | Expected | Expected | Expected |
| Assistant Professor | Expected | Expected | Expected |

<table>
<thead>
<tr>
<th>College/Department</th>
<th># of Full-time Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Young School of Policy Studies</strong></td>
<td></td>
</tr>
<tr>
<td>Criminal Justice</td>
<td>13</td>
</tr>
<tr>
<td>Economics</td>
<td>30</td>
</tr>
<tr>
<td>Public Management &amp; Policy</td>
<td>16</td>
</tr>
<tr>
<td>Social Work</td>
<td>16</td>
</tr>
<tr>
<td><strong>College of Nursing and Health Professions</strong></td>
<td>64</td>
</tr>
<tr>
<td>Department</td>
<td>Seats</td>
</tr>
<tr>
<td>-----------------------------------------------</td>
<td>-------</td>
</tr>
<tr>
<td>Nursing</td>
<td>35</td>
</tr>
<tr>
<td>Nutrition</td>
<td>9</td>
</tr>
<tr>
<td>Occupational Therapy</td>
<td>4</td>
</tr>
<tr>
<td>Physical Therapy</td>
<td>11</td>
</tr>
<tr>
<td>Respiratory Therapy</td>
<td>5</td>
</tr>
<tr>
<td><strong>College of Arts and Sciences</strong></td>
<td>550</td>
</tr>
<tr>
<td>African-American Studies</td>
<td>7</td>
</tr>
<tr>
<td>Anthropology</td>
<td>9</td>
</tr>
<tr>
<td>Applied Linguistics and ESL</td>
<td>13</td>
</tr>
<tr>
<td>Biology</td>
<td>51</td>
</tr>
<tr>
<td>Chemistry</td>
<td>43</td>
</tr>
<tr>
<td>Communication</td>
<td>46</td>
</tr>
<tr>
<td>Computer Science</td>
<td>29</td>
</tr>
<tr>
<td>Creative Media Industries Institute</td>
<td>1</td>
</tr>
<tr>
<td>English</td>
<td>50</td>
</tr>
<tr>
<td>Geosciences</td>
<td>15</td>
</tr>
<tr>
<td>Gerontology</td>
<td>3</td>
</tr>
<tr>
<td>Global Studies Institute</td>
<td>6</td>
</tr>
<tr>
<td>History</td>
<td>35</td>
</tr>
<tr>
<td>Mathematics &amp; Statistics</td>
<td>40</td>
</tr>
<tr>
<td>Military Science</td>
<td>0</td>
</tr>
<tr>
<td>Neuroscience Institute</td>
<td>21</td>
</tr>
<tr>
<td>Philosophy</td>
<td>14</td>
</tr>
<tr>
<td>Physics &amp; Astronomy</td>
<td>31</td>
</tr>
<tr>
<td>Political Science</td>
<td>26</td>
</tr>
<tr>
<td>Psychology</td>
<td>44</td>
</tr>
<tr>
<td>Religious Studies</td>
<td>8</td>
</tr>
<tr>
<td>Sociology</td>
<td>20</td>
</tr>
<tr>
<td>Women's Gender &amp; Sexuality Studies</td>
<td>5</td>
</tr>
<tr>
<td>World Languages and Cultures</td>
<td>33</td>
</tr>
<tr>
<td><strong>College of Law</strong></td>
<td>60</td>
</tr>
<tr>
<td>Law</td>
<td>60</td>
</tr>
<tr>
<td><strong>College of the Arts</strong></td>
<td>86</td>
</tr>
<tr>
<td>Art &amp; Design</td>
<td>34</td>
</tr>
<tr>
<td>Film Media and Theatre</td>
<td>13</td>
</tr>
<tr>
<td>Music</td>
<td>39</td>
</tr>
<tr>
<td><strong>College of Education &amp; Human Development</strong></td>
<td>142</td>
</tr>
<tr>
<td>Counseling &amp; Psychological Services</td>
<td>20</td>
</tr>
<tr>
<td>Early Childhood and Elem Ed</td>
<td>27</td>
</tr>
<tr>
<td>Educational Policy Studies</td>
<td>20</td>
</tr>
<tr>
<td>EduPsyc SpecEdu &amp; Comm Disord</td>
<td>24</td>
</tr>
</tbody>
</table>
GSU faculty also participate in six university research centers (Center for Behavioral Neuroscience, Center for Diagnostics and Therapeutics, Center for Molecular and Translational Medicine, Center for Nano-Optics, Center for Neuroinflammation and Cardiometabolic Diseases, Mark Chaffin Center for Healthy Development) and 66 college-level research centers.[4]

Traditional faculty hiring at GSU has focused upon the important task of building disciplinary-specific
scholarly depth and meeting departmental instructional needs. College Deans, Institute Directors and Department Chairs have made internal decisions regarding how best to allocate their faculty lines to meet these critical needs, typically focusing on the hiring of junior tenure-track and non-tenure-track positions. The department chair makes an annual budget request for new hires to the dean in the spring semester, taking into account any sponsored funds allocated for faculty positions. Requests for new faculty lines must be justified in terms of the unit's curricular and research needs and its mission, the level of applications and enrollment in its programs (as provided to the department through IPORT, the Faculty Data Reports, and the APR Dashboard), and the relation of the hire to the university's mission and strategic plan.

Since 2011, departments have also gained faculty lines by submitting a successful proposal to one of the university's competitive cluster hiring programs, the Second Century Initiative and its successor, the Next Generation program. The aim of the Second Century Initiative[5] (2011-2015) was to build nationally and/or internationally recognized strength and critical mass around common research themes to enhance Georgia State University’s overall quality, interdisciplinary richness, and competitiveness. It was designed to build upon the University’s strategic plan, with an emphasis on interdisciplinary collaboration. The initiative brought in 86 new faculty positions and led to the acceleration of collaborative faculty research to support the expansion of new knowledge, scholarship and research activities. The initiative is also intended to increase our level of competitive, federally funded research and to elevate GSU’s overall recognition for excellence in research.

The Next Generation program[6] is a successor to the Second Century Initiative. This program aims to build strength around core and innovative research and scholarly themes that have strategic importance to the university. The initiative is adding new faculty strength to maintain Georgia State's growing scholarly trajectory. The program aims to recruit a diverse cadre of faculty and to engage with Georgia State's diverse community of students. In the fall of 2015, thirty-three letters of interest for a combined total of over $16M in funding were submitted for the first round of the Next Generation Program and seventeen of those letters of interest were approved for submission of their full proposals. In the spring of 2016, a university-wide faculty committee appointed by the provost chose the eight winning proposals from the submissions. In the fall of 2016, eighteen letters of interest for a combined total of over $9M in funding were submitted for the second round of the Next Generation Program and eleven of those letters of interest were approved for submission of their full proposals. In the spring of 2017, a university-wide faculty committee appointed by the provost chose the five winning proposals from the submissions.

**Defining Workload at Georgia State**

The University System of Georgia Board of Regents Policy Manual Section 3.1 [7] authorizes the academic leadership of each institution to determine faculty teaching load. Georgia State University interprets teaching load within the broader context of faculty workload, including instruction, research, and service. According to the University’s Faculty Workload Policy:[8]

The objectives of Georgia State’s workload policy are the following:

- To ensure workload equity among faculty with varying appointments and work responsibilities;
- To allow flexibility at the college level for the development of workload assignments consistent with norms for their missions and disciplines represented; and
- To ensure that there is sufficient effort directed to the needs of undergraduate and graduate instruction.

Workload, as defined, includes any combination of the following activities:

*Instructional Activities* such as teaching face-to-face, hybrid, online, and other courses; directing theses and dissertations; advising and mentoring students; and other activities as defined by each college.
Research/Creative Activities such as publishing books, articles, book chapters; conducting research; writing successful research grants; engaging in creative activities such as performances and exhibits; conference presentations; and other activities as defined by each college.

Service Activities such as service to the department, college, university, discipline, and community as specified by each college.

At Georgia State, the workloads of faculty members will be based on their college and appointment type. Each GSU college is expected to have a workload policy for its faculty that addresses the following:

1. Considerations governing teaching load assignment by faculty appointment type, including:
   a. The number of courses taught per academic year;
   b. The criteria for determining a faculty member’s teaching load; and
   c. Acceptable reasons for teaching loads at variance with the norm.
2. Considerations governing research load expectations by faculty appointment type; and
3. Considerations related to service workload assignment by appointment type.

Once fully accepted at the college level, approval of and subsequent changes to college workload policies must be reviewed by a committee jointly appointed by the Chair of the University Senate Executive Committee and the Provost, and approved by the Provost.

The GSU Faculty Workload policy described above was approved in Spring, 2018. Updated descriptions to date of the workload policies of each college are as follows:

- Andrew Young School of Policy Studies (Draft)[9]
- Byrdine F. Lewis College of Nursing and Health Professions (Draft)[10]
- College of Arts and Sciences[11]
- College of the Arts[12]
- College of Education & Human Development (Draft)[13]
- College of Law[14]
- Institute for Biomedical Sciences[15]
- J. Mack Robinson College of Business (Draft)[16]
- Perimeter College (Draft)[17]
- School of Public Health (Draft)[18]
- Library (Draft)[19]

In the aggregate, the college policies define the acceptable range and limits of faculty workload in the areas of instruction, research/creative activities, and service at Georgia State.

Role of Full-Time Faculty in Instruction

The full-time faculty engaged in instruction outnumber part-time instructional faculty, both overall and in nearly every department and discipline, as evidenced in 6.2.b. Fall 2017 data for the entire university show a total of 1,611 full-time faculty instructors of record, or 59% percent of all instructional faculty, compared with 655 part-time instructors (PTIs), 399 graduate teaching assistants (GTAs), and 44 other instructors. Likewise, full-time faculty taught a substantial majority of distinct course sections (75%) and were responsible for the preponderance of all credit hours generated (73%). The proportion of sections and credit hours taught by full-time faculty are shown below, broken out by college. Many more fine-grained tables are offered in 6.2.b. The data show that the instructional mission of the university is primarily carried out by full-time faculty.

Full-time Faculty Sections and Credit Hours by College and Department, Fall 2017
| A. Young School Policy Studies | 197 | 75% | 20,308 | 74% |
| Col of Nursing & Health Prof. | 164 | 90% | 12,434 | 89% |
| College of Arts & Sciences | 2,462 | 73% | 139,600 | 69% |
| College of Law | 107 | 88% | 7,568 | 89% |
| College of the Arts | 575 | 76% | 20,019 | 74% |
| Col of Ed & Human Dev | 453 | 71% | 19,218 | 57% |
| Inst. for Biomedical Sciences | 22 | 100% | 231 | 100% |
| Perimeter College | 2,017 | 75% | 132,101 | 78% |
| Robinson College of Business | 415 | 74% | 39,714 | 74% |
| School of Public Health | 62 | 75% | 3,476 | 71% |

In order to teach graduate students, a faculty member must be designated as a member of the\footnote{[20]} graduate faculty, according to the university’s Graduate Faculty Membership policy. The policy allows two different types of graduate faculty: graduate research faculty, and graduate professional faculty. A faculty member who holds graduate research faculty membership may:

- teach doctoral research-oriented courses and research-oriented masters courses (as identified by the academic unit);
- and serve as chair/director, member, or reader of Ph.D. dissertation committees and chair/direct research-oriented masters theses;
- serve as a member of the graduate professional faculty as defined by the policy.

A member of the graduate professional faculty may:

- Teach doctoral courses in professional doctorate programs other than research-oriented courses as identified by the academic unit;
- Serve as chair/director, member, or reader of dissertations/capstone committees for professional doctorates and chair/direct applied master’s theses.

Eligibility criteria for both types of graduate faculty are spelled out in the university policy, and clarified by college- and unit-level guidelines. University-level eligibility criteria for Graduate Research Faculty Status are as follows:

- The faculty member must hold the appropriate terminal degree.
- The faculty member must be actively engaged in scholarly or creative activities.
- Except in exceptional cases as noted in the policy, the faculty member must be tenured, hold a tenure-track appointment, or hold emeritus status.
- The primary qualitative guideline is current scholarly accomplishment.

Review for graduate faculty membership is initiated at the request of the faculty member. Appointments are renewable terms of five years. Recommendations for appointment to either the Graduate Research Faculty or the Graduate Professional Faculty are made by a committee from the appropriate unit, as
designated by the college or school, in consultation with the Chair/Director of that unit. The unit’s recommendation is forwarded to a College/School-designated committee which makes a recommendation in consultation with the Dean of the College/School. The College/School determines the composition of the committee responsible for making the recommendation on behalf of the College/School. College/School recommendations are forwarded to the Provost/Vice President for Academic Affairs for final approval on appointments and reappointments to the graduate faculty.

College-level graduate faculty policies may be viewed here:

- Andrew Young School of Policy Studies[21]
- Byrdine F. Lewis College of Nursing and Health Professions[22]
- College of Arts and Sciences[23]
- College of the Arts (DRAFT)[24]
- College of Education and Human Development (Professional Faculty)[25]
- College of Education and Human Development (Research Faculty)[26]
- Institute for Biomedical Sciences[27]
- J. Mack Robinson College of Business[28]
- School of Public Health (DRAFT)[29]

The principal component of the university’s mission in which part-time faculty play a substantial role is teaching. To assist full-time faculty with the instructional mission, the university employs a number of qualified part-time instructional faculty, primarily part-time instructors (PTI) and graduate teaching assistants (GTA). In addition, a small number of qualified staff members whose work involves student support teach sections of the one-credit hour new student orientation course, GSU 1010. By definition, however, the contribution of these individuals is highly circumscribed. PTIs are generally limited to appointments of .49 FTE or less [See: Guide to Faculty Appointment Types[2]] and GTA appointments are limited to no more than the equivalent of .50 FTE without approval of the student's dean. [See: Graduate Assistant Policy[30]].

Role of Full-Time Faculty in Research

Full-time faculty play a vital role in the university’s expansive research, scholarship, and creative activity. Indeed, the research mission of the university is conducted almost entirely by its substantial core of full-time tenured, tenure-track, and research faculty. In Fall 2017, the university employed 1009 tenured, tenure-track, and research faculty on the Atlanta campus whose primary responsibilities included or were exclusively related to research.

| Full-time Research Faculty by College and Rank, Fall 2017 |  |
|---|---|---|---|
| Professor | Associate Professor | Assistant Professor | Total |
| A. Young School Policy Studies | 34 | 32 | 25 | 91 |
| Col of Nursing & Health Prof. | 9 | 9 | 40 | 58 |
| College of Arts & Sciences | 154 | 162 | 75 | 391 |
| College of Business Admin | 37 | 44 | 48 | 129 |
| College of Law | 27 | 15 | 5 | 47 |
| College of the Arts | 20 | 32 | 12 | 64 |
| Col of Ed & Human Dev | 38 | 47 | 59 | 144 |
As a result of the efforts of this large corps of researchers, research productivity at Georgia State has been substantial and, indeed, has increased significantly in recent years, whether measured by the growth in publications, sponsored funds, or expenditures. For example, according to Web of Science (search term “Georgia State University”), the number of scientific publications has more than doubled in the past ten years, and according to Academic Analytics, total faculty publications stood at 1338 in 2016. Non-state grant and contract funding jumped from $58 million to $147 million over the past five years, and according to the latest Higher Education Research and Development Survey (HERD), the University is number one in research expenditures ($202M in FY2017) when compared with universities that do not have a medical and/or engineering school. In 2018, Provost Palm convened a “Moonshot” Committee of faculty from across the university to study whether Georgia State is ready to participate in a research “grand challenge,” which takes on a large, significant area of concern to humanity, for example, health disparities, from multiple disciplinary angles and measures the university’s success in addressing the concern.

### a. Advancing the Frontiers of Knowledge

Faculty researchers have advanced the frontiers of knowledge in numerous fields, for example, in development of antiviral technology, biomarkers for pending stroke and cancers, nanotechnology to locate melanoma cells, novel anti-inflammatory drugs, data analytics in fintech as well as in legal practice, and exploration of distant galaxies, as they have demonstrated in their periodic program reviews. Their research productivity has grown exponentially in recent years, whether measured by the growth in publications, sponsored funds, or expenditures. For example, according to Web of Science (search term “Georgia State University”), the number of scientific publications has more than doubled in the past ten years, and according to the latest Higher Education Research and Development Survey (HERD), the University is number one in research expenditures ($202M in FY2017) when compared with universities that do not have a medical and/or engineering school.

### b. Solving Complex Issues

Georgia State’s researchers have interpreted the mission’s challenge to solve complex issues as a challenge to take up problems that require multidisciplinary collaboration. The Provost’s Office has supported their efforts by funding the Second Century Initiative and Next Generation Program for
faculty cluster and special hires, as described above. Together, these cluster hiring and special hire programs have made a tremendous difference to the growth of Georgia State’s research profile.

One of the beneficiaries of the cluster and special hiring programs has been the Institute for Biomedical Sciences (IBMS). This institute has hired 13 faculty over the past 10 years, who are doing ground-breaking work in areas such as infectious disease, vaccine development, immune regulation, cancer biology, and control of cardiovascular disease and stroke. Georgia State is the only university in the country that has both a biosafety level-4 (which allows researchers to work with tier-1 select agents, such as the Ebola virus) and a gnotobiotic facility (which allows researchers to define precisely which microbes live in and upon experimental animals). The Institute for Biomedical Sciences has developed an innovative graduate program, in which students get trained in biomedical sciences as well as in commercialization of scientific knowledge.

c. Extending the Boundaries of the Imagination

Whether it is through dance and musical performances at the Rialto Center for the Arts and Kopleff Hall, poetry and short story readings in the creative writers’ series, films and virtual reality projects in the Creative Media Industries Institute, art exhibits in the university’s gallery, or the annual Iron Pour in the Sculpture Studio, Georgia State’s creative faculty provide the university and the Atlanta community with multiple opportunities to extend the boundaries of the imagination. In keeping with the University Strategic Plan, Goal 4, Initiative 2 (“Highlight the arts and media”), several new initiatives have been launched. In 2014, the university established the Creative Media Industries Institute to expand the quality and quantity of workforce training, expand research capacity, increase entrepreneurship opportunities and develop curriculum in the creative media industries. A Woodruff Foundation grant for $22.8 million supports the Institute’s new facility, which opened in fall, 2016. CMII programs focus in the areas of communication/media, entrepreneurship, game and production specializations, interactive media, data visualization, media analytics, arts management and new media studies. In June 2015, Georgia State entered into a partnership with Georgia Public Television to introduce GSU-TV, a digital sub-channel with student-produced original series and a growing library of repurposed content. GSU-TV offers students the opportunity to participate in a practicum where they are responsible for developing and producing broadcast programming for the channel. In 2016, the Schools of Art and Design, Film, Media, and Theatre, and Music joined together to form the College of the Arts (COTA). As outlined in COTA’s strategic plan, COTA’s mission is "to inspire and empower students and faculty to excel in arts creation, scholarship, pedagogy, and entrepreneurship."

In order to ensure that faculty are able to gauge the level and quality of their research productivity (i.e., publications, grants, citations, and awards), Georgia State adopted the Academic Analytics platform, beginning in Spring, 2017. Each department and college is able to see its research productivity benchmarked against other Carnegie doctoral highest research universities in the Academic Analytics database. Moreover, the benchmarking is within the same discipline, so the comparisons are apples to apples. Georgia State has begun using Academic Analytics data during Academic Program Review, and in the Faculty Data Reports, which go to every dean and chair. Georgia State also includes faculty self-reporting of their research productivity in their annual report, through the use of Digital Measures. Data on grants, as well as faculty productivity data from Digital Measures is included in the APR dashboards, which departments are required to use in preparing their self-study.

Role of Full-Time Faculty in Service

Full-time faculty are also essential to carrying out the many service responsibilities of faculty within the university, faculty professions, and the community. The wide range of possible service activities is suggested by the College of Arts and Sciences Promotion and Tenure Manual (p. 19). As outlined in the GSU Promotion and Tenure Manual for Tenured and Tenure-Track Professors and the GSU Promotion Manual for Non-Tenure Track Faculty, service is an expectation of tenured and tenure-track faculty, is the primary job responsibility for academic professionals, and is required of librarian faculty. Service is also commonly a component of the workload of lecturers and other non-tenure track full-time faculty. The important role of full-time faculty in carrying out the service
mission of the university is reflected in the integral evaluation of service contributions as part of the promotion and tenure processes (See: the TT submission for Promotion to Associate Professor [38]and the NTT submission for promotion to Senior Lecturer[39]).

Faculty engage in service activities at Georgia State University at the department, college, university, and system levels. Service responsibilities are means by which each unit works toward operationalizing the University, College, and Department missions and strategic plans. Service opportunities include faculty administrative positions, advising and mentorship duties, and membership on standing and ad hoc committees at each level. The type and amount of service required is spelled out in the college-level workload policies.

Each department has, per its by-laws, a number of officers (e.g., Chair, Associate Chair, Director of Graduate Studies, Director of Undergraduate Studies) as well as a number of standing committees through which the faculty conduct department business. A typical example is the Department of English. Its standing committees include: Executive, Promotion and Tenure, New Appointments, Lower Division Studies, Undergraduate, Graduate Admissions and Review, Research Enhancement, Scheduling, Secondary English, Assessment Policy, Events, Awards, and Public Relations, and Publications.

Each college also presents faculty with opportunities for service, as administrative staff (Dean, Associate Dean) or as a member of one of the college committees. A typical example is the College of Arts and Sciences, with committees including Bylaws, Chairs Council, Curriculum, Executive, Faculty Awards, Faculty Grievance Board, Graduate Council, Undergraduate Council, Area Promotion and Tenure Committees, and Non-Tenure Track Promotion Review Committee.

Service opportunities at the University level include faculty administrative positions (including Associate Provosts and Senior Faculty Associates) as well as membership on any of the committees of the University Senate: Academic Programs, Admissions and Standards, Athletics, Budget, Chairs, Commencement, Cultural Diversity, Executive, Faculty Affairs, Fiscal Advisory Committee to the President, Hearing, Information Systems & Technology, Library, Nominations, Planning and Development, Research, Student Discipline, Student Life and Development, Sustainability, University Statutes and Senate Bylaws.

Committee members are rotated on a periodic basis, depending on the level. On the college and university level committees, bylaws specify that members must be drawn from across the college or university and must include faculty of various types (e.g., TT and NTT).

**Evidence**

1. Faculty Handbook
2. guide-to-faculty-appointments
3. NTT manual approved by University Senate - eff July 1
4. College-level Research Centers
5. Second Century Initiative
6. Next Generation Program
7. Board of Regents Policy Manual _ 3.1
8. Faculty Workload Policy
9. AYSPS Workload Policy - V1
10. CNHP Workload Policy - V1
11. A&S Workload Policy - FINAL Provost Approved
12. COTA Workload Policy - FINAL Provost Approved
13. CEHD Workload Policy - V1
For each of its educational programs, the institution justifies and documents the qualifications of its faculty members. *(Faculty qualifications)*

**Compliance Status:** Compliant

**Narrative**

Georgia State University (GSU) justifies and documents the qualifications of its faculty members for each of its educational programs.

Georgia State’s mission statement envisions a corps of faculty who “create new knowledge, extend the boundaries of imagination, and enhance student learning.” It calls on faculty to “tack[le] the challenges of an urbanizing nation and world.” To accomplish this mission, Georgia State University employs competent faculty and uses a variety of processes, procedures, and documents to ensure and evaluate the competence of its faculty on an ongoing basis. When determining acceptable qualifications of faculty members, Georgia State University gives primary consideration to the highest earned degree in the discipline. Georgia State also considers competence, effectiveness, and capacity, including undergraduate and graduate degrees, related work experiences in the field, professional licensure and
certifications, honors and awards, continuous documented excellence in teaching, and other demonstrated competencies and achievements that contribute to effective teaching and student learning outcomes. Institutional policies are published and in use governing the expected qualifications of faculty members and defining the instructor of record, as specified below.

Faculty Rosters for Full-time and Part-time Faculty are presented for the Fall, 2017[1] and Spring, 2018 [2] semesters, using the four-column format that SACSCOC recommends: column 1 displays the faculty name, column 2 the credentials, column 3 the courses taught, and column 4 justifications where there is an apparent mismatch in columns 2 or 3 (including relevant work experience, professional licensure and certifications related to the teaching assignment, related honors and awards, continuing professional development, relevant peer-reviewed publications, and/or continuous documented excellence in teaching). All instructional faculty are displayed, including graduate teaching assistants.

Faculty rosters are produced by the Office of Faculty Affairs (OFA) in consultation with the Office of Institutional Effectiveness (OIE). The process is as follows. For the given semester, OFA performs a record-by-record check of the accuracy of the data on faculty credentials in the Major Faculty Events system, comparing the electronic record to the faculty member’s original transcript. Then, with OIE providing technical assistance, OFA produces an initial draft of the roster using course information from Banner and credentials information from the Major Faculty Events system. OFA follows SACSCOC guidelines to identify faculty members requiring column 4 justifications. Wherever a justification is deemed necessary, OFA asks a designee from each Dean’s Office to provide the justification in column 4. In practice, the Deans’ Offices work with the department chairs to complete this task. The complete justifications are then vetted by OFA and OIE.

Review of Faculty Credentials in the Hiring and Appointment Process

Faculty

Faculty appointments are governed by the Board of Regents Policy Manual[3], the University Statutes Article XII Section 2[4], the Georgia State University Faculty Hiring Policy[5], the Georgia State University Credentials Guideline[6], and other Georgia State University procedures delineated below. The Georgia State University Credentials Guideline is aligned with SACSCOC Principle 6.2.a and Board of Regents Policy Manual 8.3.1[3]. As specified in the Credentials Guideline, “it is the policy of Georgia State University that all of its academic faculty will be required to verify their academic credentials with the Provost’s Office prior to their employment in a teaching appointment.” The Credentials Guideline specifies minimum qualifications for faculty credentials in alignment with Principle 6.2.a, including faculty teaching at all locations as well as Graduate Teaching Assistants.

The Credentials Guideline further specifies how faculty credentials are determined and documented as part of the hiring process. Candidates for faculty positions are responsible for ensuring that the official transcripts are submitted to the academic home department. This documentation is to be received no later than three business days after their hire date, unless otherwise stated in an approval from the Provost. In the case of faculty whose degrees were earned abroad, official transcripts may be submitted to the academic department and evaluated by a nationally-certified evaluation service to verify the authenticity of the academic documents and demonstrate their comparability with U.S. credentials. This foreign credential evaluation must be sent to the Office of Faculty Affairs. The Credentials Guideline also specifies how faculty qualifications are determined and documented in other cases:

“In all cases, primary consideration will be given to the candidate’s highest earned degree in the discipline. If a candidate’s teaching qualifications are not based on the traditional academic credential (i.e. earned degree), a justification of those credentials must be assembled, signed by the hiring unit, and forwarded as part of the original hiring packet for processing. The written justification should use a portfolio approach to make its case to the Provost. This approach normally requires a careful and thorough justification that demonstrates a linkage between the various components of the portfolio of qualifications to the course(s) being taught.”
In all cases, the hiring packet is forwarded from the hiring unit (typically a department) for processing to the college, and, via the Office of Faculty Affairs, to the Office of the Provost. As specified in the Credentials Guideline, all official transcripts are to be kept on file in the Office of Faculty Affairs with the employee’s faculty record. Other documents relevant to faculty credentials/qualifications are housed in the Office of Faculty Affairs with the employee’s faculty record. While relevant documentation is also housed in the colleges, the Office of Faculty Affairs maintains the employee’s official faculty record.

The fulfillment of this process of determining and documenting faculty credentials is required by the following procedural documents, which cover all types of faculty appointments at Georgia State University:

Full-Time Regular Faculty Hiring Procedures[7]

Full-Time Limited Term Faculty Hiring Procedures[8]

Part-Time Faculty/Graduate Teaching Assistant B/Adjunct Faculty Hiring Procedures[9]

Professor of Practice[10]


Graduate Teaching Assistants

There are two types of Graduate Teaching Assistants: A and B. Per the Graduate Assistant Policy, "Graduate students holding GTAA appointments may not have a primary responsibility for a course, but may serve as discussion leaders in breakout sections, grade papers, or assist the primary instructor of a course in other ways. GTAAs may also engage in a range of other instructional activities that are not tied to a specific course (e.g. proctoring for multiple courses, tutoring, advising). The dean, department chair or division director shall determine that the credentials of a student qualify the individual to undertake the work assignment."

The appointment process for Graduate Teaching Assistant Bs requires that the candidate's credentials are verified as adhering to Georgia State University's Credentials Guideline. This appointment process is governed by the Part-Time Faculty/Graduate Teaching Assistant B/Adjunct Faculty Hiring Procedures[9] and the Graduate Assistant Policy[12]. As specified in the Graduate Assistant Policy, "Students appointed as a GTA Level B must have a baccalaureate degree and be enrolled in a graduate program, and will have completed more than 18 hours of graduate course credit in the appropriate discipline. GTABs require approval by the university provost and chief academic officer, as the university president’s designee, prior to assignment as the instructor of record for a course. The dean, department chair or division director shall determine that the credentials of a student qualify the individual to undertake the work assignment." As specified in the Credentials Guideline, all official transcripts (and other verification of the GTAB's credentials at the time of appointment) are kept on file in the Office of Faculty Affairs.

Additional steps are used to determine the qualifications of international graduate students for instructional assignments. As specified in the Graduate Assistant Policy, "Non-native speakers of English appointed as GTBs must demonstrate English language proficiency." The Orientation GSTEP[13] (Georgia State Test of English Proficiency) is used during the orientation for new international students to determine what, if any, ESL or Intensive English Program courses incoming international graduate students need to take. International GTABs who need to gain a greater understanding of U.S. undergraduate classroom culture or the communication strategies that can assist them in performing comfortably in their roles as teaching assistants can complete the semester-long course Teaching at the University for International GTAs (ESL 7500)[14].

Additional requirements have been developed by individual academic departments to ensure that GTABs have robust credentials prior to serving as instructors of record. These may include successful completion of one or more courses focusing on university teaching, ESL 7500 Teaching at the
University for International GTAs, training and/or proficiency in the learning management system, and a departmental teaching qualification test.

Ongoing Review of Faculty Credentials

Faculty

Board of Regents Policy and Georgia State University policies and procedures governing faculty evaluation, promotion, and tenure also ensure that faculty maintain the appropriate qualifications to support GSU's mission and goals. In alignment with these policies, Georgia State University employs several periodic processes to ensure an ongoing review of faculty credentials. These include annual evaluations of faculty, pre-tenure reviews, and post-tenure reviews. Consistent with the Board of Regents Policy Manual 8.3.5.1[15] and the Georgia State University Statutes (Article XII Section 12[4]), each faculty member at Georgia State University shall be evaluated at least once annually in writing by the immediate supervisor 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, consistent with the faculty member's responsibilities. (criteria, documentation, examples). As specified in the Georgia State University Promotion and Tenure Manual[16], pre-tenure reviews ensure an additional review of faculty qualifications in the third year of employment and post-tenure reviews ensure that every five years tenured faculty members' qualifications are reviewed as related to their teaching assignments. Structured third and fifth-year reviews for non-tenure track faculty [17] constitute similar opportunities to review faculty qualifications on recurring basis. In addition to these periodic review processes, faculty credentials are regularly taken into consideration by the department chair when assigning faculty courses.

Graduate Teaching Assistant Bs

As specified in the Graduate Assistant Policy, "GTABs must be under the general supervision of regular faculty members, and there must be a mentoring process in the department or division to assist them in their teaching activities." For Graduate Teaching Assistant-Bs (GTABs), ongoing training is conducted at the department level and university-level training is provided through the Center for Excellence in Teaching and Learning (CETL). Ongoing training for GTABs offered by CETL includes General Pedagogy Training [18], Certificate of Teaching Excellence in Teaching and Learning[19], and resources for international GTABs.

Faculty Rosters

In the Faculty Rosters, instructors of record for Fall 2017[1] and Spring 2018[2] are displayed with evidence of their educational qualifications in alignment with the requirements of Principle 6.2.a. This roster was created by running a report for each semester that matches the primary National Center for Educational Statistics' Classification of Instructional Programs (CIP) code assigned to the course with the CIP codes of each instructor's highest degree. In cases where the two CIP codes did not match, the Office of Faculty Affairs and the relevant college reviewed the instructor’s background to determine the faculty member's qualifications to teach the course. Such review occasionally identified an institutional error in the CIP codes historically assigned to the course or the faculty member's degree, or an error in the institutional records of the faculty member's degree. These errors were rectified by OFA in the Major Faculty Events database. In other cases where the two CIP codes did not match, the college provided additional information documenting the faculty member's qualifications to teach the course. These alternative justifications have been stored in the faculty credentialing software maintained by the Office of Institutional Effectiveness (Xitracs Credentials).

Evidence

[1] Fall 2017
[2] Spring 2018
For each of its educational programs, the institution employs a sufficient number of full-time faculty members to ensure curriculum and program quality, integrity, and review. (Program faculty)[CR; Off-Site/On-Site Review]

Compliance Status: Compliant

Narrative

For each of its educational programs, Georgia State University employs a sufficient number of full-time faculty members to ensure curriculum and program quality, integrity, and review.

Definition and Oversight of Academic Programs

At Georgia State University, an academic program is defined as any organized curricular area that confers a degree. Each such program has a program coordinator, as demonstrated in 6.2.c, and has sufficient faculty members to enable students to complete the program’s course requirements. The existence of sufficient program quality, integrity, and review is assured through a variety of means:

- full-time instructional faculty governance over the curriculum;
- annual assessment of student learning (both in general education and in major programs--see 8.2.a and 8.2.b);
- periodic program review, conducted at the department level and comprehensive of all degree programs in a department, asks units to analyze the sufficiency of their faculty resources, considering the balance of faculty types, student/faculty ratios, credit hour generation (see section 2.a of the APR Self-Study Template, highlighted[1]), and faculty resources are also frequently addressed in the self-study section on Goals, which are considered during the external and internal reviews, and in the action plan;
- and annual faculty data reports[2] on the size, type, and balance of each’s department faculty provided to chairs and deans;
These methods of assuring quality, integrity, and review are demonstrated below and in standards 6.2.c, 7.1, 8.2.a, 8.2.b, 9.1, 9.3, 9.6, and 9.7.

**Sufficient Numbers of Instructional Faculty: Faculty Data Tables by Disciplinary Program Area**

As a general rule, Georgia State University defines the threshold for a sufficient number of full-time instructional faculty as 50% or more of all instructional faculty in a given disciplinary program area. “Disciplinary program area” means “department” for career associate degrees and all baccalaureate through doctoral degrees. At Perimeter College, for the transfer associate degrees, “Disciplinary program area” is interpreted to mean “broad discipline” (e.g., Science, Fine Arts, or Social Science) for the purposes of disaggregating the data to show full-time faculty sufficiency across the college. The rationale for the 50% threshold is to ensure that there is a sufficient number of full-time instructional faculty to govern the curriculum in the disciplinary program area. The rule is not hard and fast, however, since under exceptional circumstances, to be explained in each case below, a program area may be justified in having fewer than 50% full-time instructional faculty. For the purpose of this standard, full-time includes those faculty members with appointments from 0.75 to 1.0 FTE, regardless of whether the faculty member is permanent or limited-term. “Instructional” faculty are defined to include tenured/tenure-track faculty members, non-tenure-track faculty members (e.g., lecturers, clinical faculty, and academic professionals), graduate teaching assistants, and other instructors. The category of “other instructors” includes non-tenure-track instructors such as adjuncts, limited-term faculty, post-doctoral associates, and learning service coordinators.

Georgia State University demonstrates sufficient numbers of faculty in each disciplinary program area using several different methods. For this narrative, the primary unit of analysis at the Atlanta campus is the department. An in-depth analysis of each of the department’s degree programs is regularly undertaken during a department’s Academic Program Review and its Comprehensive Program Review. For Perimeter College, in order to give a sense of how faculty are distributed within the general education associate degrees (the Associate Arts Core Curriculum and Associate of Science Core Curriculum), the unit of analysis employed is either the broad discipline (e.g., Science, Fine Arts, Social Science) or the off-campus instructional site. All GSU locations are analyzed by proportion of faculty who teach using different instructional methods (i.e., fully online, hybrid, or face to face).

The specific slices of data considered for this standard include the following (all data based on Fall 2017 observations). In these tables, the term "full-time faculty" refers to instructional faculty.

1. Full-time Faculty Count and Proportion, by College and either by Department (Atlanta) or Broad Discipline (Perimeter)
2. Full-time Faculty by Primary Site - Unduplicated
3. Full-time Faculty by Site - Duplicated
4. Full-time Faculty by Instructional Method
5. Full-time Faculty Sections and Credit Hours Taught, by Campus and Broad Discipline (Perimeter)
6. Full-time Faculty Sections and Credit Hours Taught, by Department (Atlanta)
7. Student to Full-time Faculty Ratios by College and Department Fall 2017 (Atlanta) - Course-based
8. Student to Full-time Faculty Ratios by College and Department Fall 2017 (Atlanta) – Based on Student Major

Each table in the above list is presented below. Explanations for units that fall below the 50% threshold are footnoted.

1. **Full-time Faculty Count and Proportion, by College and either by Department (Atlanta) or Broad Discipline (Perimeter), Fall 2017**

<table>
<thead>
<tr>
<th>College/Department</th>
<th># of Full-time Faculty</th>
<th>% of Total Instructors</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Young School Policy Studies</td>
<td>75</td>
<td>64%</td>
</tr>
<tr>
<td>College</td>
<td>Department</td>
<td>Students</td>
</tr>
<tr>
<td>-------------------------------------------</td>
<td>-----------------------------------</td>
<td>----------</td>
</tr>
<tr>
<td>Criminal Justice</td>
<td></td>
<td>13</td>
</tr>
<tr>
<td>Economics</td>
<td></td>
<td>30</td>
</tr>
<tr>
<td>Public Management &amp; Policy</td>
<td></td>
<td>16</td>
</tr>
<tr>
<td>Social Work</td>
<td></td>
<td>16</td>
</tr>
<tr>
<td><strong>Col of Nursing &amp; Health Prof.</strong></td>
<td></td>
<td><strong>64</strong></td>
</tr>
<tr>
<td>Nursing</td>
<td></td>
<td>35</td>
</tr>
<tr>
<td>Nutrition</td>
<td></td>
<td>9</td>
</tr>
<tr>
<td>Occupational Therapy</td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Physical Therapy</td>
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<td>11</td>
</tr>
<tr>
<td>Respiratory Therapy</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td><strong>College of Arts &amp; Sciences</strong></td>
<td></td>
<td><strong>550</strong></td>
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<tr>
<td>African-American Studies</td>
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<td>7</td>
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<tr>
<td>Anthropology</td>
<td></td>
<td>9</td>
</tr>
<tr>
<td>Applied Linguistics and ESL</td>
<td></td>
<td>13</td>
</tr>
<tr>
<td>Biology</td>
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<td>Chemistry</td>
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<td>Communication</td>
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<td>Computer Science</td>
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</tr>
<tr>
<td>Creative Media Industry Inst</td>
<td></td>
<td>1</td>
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<tr>
<td>English (1)</td>
<td></td>
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<tr>
<td>Geosciences</td>
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<tr>
<td>Gerontology</td>
<td></td>
<td>3</td>
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<tr>
<td>Global Studies Institute</td>
<td></td>
<td>6</td>
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<tr>
<td>History</td>
<td></td>
<td>35</td>
</tr>
<tr>
<td>Mathematics &amp; Statistics</td>
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<tr>
<td>Military Science (2)</td>
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<tr>
<td>Neuroscience Institute</td>
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<tr>
<td>Philosophy (3)</td>
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<tr>
<td>Physics &amp; Astronomy</td>
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<tr>
<td>Political Science</td>
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<td>Psychology</td>
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<td>Religious Studies (4)</td>
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<td>Sociology</td>
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<tr>
<td>Women's Gender &amp; Sexuality Stu (5)</td>
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<td>5</td>
</tr>
<tr>
<td>World Languages and Cultures</td>
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<td>33</td>
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<td><strong>College of Law</strong></td>
<td></td>
<td><strong>60</strong></td>
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<td></td>
<td>39</td>
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<td><strong>Education &amp; Human Development</strong></td>
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<td>Counseling &amp; Psychological Ser</td>
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<td>Early Childhd &amp; Elem ED</td>
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<td>77%</td>
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<tr>
<td>Science</td>
<td>86</td>
<td>52%</td>
</tr>
<tr>
<td>Sign Language Interpreting</td>
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<tr>
<td>Social Sciences (10)</td>
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<td>43%</td>
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<table>
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<tr>
<td>Entrepreneurship Innovation (11)</td>
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<td>40%</td>
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<tr>
<td>Finance</td>
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<td>70%</td>
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<td>Health Administration</td>
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<tr>
<td>Hospitality Administration (12)</td>
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<td>40%</td>
</tr>
<tr>
<td>Institute for Insight</td>
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<td>75%</td>
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<tr>
<td>International Business</td>
<td>10</td>
<td>71%</td>
</tr>
<tr>
<td>Managerial Sciences</td>
<td>26</td>
<td>74%</td>
</tr>
<tr>
<td>Marketing</td>
<td>24</td>
<td>50%</td>
</tr>
<tr>
<td>Real Estate (13)</td>
<td>1</td>
<td>14%</td>
</tr>
<tr>
<td>Risk Management and Insur</td>
<td>20</td>
<td>69%</td>
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</table>

<table>
<thead>
<tr>
<th><strong>School of Public Health</strong></th>
<th><strong>38</strong></th>
<th><strong>67%</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Institute of Public Health</td>
<td>18</td>
<td>100%</td>
</tr>
<tr>
<td>Public Health</td>
<td>20</td>
<td>51%</td>
</tr>
</tbody>
</table>
(1) English teaches a heavy load of General Education courses in composition and literature surveys, and has made the explicit decision to train highly supervised GTAs in current pedagogy for lower division instruction. This is good for the graduate students and for the undergraduates, and enables the full-time faculty to devote more of their effort to baccalaureate majors and graduate programs in English.

(2) Military Science: provides courses for ROTC in military leadership and officership, and provides training to ready students for military service. It does not offer degree programs. It has a specialized curriculum in conjunction with ROTC and the US Army. The use of part time faculty with substantial military service is necessary to ensure the appropriate knowledge-base for the instruction needed.

(3) Philosophy teaches a heavy load of General Education courses, (Phil 1010: Critical Thinking is the sole course that satisfies the critical thinking Core Area B course requirement), and has made the explicit decision to train highly supervised GTAs in current pedagogy for lower division instruction. This is good for the graduate students and for the undergraduates, and enables the full-time faculty to devote more of their effort to baccalaureate majors and graduate programs in Philosophy.

(4) Religious Studies gives qualified master’s students GTA experience in teaching popular elective courses in the Core Curriculum. Such experience gives the master’s students an advantage in the doctoral program application process, and permits the full-time faculty to devote more of their effort to baccalaureate majors and graduate programs in Religious Studies.

(5) Women’s, Gender, and Sexuality Studies gives qualified master’s students GTA experience in teaching in the Core Curriculum. Such experience gives the master’s students an advantage in the doctoral program application process and permits the full-time faculty to devote more of their effort to the bachelor's and graduate degree programs.

(6) Educational Psychology, Special Education and Communication Disorders: 15 of the 45 Adjuncts and PTIs are teaching 1000 level American Sign Language and Sign Language Interpreting courses, the latter inherited from the consolidation. 9 of the 45 are teaching Communication Science Disorders internship/practicum courses, primarily in supervised sections. 9 are teaching educational psychology courses. 9 are teaching Special Education, in part to fill a vacancy and a professor buy-out. In this program two faculty are bought-out for research, one is the department chair on a reduced teaching load, and two new hires who were on reduced load. This department is in the process of splitting into two: Learning Sciences (including educational psychology, special education, and learning technologies), and Communication Sciences Disorders. The proportion of PTIs in both of the new departments will be below the 50% threshold.

(7) Kinesiology and Health: The staffing issue has been addressed. In Fall, 2017, 100 courses were taught by Full-Time Faculty (5 of these courses have GTAs as secondary instructor); 23 courses taught by Part-Time Faculty (3 of these courses have GTAs as secondary instructor); 23 courses taught by GTA’s exclusively.

(8) Dental Hygiene, Nursing, and Sign Language Interpreting are career associate degrees. The rest of the instructional areas are components of either the Associate of Arts (Core Curriculum) or Associate of Science (Core Curriculum) degrees, here broken out by broad discipline in order to demonstrate sufficient numbers.

(9) Fine Arts: this broad discipline in the Core Curriculum uses part-time instructors for individual/small size, instrument-specific music classes., as well as in studio courses for visual arts.

(10) Social Sciences: this broad discipline in the Core Curriculum is in the process of hiring full time faculty to reverse a trend that was implemented at the former GPC following the financial crisis the college had experienced.

(11) Entrepreneurship Innovation: newly launched program (2017) that is building its faculty.

(12) Hospitality Administration: small program that often makes use of industry experts.

(13) Real Estate: small program that has recently lost full-time faculty to retirement and is rebuilding.

Tables 2 and 3 depict the proportion of full-time faculty at the Atlanta Campus and the off-campus instructional sites. Table 2 shows unduplicated data by the faculty member's primary site. Table 3 shows duplicated data, since many faculty members teach at more than one site. This is especially so of faculty in Perimeter College. For Perimeter, the data for the Online Campus are shown in Tables 2 and 3, because this is coded as a "location" in Banner. Instructional method data for Atlanta campus faculty are shown in Table 4. Tables 2 and 3 demonstrate that there are sufficient full-time faculty in every site, with the exception of the small Alpharetta off-campus instructional site, which when unduplicated faculty are considered falls just shy of the threshold at 49%. However, when faculty teaching at multiple sites are taken into account, Alpharetta meets the threshold at 54%, as shown in Table 3.
2. Full Time Faculty By Primary Site - Unduplicated

<table>
<thead>
<tr>
<th># of Full-time Faculty</th>
<th>% of Site</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Atlanta site</strong></td>
<td></td>
</tr>
<tr>
<td>Atlanta</td>
<td>1002</td>
</tr>
<tr>
<td>Atlanta - Off campus</td>
<td>188</td>
</tr>
<tr>
<td><strong>Perimeter College</strong></td>
<td></td>
</tr>
<tr>
<td>Alpharetta - Off campus</td>
<td>25</td>
</tr>
<tr>
<td>Clarkston - Off campus</td>
<td>105</td>
</tr>
<tr>
<td>Decatur - Off campus</td>
<td>45</td>
</tr>
<tr>
<td>Distance/Online</td>
<td>91</td>
</tr>
<tr>
<td>Dunwoody - Off campus</td>
<td>115</td>
</tr>
<tr>
<td>Newton - Off campus</td>
<td>40</td>
</tr>
</tbody>
</table>

3. Full-time Faculty by Site - Duplicated

<table>
<thead>
<tr>
<th># of Full-time Faculty</th>
<th>% of Site</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Atlanta Site</strong></td>
<td></td>
</tr>
<tr>
<td>Atlanta</td>
<td>1119</td>
</tr>
<tr>
<td>Atlanta - Off campus</td>
<td>521</td>
</tr>
<tr>
<td><strong>Perimeter College</strong></td>
<td></td>
</tr>
<tr>
<td>Alpharetta - Off campus</td>
<td>33</td>
</tr>
<tr>
<td>Clarkston - Off campus</td>
<td>123</td>
</tr>
<tr>
<td>Decatur - Off campus</td>
<td>50</td>
</tr>
<tr>
<td>Distance/Online</td>
<td>144</td>
</tr>
<tr>
<td>Dunwoody - Off campus</td>
<td>132</td>
</tr>
<tr>
<td>Newton - Off campus</td>
<td>50</td>
</tr>
</tbody>
</table>

Table 4 shows that Georgia State provides adequate faculty, regardless of instructional method. Faculty are counted in every instructional method in which they have taught a course. The same faculty member may show up in the "traditional," "hybrid," and (fully) "online" categories. For example, the first row of the table shows that 1138 full-time faculty members taught a course using the traditional face-to-face instructional method, amounting to 61% of all instructors who taught a traditional course in Fall, 2017.

4. Full-time Faculty by Instructional Method - Duplicated

<table>
<thead>
<tr>
<th># of Full-time</th>
<th>% of Faculty Using</th>
</tr>
</thead>
<tbody>
<tr>
<td>Faculty Instructional method</td>
<td>Atlanta Site</td>
</tr>
<tr>
<td>------------------------------</td>
<td>-------------</td>
</tr>
<tr>
<td></td>
<td>Traditional</td>
</tr>
<tr>
<td></td>
<td>Hybrid</td>
</tr>
<tr>
<td></td>
<td>Online</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Perimeter College</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Traditional</td>
<td>356</td>
</tr>
<tr>
<td></td>
<td>Hybrid</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>Online</td>
<td>143</td>
</tr>
</tbody>
</table>

Tables 5 and 6 measure the proportion of sections and credit hours taught by full-time faculty. For Perimeter College (Table 5), in order to give a sense of how faculty are distributed within the general education associate degrees (the Associate Arts Core Curriculum and Associate of Science Core Curriculum), the sections and credit hours are disaggregated by site and broad discipline (e.g., Science, Fine Arts, Social Science). Table 6 gives the data for the Atlanta campus. The exceptions to the 50% threshold in the Atlanta campus are the same as above in Table 1. Thus the same explanations hold.

5. Full-time Faculty Sections and Credit Hours Taught, by Site and Broad Discipline, Perimeter College, Fall 2017

<table>
<thead>
<tr>
<th># of Sections Taught by Full-time Faculty</th>
<th>% of Sections Taught by Full-time Faculty</th>
<th># of Credit Hours Taught by Full-time Faculty</th>
<th>% of Credit Hours Taught by Full-time Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Perimeter College - Alpharetta</td>
<td>134</td>
<td>73%</td>
<td>9576</td>
</tr>
<tr>
<td>Business</td>
<td>12</td>
<td>86%</td>
<td>1116</td>
</tr>
<tr>
<td>English</td>
<td>30</td>
<td>65%</td>
<td>1938</td>
</tr>
<tr>
<td>ENSL &amp; Foreign Language</td>
<td>0</td>
<td>0%</td>
<td>0</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>2</td>
<td>50%</td>
<td>177</td>
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<tr>
<td>Humanities</td>
<td>13</td>
<td>76%</td>
<td>727</td>
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<tr>
<td>Learning Support</td>
<td>4</td>
<td>80%</td>
<td>97</td>
</tr>
<tr>
<td>Math/Computer Sci/Engineering</td>
<td>31</td>
<td>84%</td>
<td>2566</td>
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<tr>
<td>Physical Education</td>
<td>1</td>
<td>100%</td>
<td>39</td>
</tr>
<tr>
<td>Science</td>
<td>18</td>
<td>78%</td>
<td>780</td>
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<tr>
<td>Social Sciences</td>
<td>23</td>
<td>70%</td>
<td>2136</td>
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</table>

<p>| Perimeter College - Clarkston            | 474                                      | 74%                                         | 30665                                        | 80%                                         |</p>
<table>
<thead>
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<th>Perimeter College - Distance/Online</th>
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<tr>
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<tr>
<td>-----------------------------------</td>
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</tr>
<tr>
<td>Science</td>
<td>51</td>
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</tr>
<tr>
<td>Social Sciences</td>
<td>106</td>
<td>72%</td>
</tr>
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<td><strong>Perimeter College - Dual enrollment</strong></td>
<td>11</td>
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<td>English</td>
<td>9</td>
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</tr>
<tr>
<td>Math/Computer Sci/Engineering</td>
<td>2</td>
<td>100%</td>
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<tr>
<td>Perimeter College - Dunwoody</td>
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</tr>
<tr>
<td>Business</td>
<td>34</td>
<td>77%</td>
</tr>
<tr>
<td>Dental Hygiene</td>
<td>8</td>
<td>100%</td>
</tr>
<tr>
<td>English</td>
<td>81</td>
<td>86%</td>
</tr>
<tr>
<td>ENSL &amp; Foreign Language</td>
<td>30</td>
<td>60%</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>16</td>
<td>59%</td>
</tr>
<tr>
<td>Humanities</td>
<td>39</td>
<td>58%</td>
</tr>
<tr>
<td>Learning Support</td>
<td>18</td>
<td>90%</td>
</tr>
<tr>
<td>Math/Computer Sci/Engineering</td>
<td>96</td>
<td>87%</td>
</tr>
<tr>
<td>Physical Education</td>
<td>9</td>
<td>82%</td>
</tr>
<tr>
<td>Science</td>
<td>114</td>
<td>73%</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>63</td>
<td>69%</td>
</tr>
<tr>
<td><strong>Perimeter College - Newton</strong></td>
<td>201</td>
<td>85%</td>
</tr>
<tr>
<td>Business</td>
<td>11</td>
<td>85%</td>
</tr>
<tr>
<td>English</td>
<td>27</td>
<td>90%</td>
</tr>
<tr>
<td>ENSL &amp; Foreign Language</td>
<td>3</td>
<td>100%</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>6</td>
<td>67%</td>
</tr>
<tr>
<td>Humanities</td>
<td>10</td>
<td>50%</td>
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<td>Math/Computer Sci/Engineering</td>
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<td>Physical Education</td>
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<tr>
<td>Social Sciences</td>
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</table>

6. Full-time Faculty Sections and Credit Hours Taught, by College and Department, Atlanta
<table>
<thead>
<tr>
<th>School/Program</th>
<th># of Sections Taught by Full-time Faculty</th>
<th>% of Sections Taught by Full-time Faculty</th>
<th># of Credit Hours Taught by Full-time Faculty</th>
<th>% of Credit Hours Taught by Full-time Faculty</th>
</tr>
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<tbody>
<tr>
<td>A. Young School Policy Studies</td>
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<td>74%</td>
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<tr>
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<td>Total</td>
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<td>56%</td>
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<tr>
<td>EduPsyc SpecEdu &amp; Comm Disord.</td>
<td>84</td>
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<td>4599</td>
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<td>889</td>
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<tr>
<td>Middle and Secondary Education</td>
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### Inst. for Biomedical Sciences

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### Robinson College of Business

<table>
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<tr>
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<th># of Full-time Faculty</th>
<th>Student FTE</th>
<th>Student : Faculty Ratio</th>
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<tbody>
<tr>
<td>Accountancy</td>
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<td>7625</td>
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<td>Finance</td>
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<td>Institute for Insight</td>
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<td>84%</td>
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<td>5012</td>
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### School of Public Health

<table>
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<tr>
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</thead>
<tbody>
<tr>
<td>Public Health</td>
<td>62</td>
<td>75%</td>
<td>3476</td>
<td>71%</td>
</tr>
</tbody>
</table>

Student to full-time faculty ratios for the Atlanta campus are presented in two ways in Tables 7 and 8. In Table 7 (Student to Full-time Faculty Ratios by College and Department Fall 2017 – Course-based), the ratio of student FTE to the number of full-time faculty is calculated using any course at any level offered by the department, excluding cooperative, study abroad, international exchange and intensive English program courses. In this table, the ratios are higher than in Table 8, because the ratios include general education courses at the 1000-2000 level in the Core Curriculum.

### 7. Student to Full-time Faculty Ratios by College and Department Fall 2017 (Atlanta) – Course-based

<table>
<thead>
<tr>
<th># of Full-time Faculty</th>
<th>Student FTE</th>
<th>Student : Faculty Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
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<tr>
<td>College of Arts &amp; Sciences</td>
<td>550</td>
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<tr>
<td>African-American Studies</td>
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<td>Applied Linguistics and ESL</td>
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<td>44</td>
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<tr>
<td>Creative Media Industry</td>
<td></td>
<td></td>
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<tr>
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<td>43</td>
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<td>1232</td>
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<tr>
<td>Physics &amp; Astronomy</td>
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<td>180</td>
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<table>
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<tbody>
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<td>Law</td>
<td>60</td>
<td>710</td>
<td>12</td>
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</table>
In Table 8 below (Student to Full-time Faculty Ratios by College and Department Fall 2017 – Based on Student Major) the ratios are calculated using students’ majors for the Fall 2017 semester and their total hours enrolled for the semester. This enables a view of adequacy of faculty resources in the major. While most of the ratios are in a range between 10 and 30 to one, there are a few outliers:
Institute for Biomedical Sciences and Global Studies Institute have small ratios (1 and 0, respectively), because they have only recently launched their undergraduate programs. On the other end of the spectrum, Real Estate has a high ratio (96) because it is a small program that has recently lost faculty to retirement and is rebuilding. Departments with ratios in the 40-50 range (e.g., Accountancy, Computer Science, Marketing, Psychology) house very popular majors.

8. Student to Full-time Faculty Ratios by College and Department Fall 2017 (Atlanta) – Based on Student Major

<table>
<thead>
<tr>
<th>College or Institute</th>
<th># of Full-time Faculty</th>
<th>Student FTE</th>
<th>Student : Faculty Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Young School Policy Studies</strong></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Criminal Justice</td>
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<td>Policy</td>
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<td><strong>College of Law</strong></td>
<td>60</td>
<td>603</td>
<td>10</td>
</tr>
<tr>
<td>Law</td>
<td>60</td>
<td>603</td>
<td>10</td>
</tr>
<tr>
<td><strong>College of the Arts</strong></td>
<td>86</td>
<td>1732</td>
<td>20</td>
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<tr>
<td>Art &amp; Design</td>
<td>34</td>
<td>791</td>
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<tr>
<td>Film Media and Theater</td>
<td>13</td>
<td>938</td>
<td>72</td>
</tr>
<tr>
<td>Music</td>
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<td>3</td>
<td>0</td>
</tr>
<tr>
<td><strong>Education &amp; Human Development</strong></td>
<td>142</td>
<td>1832</td>
<td>13</td>
</tr>
<tr>
<td>Counseling &amp; Psychological Ser</td>
<td>20</td>
<td>218</td>
<td>11</td>
</tr>
<tr>
<td>Early Childhd &amp; Elem ED</td>
<td>27</td>
<td>310</td>
<td>11</td>
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<tr>
<td>Educational Policy Studies</td>
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<td>143</td>
<td>7</td>
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<tr>
<td>EduPsyc SpecEdu &amp; Comm Disord</td>
<td>24</td>
<td>267</td>
<td>11</td>
</tr>
<tr>
<td>Kinesiology &amp; Health</td>
<td>21</td>
<td>478</td>
<td>23</td>
</tr>
<tr>
<td>Learning Technology</td>
<td>7</td>
<td>65</td>
<td>9</td>
</tr>
<tr>
<td>Middle and Secondary Education</td>
<td>23</td>
<td>350</td>
<td>15</td>
</tr>
<tr>
<td><strong>Inst. for Biomedical Sciences</strong></td>
<td>13</td>
<td>8</td>
<td>1</td>
</tr>
<tr>
<td>Biomedical Sciences</td>
<td>13</td>
<td>8</td>
<td>1</td>
</tr>
<tr>
<td><strong>Robinson College of Business</strong></td>
<td>158</td>
<td>5644</td>
<td>36</td>
</tr>
<tr>
<td>Accountancy</td>
<td>18</td>
<td>928</td>
<td>52</td>
</tr>
<tr>
<td>Computer Information Systems</td>
<td>21</td>
<td>1019</td>
<td>49</td>
</tr>
<tr>
<td>Entrepreneurship Innovation</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Finance</td>
<td>19</td>
<td>901</td>
<td>47</td>
</tr>
<tr>
<td>Health Administration</td>
<td>8</td>
<td>48</td>
<td>6</td>
</tr>
<tr>
<td>Hospitality Administration</td>
<td>6</td>
<td>228</td>
<td>38</td>
</tr>
<tr>
<td>Institute for Insight</td>
<td>3</td>
<td>87</td>
<td>29</td>
</tr>
</tbody>
</table>
Each college prescribes the acceptable conditions under which a Dean may redistribute work in consideration of an overload. For example, the College of Law Workload Policy[3] sets out the typical workload for each type of faculty member, and then defines when the Dean may redistribute work in consideration of an overload:

Tenured faculty: "The Dean may consider a redistribution in workload for tenured faculty who teach overloads; have significant service overloads in law school, University, or System-wide committee assignments or other service assignments; and/or have significantly higher than expected research or scholarship productivity."

Tenure-track faculty: "Untenured faculty are not expected to teach overloads or have significant service overloads in law school, University, or System-wide committee assignments. In the event an overload in a semester is unavoidable, the Dean may grant a reduction in workload in a subsequent semester during the pre-tenure period."

Clinical faculty, "The Dean may consider a redistribution in workload for Clinical Faculty who teach overloads; have significant service overloads in law school, University, or System-wide committee assignments or other service assignments; and/or have significantly higher than expected research or scholarship productivity."

Lecturers: "The Dean may consider a redistribution in workload for Lecturers who teach overloads or have significant service overloads in law school, University, or System-wide committee assignments or other service or administrative assignments. When Lawyering Foundations faculty are impacted, the Dean will consult with the Director of the program before granting a redistribution."

Academic Professionals: "The Dean may consider a redistribution in workload for Academic Professionals who teach overloads; have significant service overloads in law school, University, or System-wide committee assignments or other service assignments; and/or have significantly higher than expected research or scholarship productivity."

Librarians: "Library Faculty who teach overloads, engage in significant research activities, or have significant service overloads in Law Library, College, University, University System-wide committee assignments or other internal or external duties may be granted a redistribution in workload at the discretion of the Associate Dean for Library and Information Services."

In practice, the individual faculty member's workload is considered as part of the faculty member's annual review or post-promotion review with the Chair. The Chair then addresses faculty overloads with the Dean. This is explicit, for instance, in the workload policy of the College of Arts and Sciences. [4] The policy first describes the typical tenure-track faculty workload: "Work within each category is discussed in terms of percentages of effort. The most common tenure-track assignment includes 40% effort devoted to classroom instruction ("a four-course load" at 3 credit hours per course, plus student supervision/direction), 40% effort devoted to research, and 20% effort devoted to service to the
department, college, university, and the profession." Then the policy describes how overloads are handled: "However, a faculty member may have his/her effort formally redistributed, based on the quantity and quality of effort expended or the results of annual or post-promotion reviews."

For other college overload policies, please refer to the workload policies listed in Principle 6.1.

**Conclusion**

Georgia State depends primarily on full-time faculty to provide "an outstanding education...for students from all backgrounds," as set forth in the university's mission. These full-time faculty represent the core of undergraduate instructional faculty, striving to "become a national model for undergraduate education by demonstrating that students from all backgrounds can achieve academic and career success at high rates" (Goal 1 of the University Strategic Plan). Among full-time faculty, Georgia State's graduate faculty "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 2). Since the last decennial reaffirmation Georgia State's full-time faculty have made remarkable advances in the contribution to a wide range of disciplines, in the quantity of publications, the growth in sponsored funding and research expenditures, and in recognition, on the way to helping Georgia State "become a leading public research university addressing the most challenging issues of the 21st century" (Goal 3). Faculty from across Georgia State's Atlanta campus and off-campus instructional sites have contributed to building the institution into an urban research university that is "a leader in understanding the complex challenges of cities and developing effective solutions" (Goal 4). Georgia State's commitment to hiring and retaining an intellectually and demographically diverse faculty helps the university raise students' global awareness, prepare them to compete in a dynamic international environment, and "achieve distinction in globalizing the university" (Goal 5).

With the support of all its faculty, Georgia State has made great strides in accomplishing the Goals of the Strategic Plan[5], and is poised to continue along this trajectory of accomplishment.

**Evidence**

[2] PSYC_Dept
[3] Law Workload Policy - V2 (1)
[4] AandS Workload Policy - V1
[5] Accomplishments - Strategic Plan

**6.2.c** For each of its educational programs, the institution assigns appropriate responsibility for program coordination. *(Program coordination)*[Off-Site/On-Site Review]*

**Compliance Status:** Compliant

**Narrative**

Educational programs at Georgia State University (GSU) are defined to be the degree programs and certificates offered as listed in the Institutional Summary Form.[1] For each major or concentration in a degree program or certificate, Georgia State University assigns responsibility for program coordination, curriculum development, and curriculum review to persons academically qualified in the field.

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 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. In degree programs composed of studies in many different discipline areas such as the transfer associate degrees (A.A. and A.S.) in Core Curriculum (largely general education requirements), coordination of the curriculum is the responsibility of many different discipline area specialists.

Qualifications of Academic Program Coordinators

“Appropriate responsibility” at GSU is defined to mean “academically qualified faculty.” 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 or graduate level of the degree program. In accordance with those Guidelines, the process of 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 work experience, professional licenses and certifications, research contributions to the field, continuous documented excellence in teaching, and other pertinent factors.

Accordingly, academic program coordinators are assigned responsibility on the basis of their having the commensurate educational credentials or a combination of education and specific relevant experience. A department chair may serve as a degree program's coordinator if academically qualified for that particular degree program. 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 process by which academic coordinators are approved requires confirmation from the department chair or director and the dean of the college.

Clarification of Program Coordination Structure for Associate Degrees

Georgia State University is authorized to award three career track associate degrees (Dental Hygiene, Nursing, and Radiologic Technology) and two transfer-oriented associate degrees (the AA and AS in Core Curriculum). In the former, program coordination is provided by faculty with educational credentials specific to the major field discipline. In the latter transfer associate degrees, program coordination is divided into six broad curricular divisions that reflect the structure of the Core Curriculum. The principal purpose of these AACC and ASCC degree programs is to help students complete the first two years of a four-year baccalaureate degree program. Most courses in the AACC and ASCC degree programs satisfy general education requirements 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. While the CIP code assigned to the two transfer-oriented associate degrees is 24.0101, Liberal arts and sciences/liberal studies, the CIP Manual elaborates this category more broadly 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.”

Consequently, and in compliance with CS 6.2.c, rather than assigning responsibility to a single individual to coordinate the entirety of the transfer AA or AS degree programs in Core Curriculum, Perimeter College has divided program coordination responsibilities into six broad curricular divisions: 1) Math, Computer Science and Engineering, 2) English, 3) Social Science, 4) Business, 5) Science, 6) Fine Arts and Humanities. Each of these divisions is headed by an associate dean who is supported by two college-wide department chairs. In the supporting documentation provided below, the credentials of these six different curricular program coordinators are presented. Those individuals share responsibility for coordination of the transfer associate degree programs, each one taking specific responsibility for coordinating the parts of the general education program and related transfer pathways related to their academic division. When necessary, these associate deans defer to academically qualified faculty in their departments to oversee specific discipline areas of the curriculum.
Key Responsibilities of Program Coordinators

Typical responsibilities for program coordination relevant to this standard 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.

Evidence of Program Coordinators' Qualifications

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 attached tables, Georgia State University appoints Program Coordinators who are academically qualified.[2]

<table>
<thead>
<tr>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>[1] Institutional Summary Form Georgia State University</td>
</tr>
<tr>
<td>[2] 6.2.c Program Coordinators Roster</td>
</tr>
</tbody>
</table>

6.3 The institution publishes and implements policies regarding the appointment, employment, and regular evaluation of faculty members, regardless of contract or tenure status. *(Faculty appointment and evaluation)*

Compliance Status: Compliant

Narrative

Georgia State University publishes and implements policies regarding the appointment and employment of faculty and regularly evaluates the effectiveness of each faculty member in accordance with published criteria.

Faculty Appointment

Publishing University-Level Policies

In alignment with system-level policy, Georgia State University publishes and implements university-level policies regarding faculty appointment. Addressing Recruitment and Appointment, the USG Board of Regents Policy Manual 8.3.1.1 states that “Each institution shall publish comprehensive, clearly stated written policies and procedures for the recruitment and appointment of faculty members. These policies and procedures shall conform to guidelines promulgated by the USG chief academic officer.”

Georgia State’s university-level policies are disseminated through several means, including the Faculty Handbook, the Office of Faculty Affairs website, and the Policy Library. The Faculty Handbook includes an entire subsection dedicated to Faculty Recruitment and Appointment, addressing such varied topics as limited-term, temporary, and courtesy appointments. In addition to elaborating the terms and meaning of such appointments, this subsection of the Faculty Handbook directs employees to the relevant university policies and resources, and system-level policies and resources, and procedures[1]. University-level policies and procedures governing the recruitment and appointment of faculty are also
disseminated through the Office of Faculty Affairs website. The site’s page dedicated to Faculty Hiring supports staff who play key roles in faculty recruitment, selection, and appointment processes[2]. Additionally, key policies governing faculty recruitment and appointment are disseminated through the Georgia State University Policy Library[3]. [4]These multiple means of dissemination ensure that faculty, staff, and administrators who play key roles in faculty recruitment, selection, and appointment processes have ready access to the relevant policies.

**Implementing University-Level Policies**

University-level procedures disseminated by the Office of Faculty Affairs detail and guide the implementation of university-level policies governing faculty recruitment and appointment. These procedures are disseminated through the Office of Faculty Affairs webpage dedicated to Faculty Hiring. Procedures address regular full-time faculty hiring, dual appointment of a faculty member at more than one institution of the University System of Georgia, the hiring of limited term faculty, the awarding of tenure on appointment, and academic administrative appointments for internal Georgia State University faculty members, among other appointment situations.[2]

Key steps in the implementation of the Georgia State University Faculty Hiring Policy are enforced through the Office of Faculty Affairs’ Regular Full-Time Faculty Hiring Procedures, regardless of contract or tenure status.[5] Approvals are obtained at key steps through forms termed Appendices A, B[6], C, and D[7]. These forms, along with accompanying paperwork, are submitted to gain approval to search, approval of the search committee and advertising plan, approval of the applicant and candidate pools, and approval to hire.

Similarly, the Office of Faculty Affairs disseminates, manages, and oversees procedures governing the hiring of limited-term full-time faculty[8], part-time instructors, adjunct faculty,[9] and faculty employees under dual appointment at more than one institution in the University System of Georgia.[2] Regardless of faculty contract or tenure status, qualifications for faculty appointments are rooted in the Georgia State University Credentials Guideline. The Credentials Guideline is disseminated through the Office of Faculty Affairs webpage dedicated to Faculty Hiring. The Credentials Guideline[10] is aligned with historical SACSCOC guidance regarding academic credentials of faculty in relation to both the subject matter and course level taught.

To support sound implementation of these policies, the Office of Faculty Affairs also provides consultations, workshops, and detailed online guidance regarding good practices in faculty recruitment, selection, and appointment.[11]

**Developing and Approving University-Level Policies**

University-level policies on faculty appointment, employment, and evaluation are developed and approved through Georgia State University’s shared governance structure. Typically, the approval process includes approval by the Academic Senate or the Administrative Council. Approval through the University Senate is typically preceded by review and approval through the relevant senate committee(s), most often the Faculty Affairs Committee. Policy language regarding faculty matters, such as faculty appointment, is commonly developed and revised through a collaborative process that draws on the input and expertise of stakeholders in multiple roles. For example, when beginning the process of revising the Georgia State University Faculty Hiring Policy, the Office of Faculty Affairs solicited feedback from individuals in the roles of dean or designee, department chair or designee, senate committee members, faculty member, and staff member.[12] Additional steps typically include discussion and solicitation of feedback on policy revisions from deans, members of the Office of Legal Affairs, members of the Office of Institutional Effectiveness, and the Provost’s cabinet.

**Faculty Employment**

Georgia State University disseminates and implements other policies related to faculty employment. Policies are disseminated through the Faculty Handbook, which provides access to policies housed in varied sources, such as the University Statutes, the Policy Library, and University System of Georgia
Policy manuals. Of particular relevance to this standard are section 200, Faculty Status and Progression[13], and section 600, Personnel Policies and Benefits[1], which addresses Compensation and Benefits, Leaves and Absences, Exiting the University, and Key Employee Policies and Resources, most of which apply to both faculty and staff. Two examples of faculty employment policies disseminated through section 200 and section 600 are highlighted here, those pertaining to faculty grievances and faculty workload.

**Faculty Grievance Policy**

The Faculty Grievance Policy is publicized through both the Senate website and the Faculty Handbook. The University Statutes Article XII Section 25[14] provide detailed policy and procedures for the establishment of a fair and impartial hearing panel for its faculty and for the handling of faculty complaints related to matters other than removal of a faculty member for cause or non-renewal of faculty contract. Article XII Section 25 provides details regarding the relevant university-level definitions, informal procedures, optional mediation procedures, and formal procedures for addressing such complaints. Additionally, this section of the University Statutes requires that each college, school, or other comparable administrative unit of the university, which has assigned faculty members as defined in the University Statutes, shall incorporate in its bylaws, or in official instructions, the procedures outlined in the University Statutes for the establishment of a fair and impartial hearing panel. Examples of college-level policies and procedures that guide the implementation of the university-level Faculty Grievance Policy include those of the College of Arts & Sciences[15] and the College of Education and Human Development[16].

**Faculty Workload Policy**

The Georgia State University Faculty Workload Policy is housed in the Policy Library and also disseminated through the Faculty Handbook. This policy is consistent with the University System of Georgia Board of Regents Policy Manual, which authorizes the academic leadership of each institution to determine faculty teaching load (BOR Policy Section 3.1).

The objectives of Georgia State’s workload policy are:

- To ensure workload equity among faculty with varying appointments and work responsibilities;
- To allow flexibility at the college level for the development of workload assignments consistent with norms for their missions and disciplines represented; and
- To ensure that there is sufficient effort directed to the needs of undergraduate and graduate instruction.

To these ends, the Georgia State University Faculty Workload Policy[17] provides overarching guidance to colleges with respect to faculty workload and specifies the required content and approval process for college-level workload policies.

**Regular Faculty Evaluation**

**System-Wide Policy Governing Regular Faculty Evaluation**

The University System of Georgia (USG) Board of Regents (BoR) Policy Manual sections 8.3.5, 8.3.6, and 8.3.7 [18]and the USG Academic & Student Affairs Handbook sections 4.4-4.7[19] provide system-wide policy that governs regular periodic evaluation of faculty members at Georgia State University. The BoR Policy Manual 8.3.5.1 specifies:

Each institution shall establish definite and stated criteria, consistent with Regents’ policies and the statutes of the institution, against which the performance of each faculty member will be evaluated. The evaluation shall occur at least annually and shall follow stated procedures as prescribed by each institution. Each institution, as part of its evaluative procedures, will utilize a written system of faculty evaluations by students, with the improvement of teaching effectiveness as the main focus of these student evaluations.
The evaluation procedures may also utilize a written system of peer evaluations, with emphasis placed on the faculty member’s professional development. In those cases in which a faculty member’s primary responsibilities do not include teaching, the evaluation should focus on excellence in those areas (e.g., research, administration) where the individual’s major responsibilities lie. Institutional policies and procedures shall ensure that each faculty member will receive a written report of each evaluation and that the results of the evaluation will be reflected in the faculty member’s annual salary recommendations. Institutions will ensure that the individuals responsible for conducting performance evaluations are appropriately trained to carry out such evaluations (BoR Minutes, 1979-80, p. 50; 1983-84, p. 36; May, 1996, p. 52).

Additionally, these system-wide policies specify minimum criteria for tenure, minimum criteria for the promotion of faculty (whether tenured, tenure-track, or non-tenure-track), the conduct of in-depth pre-tenure reviews, minimum requirements of all faculty evaluation processes, and the frequency and purpose of post-tenure reviews of faculty.

**Overview of Georgia State University’s Regular Faculty Evaluations**

Georgia State University elaborates and implements these system-wide policies through a combination of policies and procedures that are established, implemented, and periodically updated at the university, college, and department levels. The offices that oversee these processes are the Office of the Provost, the Office of Faculty Affairs, the colleges, and the academic departments.

As specified in the Georgia State University Statutes Article XII Section 12 Evaluation[20], “Each faculty member shall be evaluated at least annually by the person to whom that faculty member reports.” In the case of promotion-eligible non-tenure track faculty, tenure-track faculty, and tenured faculty, in certain years the annual evaluation requirement is supplemented by a structured, promotion, and/or tenure review. As outlined in the Faculty Handbook[21], the names of all the periodic faculty performance evaluations conducted at Georgia State University, in the most common order of occurrence for each type of faculty member, are:

<table>
<thead>
<tr>
<th>Part-Time Instructors</th>
<th>Non-Promotion Eligible Non-Tenure Track Faculty (including Atlanta Campus full-time Instructors)</th>
<th>Promotion-Eligible Non-Tenure Track Faculty</th>
<th>Tenure-track and Tenured Faculty (including Perimeter Campus Full-Time Instructors)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Annual Evaluation</td>
<td>Annual Evaluation</td>
<td>Annual Evaluation</td>
</tr>
<tr>
<td>Student Evaluations of Instruction (SEIs) are conducted in all courses taught each semester. Any additional evaluation procedures may vary by college or department.</td>
<td>3rd-Year Structured Review</td>
<td>3rd-Year Pre-Tenure Review</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5-Year Structured Review (both before and after promotion)</td>
<td>Promotion (to Associate)</td>
<td></td>
</tr>
</tbody>
</table>
Consistent with the Board of Regents Policy Manual 8.3.5, these periodic faculty evaluation procedures include a written system of faculty evaluations by students, with the improvement of teaching effectiveness as the main focus of these student evaluations. The implementation of these Student Evaluations of Instructions (SEIs) is elaborated separately below.

University-level policies and procedures for these regular periodic evaluations of tenured, tenure-track, and non-tenure track faculty, and part-time instructors are available through the Georgia State University Faculty Handbook[21] and the Office of Faculty Affairs website[22]. College- and department-level policies and procedures governing these faculty performance reviews are disseminated through college and department websites and handbooks. To support faculty in carrying out these evaluation processes, the Office of Faculty Affairs provides workshops for faculty on Promotion and Tenure Reviews and Non-Tenure Track Faculty Reviews. To support department chairs in implementing these regular periodic evaluations of faculty, the Office of Faculty Affairs conducts special sessions on annual evaluation and promotion and tenure reviews through New Department Chairs Orientation and monthly Chairs Lunch and Learn sessions.

**Annual Evaluations**

Consistent with the Board of Regents Policy Manual 8.3.5.1 and the Georgia State University Statutes (Article XII Section 12), each faculty member at Georgia State University's Atlanta campus shall be evaluated at least once annually in writing by the immediate supervisor 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/or (c) institutional and professional service activities, consistent with the faculty member's responsibilities.

The Georgia State University Faculty Handbook[21] elaborates the annual evaluations process:

To ensure a measure of procedural uniformity within the University System of Georgia, the Chancellor has directed that the following steps be part of all evaluation systems[23]:

A. the immediate supervisor will discuss with the faculty member in a scheduled conference the content of that faculty member's annual written evaluation;
B. the faculty member will sign a statement to the effect that he/she has been apprised of the content of the annual written evaluation;
C. the faculty member will be given a specific period of time to respond in writing to the annual written evaluation, with this response to be attached to the evaluation.
D. the immediate supervisor will acknowledge in writing his/her receipt of this response, noting changes, if any, in the annual written 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 records.

For annual evaluations, each department/college determines the schedule through which these steps are completed. Typically, the steps above are completed by mid- to late May of the year subsequent to the year being reviewed. Each year, faculty use the Digital Measures–Activity Insight 101 online portal to create their annual report to be used in the annual evaluation process. The resulting annual evaluation documents for faculty members are housed in the academic department.

Atlanta campus college and department policies elaborate on Board of Regents policy governing annual evaluations as appropriate to each discipline. In the case of the College of Arts & Sciences, for example, the policy and procedures for the annual evaluation of non-tenure track faculty are specified
in the departments' Non-Tenure Track Faculty Review and Promotion Guidelines[24]. The materials, criteria, ratings, and review procedures for the annual evaluation of lecturers and academic professionals in the Department of Psychology, for example, are outlined in the Department of Psychology's Non-Tenure Track Faculty Review and Promotion Guidelines [25]beginning on line 283, line 461, and line 603. As this department policy indicates, additional, substantial guidance for the annual evaluation of the teaching effectiveness of full-time faculty is provided by the College of Arts & Sciences through its Teaching Effectiveness Policy[26]. This college-level policy elaborates the factors that are central to the evaluation (e.g., quality of course content, student evaluations) and provides for peer, chair, associate dean, and dean review of faculty members’ teaching effectiveness. Evaluations of faculty holding limited-term appointments are elaborated in the College of Arts & Sciences Teaching Effectiveness Policy for Visiting Positions.[27]

In compliance with the above Board of Regents’ policies, Perimeter College has adopted the Annual Performance Review of Faculty[28], continually updated as needed and available online. To ensure that faculty are aware of the expectations of their supervisor and are informed of their progress as members of the faculty, evaluations are completed on an annual basis. This evaluation, which serves as an evaluation of progress and a discussion of expectations for the future, focuses on the objectives and goals of the individual and of the College. Because the results of this evaluation will be a key determinant of the annual merit pay award made to each faculty member as well as a basis for promotion, tenure, pre-tenure, and post-tenure decisions made by the institution, the College recognizes the need for a consistent system for evaluating its faculty. The College also recognizes, however, the diversity among its faculty and has, therefore, adopted a system of evaluation that values that diversity, asserts that progress may occur in many directions, and recognizes that many types of activities make valuable contributions to the College’s success and growth. All tenured and tenure-track faculty members with teaching responsibilities in Perimeter College are evaluated annually on four components of their performance: teaching effectiveness, practices and performance, service, and professional activities. At the beginning of each academic year, all members complete and submit the Faculty Semester Profile with goals for the coming year to the Department Chair as well as a copy of the syllabus for each course section. The faculty member updates and submits the Faculty Semester Profile with Service, Professional Activities, or other items that were added, deleted, or modified during the semester. Department Chairs complete a faculty mid-year review and hold individual discussions with faculty members. This process is intended to provide a forum for discussion about any potential areas of concern, allowing the faculty member to make any necessary adjustments before the end of the calendar year.

Georgia State University's implementation of annual evaluation policies at the system, college, and department levels is evidenced by redacted annual evaluation documents for a tenured faculty member [29], a tenure-track faculty member[30], a promotion-eligible non-tenure track faculty member[31], and a non-promotion eligible non-tenure track faculty member[32].

**Structured, Promotion, Pre-Tenure, Tenure, and Post-Tenure Reviews**

For structured, promotion, pre-tenure, tenure, and post-tenure reviews, faculty are evaluated at multiple levels (e.g., department, college, Provost, President). The Office of the Provost determines the annual schedule of deadlines through which evaluation documents are submitted to the Office of the Provost. Colleges determine the schedules through which evaluation documents are submitted to the college level. Two university-level policies specify criteria and procedures for these types of periodic faculty evaluations. Structured and promotion evaluations for non-tenure track faculty are governed by the Georgia State University Promotion Manual for Non-Tenure Track Faculty[33]. Pre-tenure, tenure, promotion, and post-tenure reviews for tenure-track and tenured faculty are governed by the Georgia State University Promotion and Tenure Manual[34]. College policies elaborate these two university-level policies in greater detail as appropriate to disciplines of each college, as illustrated through representative policies of the J. Mack Robinson College of the Business[35], the College of the Arts[36], and the School of Public Health[37]. Department policies elaborate the college policies in greater detail as appropriate to each discipline, as illustrated through the College of Arts & Sciences.
website[38] and policies of the Department of History[39] and the Department of Psychology[25]. The resulting evaluation documents for tenured, tenure-track, and non-tenure track faculty members are housed in the colleges' dean's offices and on secure file servers.

Georgia State University's implementation of these evaluation policies at the system, college, and department levels is evidenced by redacted evaluation documents for tenure-track[40] and non-tenure track faculty[41].

**Student Evaluation of Instruction**

**Use in All Types of Evaluation**

The University System of Georgia Board of Regents policy 8.3.5.1 states that "Each institution, as part of its evaluative procedures, will utilize a written system of faculty evaluations by students, with the improvement of teaching effectiveness as the main focus of these student evaluations." All types of faculty evaluations at Georgia State University include consideration of Student Evaluations of Instruction (SEIs). University-level policies governing the use of SEIs are disseminated to faculty through the Georgia State University Faculty Handbook[21], the Georgia State University Promotion Manual for Non-Tenure Track Faculty[33], and the Georgia State University Promotion and Tenure Manual[34]. SEIs are conducted every semester in every course section. SEIs are conducted online. SEIs consist of both Likert scale questions on key aspects of teaching effectiveness and free response questions about the faculty member's strengths, weaknesses, and possible improvements. SEI reports containing quantitative and qualitative data are available online, and faculty members submit these SEI reports in their dossiers during faculty evaluation processes.

**Use in Evaluation of Part-Time Instructors**

Part-time instructors are evaluated each semester through the Student Evaluations of Instruction (SEIs). SEIs consist of both Likert scale questions on key aspects of teaching effectiveness and free response questions about the faculty member's strengths, weaknesses, and possible improvements. SEI reports containing quantitative and qualitative data are available for part-time instructor self-review and are considered along with other information, such as instructional materials provided by the part-time instructor (e.g., syllabi, course materials, etc.) and other information as appropriate (e.g., input from classroom observation by a Center for Excellence in Teaching and Learning staff member). Typically department chairs or their designees, such as program coordinators, provide feedback to part-time instructors. Department chairs also use the information in SEI reports in making course assignments. Georgia State University's implementation of SEIs as an evaluation of part-time instructors is illustrated through redacted SEI reports and chair feedback to a part-time instructor.[42]

**Use in Evaluation of Full-Time Faculty**

College and department policies elaborate how SEIs are considered in conjunction with other evidence in the evaluation of full-time faculty members' teaching effectiveness[26]. Georgia State University's implementation of SEIs as part of regular periodic faculty evaluations is evidenced by redacted evaluation documents for tenured[43], tenure-track[40] and non-tenure track faculty[41].

**Multiple Uses of Regular Evaluations**

The information gained through these regular periodic evaluations of faculty is used in several ways at Georgia State University. The evaluations inform merit pay recommendations and provide faculty members constructive feedback on their contributions and accomplishments. The evaluations guide faculty members to make greater use of the professional development opportunities available at Georgia State University to support their continued growth. In addition, consistent with Board of Regents Policy (e.g., USG Academic & Student Affairs Handbook 4.6), when regular periodic evaluations reveal continued weaknesses in a faculty member's performance, department chairs work with faculty members to develop written plans that include meaningful outcomes in the areas of weakness.
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<tr>
<td>[1] Section 600 of Faculty Handbook</td>
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<td>[2] Faculty Hiring page of OFA website</td>
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<td>[3] Faculty Hiring Policy</td>
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<td>[6] Redacted Appendices A and B for Non-Tenure Track Position</td>
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<td>[7] Redacted Appendix D Hiring Packet for Tenure-Track Assistant Professor</td>
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<td>[15] CAS Faculty_Appeals_Policy</td>
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<td>[16] CEHD Faculty-Grievance-Procedures-1</td>
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<td>[20] University Statutes - Article XII Section 12</td>
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<td>[23] Academic &amp; Student Affairs Handbook _ University System of Georgia 4.7 Evaluation of Faculty</td>
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<td>[24] Non-Tenure Track Faculty Review and Promotion Guidelines - College of Arts &amp; Sciences</td>
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<td>[26] Teaching Effectiveness Policy - College of Arts &amp; Sciences</td>
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<td>[28] Annual Evaluation Policy in College Faculty Handbook - Perimeter College</td>
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<td>[29] Annual Evaluation of Tenured Faculty - Andrew Young School of Policy Studies</td>
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<td>[30] Annual Evaluation of Tenured Faculty - Andrew Young School of Policy Studies (1)</td>
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<td>[31] Annual Evaluation of Non-Tenure-Track Faculty - Lewis School of Nursing and Health Professions</td>
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<td>[32] Annual Evaluation of Professor of Practice - College of Arts &amp; Sciences</td>
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<td>[33] Georgia State University Promotion Manual for Non-Tenure Track Faculty</td>
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<td>[34] Georgia State University Promotion and Tenure Manual</td>
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<td>[35] Promotion and Tenure Manual - Robinson College of Business</td>
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<td>[36] Promotion and Tenure Manual - College of the Arts</td>
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<td>[37] Non-Tenure Track Promotion Manual - School of Public Health</td>
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<td>[38] Department-Level Tenure-Track Faculty Policies - College of Arts &amp; Sciences</td>
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<td>[39] Promotion and Tenure Guidelines - Department of History</td>
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<td>[40] Promotion and Tenure Review of Assistant Professor</td>
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6.4 The institution publishes and implements appropriate policies and procedures for preserving and protecting academic freedom. *(Academic freedom)*

**Compliance Status:** Compliant

**Narrative**

Georgia State publishes and implements a number of policies and procedures related to the preservation and protection of academic freedom.

**Policy Statement on Academic Freedom**

Georgia State University's commitment to academic freedom is encapsulated in the policy on Academic Freedom located in the Policy Library. This policy is also found in the University Statutes and published in the Faculty Handbook and states:

> Georgia State University's Policy on Academic Freedom provides that “All faculty members are entitled to enjoy and to exercise without penalty for such exercise all the rights of an American citizen as well as the rights of academic freedom as they are understood generally in the teaching profession.”

The American Association of University Professors (AAUP) has been a leader in defining the rights of academic freedom as they are understood generally in the profession for nearly 80 years. Its “1940 Statement of Principles on Academic Freedom and Tenure,” which has stood the test of time, includes the following key excerpts on how academic freedom is generally understood:

> The purpose of this statement is to promote public understanding and support of academic freedom and tenure and agreement upon procedures to ensure them in colleges and universities. Institutions of higher education are conducted for the common good and not to further the interest of either the individual teacher or the institution as a whole.

> The common good depends upon the free search for truth and its free exposition. Academic freedom is essential to these purposes and applies to both teaching and research. Freedom in research is fundamental to the advancement of truth. Academic freedom in its teaching aspect is fundamental for the protection of the rights of the teacher in teaching and of the student to freedom in learning. It carries with it duties correlative with rights.

**Academic Freedom**

1. Teachers are entitled to full freedom in research and in the publication of the results, subject to the adequate performance of their other academic duties; but research for pecuniary return should be based upon an understanding with the authorities of the institution.

2. Teachers are entitled to freedom in the classroom in discussing their subject, but they should be careful not to introduce into their teaching controversial matter which has no relation to their subject. Limitations of academic freedom because of religious or other aims of the institution should be clearly stated in writing at the time of the appointment.

3. College and university teachers are citizens, members of a learned profession, and officers of an educational institution. When they speak or write as citizens, they should be free from...
institutional censorship or discipline, but their special position in the community imposes special obligations. As scholars and educational officers, they should remember that the public may judge their profession and their institution by their utterances. Hence they should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that they are not speaking for the institution.

In addition to GSU’s policy statement on academic freedom, the university has published and implemented a number of other policies that relate to the preservation and protection of academic freedom as explained below.

**System-Level Policy and Resources**

The importance of academic freedom is reflected in system-level policy. The Board of Regents Policy Manual 3.2.4.1[3] establishes a faculty shared governance body whose responsibilities include policies on academic freedom:

There shall be a University System of Georgia Faculty Council (USGFC), which shall provide a faculty voice on academic and educational matters and BOR policies related to the profession, including but not limited to tenure and promotion, academic freedom, and post-tenure review. The USGFC shall be mindful and respectful of matters that are more appropriately handled at the institutional level but may make recommendations that have University System level impact or implications.

Membership of the USGFC shall be comprised of one voting representative from each USG institution and that representative must be a member of that institution’s faculty and selected by a process determined by the faculty or faculty body of that institution.

Moreover, Georgia State University employees are expected to comply with the University System of Georgia Ethics Policy[4]. This policy focuses on core values of integrity, excellence, accountability, and respect and includes a code of conduct. Many of these attributes are consistent with the AAUP principles on academic freedom. This code of conduct specifies that USG employees will do several things that help ensure the academic freedom of faculty in teaching, research, and publication:

- Uphold the highest standards of intellectual honesty and integrity in the conduct of teaching, research, service and grants administration.
- Act as good stewards of the resources and information entrusted to our care.
- Treat fellow employees, students and the public with dignity and respect.
- Refrain from discriminating against, harassing or threatening others.
- Comply with all applicable laws, rules, regulations and professional standards.

Publication of this ethics policy in the Faculty Handbook[2] and mandatory ethics training help to ensure that Georgia State University employees are prepared to comply with the code of conduct, including the safeguarding of academic freedom of the faculty.

As detailed in the Faculty Handbook and the Employee Handbook, in order to ensure that all actively employed University System of Georgia (USG) employees are cognizant of and adhering to their obligations with respect to the USG Ethics Policy, all individuals employed by the USG or one of its institutions in any capacity shall participate in USG Ethics Policy training, and shall certify compliance with the USG Ethics Policy on a periodic basis. Georgia State University's Initial Ethics Course and Refresher Ethics can be accessed through iCollege from the Human Resources Ethics Training webpage[5].

**Openness in Research Policy**

An important complement to the Policy Statement on Academic Freedom is GSU's Openness in Research Policy[6]. This policy affirms that “Georgia State University is dedicated to teaching, research, and the dissemination of knowledge to the public. The University is committed to the principle that research is to be conducted in an open and unrestricted manner with researchers having freedom
to publish or otherwise disseminate the results of research in support of the University’s mission.” This policy is publicized through University Research Services and Administration, the Faculty Handbook, and the Georgia State University Policy Library.

**Discriminatory Harassment Policy and Non-Discrimination Policy Statement**

A second important complement to the Policy Statement on Academic Freedom is GSU’s Discriminatory Harassment Policy and Non-Discrimination Policy Statement. This policy affirms that:

Georgia State University allows the free inquiry into all ideas and the free expression of opinions by those within it as a part of the basic process of education. In the presence of harassing behavior, a person’s learning or working ability may be impaired. This discriminatory harassment policy acknowledges protection for free speech, which is guaranteed by the First Amendment of the United States Constitution, while at the same time requiring that the dignity and worth of the individual be nurtured and protected.

This policy is publicized through the Faculty Handbook[2].

**Promotion and Tenure Manual**

Consonant with these policies, the Georgia State University Promotion and Tenure Manual[7] (page 3) affirms the importance of academic freedom and how it is protected through tenure:

The main purposes of tenure are to recognize high quality performance of faculty members, to protect academic freedom, and to enable the University to attract and retain outstanding faculty. The decision to award tenure is based on the merit of the individual faculty member’s demonstrated accomplishments in research, scholarship, and creative activities, teaching, and service, the trajectory of continued accomplishments throughout the faculty member’s career, and the mission of the department, the college, and the University.

This university-level policy is elaborated and sustained through both college-level Promotion and Tenure Policies and department-level Promotion and Tenure Guidelines (see standard 3.7.2). The Promotion and Tenure Manual safeguards academic freedoms of faculty by requiring that evaluation from multiple parties be considered in tenure review processes, including faculty, administrators, and students, and both internal and external reviewers.

**Training**

Recognizing the key role that department chairs play in safeguarding academic freedom, the Office of Faculty Affairs has held training and leadership development sessions relevant to this topic. The Office of Faculty Affairs offered a leadership development session for department chairs on academic freedom, with particular attention to the expression of political views, in February 2017. The orientation for new department chairs held by the Office of Faculty Affairs in July 2017 included a training session that introduced department chairs to core principles of conflict resolution to assist them in implementing the above policies as part of Georgia State University’s commitment to safeguarding and protecting academic freedoms of faculty.

**Issues and Instances of Academic Freedom Grievance and Their Resolution at GSU**

The publication, dissemination, and training for policies related to academic freedom represent one form of evidence of policy implementation that preserves and protects academic freedom. Another form of such evidence involves the current University Statutes which provide a process for grieving and resolving issues of academic freedom. Specifically, in Article XII, Section 25, Other Appeals and Complaints:

“A. Each college, school, or other comparable administrative unit (hereinafter referred to as “college”) of the University, which has assigned faculty members as defined in these Statutes,
shall incorporate in its bylaws, or in official instructions, these procedures for the establishment of a fair and impartial hearing panel for its faculty and for the handling of faculty complaints related to matters other than removal of a faculty member for cause or non-renewal of faculty contract.

B. Applicability. This procedure shall apply to complaints relating to allegations of discrimination including those on the basis of race, creed, color, national or ethnic origin, religion, age, sex, sexual orientation, or handicap in any educational or employment program, policy, procedure, or practice of Georgia State University; allegations of arbitrary or capricious decisions affecting the faculty member’s employment or professional reputation; and allegations by a faculty member or group of faculty members that the faculty member’s contract has been violated, EXCEPT that this procedure shall NOT apply to matters covered under Article XI, Section 24, “Institutional Regulations for Removal of Faculty Members” or to matters related to administrative appointments or responsibilities.”

GSU has not had any grievances filed related to academic freedom since its last reaffirmation.

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<td>[1] University Statutes</td>
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<td>[3] Board of Regents Policy Manual 3.2.4.1</td>
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<td>[5] GSU Human Resources Ethics Training</td>
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<td>[6] GSU Openness in Research Policy</td>
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**6.5** The institution provides ongoing professional development opportunities for faculty members as teachers, scholars, and practitioners, consistent with the institutional mission. *(Faculty development)*

**Compliance Status:** Compliant

**Narrative**

Georgia State University provides ongoing professional development of faculty as teachers, scholars, and practitioners through multiple university-level offices and through colleges and departments. A broad range of professional development opportunities aligns with the multiple roles of faculty and ensures that the teaching, scholarship, and service missions of the institution are met.

Professional development opportunities take many forms at Georgia State University. These include face-to-face workshops and faculty learning communities, online workshops, mentoring, leaves and teaching releases, funding, and awards. A broad range of professional development activities and support is available to tenured, tenure-track, and non-tenure track faculty; part-time instructors; and graduate teaching assistants.

**Units That Support Professional Development of Faculty**

Opportunities and support for professional development of faculty are provided through multiple university-level offices. The three primary offices are the Center for Excellence in Teaching and Learning, the Office of Faculty Affairs, and University Research Services and Administration. The Center for Excellence in Teaching and Learning (CETL) advances a university community where the best practices of engaged teaching and learning are supported through a range of programs for all instructors, from first-time graduate assistants to longtime faculty. The Office of Faculty Affairs (OFA)
provides faculty development programs, leadership programming, and awards to help faculty members achieve their full potential during their time at Georgia State University.

University Research Services and Administration (URSA), Georgia State University’s research support resource for all grants and contracts activities, compliance, and laboratory safety, supports professional development of faculty through intramural grants, research education and compliance training, and training on grant-writing. Additional professional development opportunities are organized by the Office of Institutional Effectiveness, Technology Services, and Human Resources.

Colleges and departments also provide opportunities and support for the professional development of faculty. These include new faculty orientations; mentoring; teaching, research, and professional skills workshops; grant-writing consultation services; workload modifications supporting research; and awards for teaching, research, diversity, and service that provide recognition, funding, and/or course-load modifications. Resources allocated for professional development at the college/department level include teaching release time for research and funds for professional travel, research, and professional development. These resources are supplemented by dedicated human resources: several colleges provide support for faculty professional development through Associate Dean positions explicitly dedicated to faculty development and research, or a related position (e.g., Perimeter, Law, Business, Public Health, and Arts & Sciences). Representative examples of activities and resources are detailed in the appropriate sections below.

**Policies and Procedures Dealing with Professional Development of Faculty**

Georgia State University’s broad range of opportunities and support for professional development of faculty aligns with the University System of Georgia Board of Regents’ policy on faculty development[1].

In keeping with the University System of Georgia’s commitment to excellence, each institution shall have a campus-wide professional growth and development program that supports the continuous improvement of all faculty in their roles as teachers; scholars/researchers; and professionals engaged in service to the institution, the community, and the profession. Each institution’s program must be intentionally aligned with the institution’s mission, key initiatives, and strategic plan. The program must cultivate and sustain a culture in which faculty professional development is valued and pervasive.

The program should specify how faculty development is incorporated into each area of faculty performance evaluations. Each institution’s program should be grounded in best practices for faculty development (see the Academic Affairs Handbook) to inform faculty of opportunities, empower them to stay current, and reward them for enhancing their skills. The program should be goal-driven, include a mechanism to evaluate its effectiveness, and explain how the information gathered will be used to enhance faculty development. Programs must be endorsed by the appropriate faculty governance process and the institution’s president (BoR Minutes, October 2010).

Additionally, the University System of Georgia’s Career Development policy (Board of Regents Policy Manual Section 8.2.17[2]) requires that at least one percent of full-time employee salaries be allocated for professional development.

Policies and procedures at the university, college, and department levels support the engagement of tenured, tenure-track, and non-tenure track faculty in ongoing professional development activities. Representative policies include the Georgia State University Promotion and Tenure Manual[3], the Georgia State University Promotion Manual for Non-Tenure Track Faculty[4], the College of Arts & Sciences Promotion and Tenure Manual[5], the Promotion and Tenure Guidelines of the Department of History[6], and the Non-Tenure Track Faculty Review and Promotion Guidelines of the Department of Psychology[7]. Implementation of such policies, including the review of faculty professional development, is illustrated through a redacted promotion and tenure file of an Assistant Professor[8].

**Communication of Faculty Development Opportunities**

University-level faculty development opportunities and support are highlighted for faculty awareness.
through several portions of the Faculty Handbook[9]. New faculty are directed by OFA to university-level faculty development opportunities in teaching and research through OFA's webpage for new faculty[10]. Additionally, new faculty are encouraged to make early use of university-level faculty development opportunities through OFA's New Faculty Onboarding Checklist[11], which is emailed to each new full-time faculty and available to all new faculty and part-time instructors through OFA's webpage for New Faculty[10].

Faculty are informed about university-level professional development opportunities and support through emails from CETL, OFA, and URSA. Faculty subscribe to CETL's biweekly newsletter containing information about workshops, grant programs, and other faculty development opportunities in the areas of teaching, learning, and the scholarship of teaching and learning. OFA sends monthly email newsletters including faculty development opportunities to chairs, associate deans, and deans for further distribution of these opportunities to faculty. Faculty subscribe to URSA's biweekly email containing information about grant opportunities supporting faculty research and scholarship. Event details and registration are readily available through calendars on the CETL website, OFA website, URSA's training website, and Technology Services website; faculty can subscribe to these calendars through RSS feeds. Colleges and departments share event details through their own websites, such as those of the J. Mack Robinson College of Business[12], College of Education and Human Development [13], and the College of Arts & Sciences[14], and through internal communications from associate deans and/or department chairs to faculty.

**University-Level Professional Development of Faculty as Teachers**

The Center for Excellence in Teaching and Learning (CETL) is Georgia State University's primary university-level unit providing professional development for faculty in teaching. An integration of three previously distinct units (the Center for Instructional Effectiveness, the Center for Instructional Innovation, and the Center for Teaching and Learning at Perimeter College), CETL delivers professional development for faculty as teachers at Georgia State University's downtown campus and Perimeter College off-campus instructional sites. CETL advances a university community where the best practices of engaged teaching and learning are supported through a range of programs for all instructors, from first-time graduate assistants to longtime faculty. This professional development ranges from pedagogy to using instructional technology, creating accessible course materials, and instructional design. CETL's wide range of professional development opportunities and support is used by tenured, tenure-track, and non-tenure track faculty; part-time instructors; and graduate teaching assistants.

CETL supports the professional development of faculty, instructors, and graduate assistants as teachers through a robust schedule of face-to-face workshops, online workshops, and faculty learning communities. Support is available year-round, including robust support before and during summer semesters. A representative week of professional development opportunities[15] initiated during one week during the fall/spring semester illustrates the number, range, and variety of development opportunities in the form of in-person and online workshops and faculty learning communities and encourages sustained professional development in key skills areas aligned with faculty roles. The opportunity to earn a Certificate of Completion and/or Mastery in Online Teaching is available every semester for all instructors, and instructors teaching online courses can be further supported via one-on-one appointments with learning technologists and instructional designers and participating in workshops targeting online instruction[16]. Faculty Teaching and Learning Communities (TaLCS) support a broad range of faculty and part-time instructors at all of Georgia State's campuses through topics such as Understanding Student Mindset and Motivation, Digital Literacy across the Curriculum, and a Part-Time Instructor Learning Community at Perimeter College. To provide personal support, consultations are available on a wide range of topics including making collaborative assignments work, encouraging fruitful discussions, and “flipping” the classroom. Other services include instructional support, learning management systems and instructional technology support, and support for creating accessible instructional materials. Complementing this year-round schedule of workshops, TaLCS, and consultations is CETL's annual conference on Scholarly Teaching.

CETL offers pedagogy, instructional technology, and general technology workshops across the
university as well as face to face and online. Pedagogy and instructional technology opportunities are open to all instructors (faculty, including tenure –track, non-tenure track, limited term and part-time, and graduate students) while the general technology workshops are for all Georgia State faculty, staff, and students. During the 2016-17 academic year CETL offered approximately 500 training opportunities and a total of 5829 unique faculty, instructors, and students used CETL professional development opportunities during this time. An average of 12-15 faculty, instructors, and graduate teaching assistants attended each of the pedagogy-related professional development workshops, 7-12 faculty were registered for each of the five Faculty-TaLCs (met monthly), 10-30 were in the general technology workshops (e.g., using Powerpoint, Excel, or Python), and 15-45 was the average attendance in the instructional technology workshops (Mastering Online Teaching, iCollege Basics). Over 100 GSU instructors attended the 2017 annual Conference on Scholarly Teaching[17],[18] and 20-45 attended each of the Teaching for Social Justice sessions[19].

CETL also supports the professional development of faculty, instructors, and graduate assistants as teachers through grants and awards. In addition to the budget of the three previously distinct units, including staff salaries, additional resources allocated for professional development of faculty include funds for Digital Champions grants, Faculty Teaching Fellowships, and Mini-Grants supporting education and Scholarship of Teaching and Learning projects. Fellowship[20] and grant recipients[20], including tenured, tenure-track, and non-tenure track faculty, share their professional development experiences with other Georgia State faculty through videos or project descriptions on CETL’s website. An inclusive range of teaching awards[21] supports the teaching excellence and development of faculty, instructors, and graduate teaching assistants. Teaching awards include Part-Time Instructor Award, Graduate Teaching Assistant Pedagogy Award, Pedagogical Mentorship Award, Instructional Innovation Awards, and Instructional Effectiveness Award.

University-Level Professional Development of Faculty as Scholars

Professional development opportunities aligned with the research and scholarship mission of Georgia State are offered by several university-level offices:

University Research Services and Administration

URSA supports the professional development of faculty through its in-person workshops, online training, and intramural grants programs. URSA provides faculty workshops on writing a better grant proposal, finding external funding opportunities, and budgeting. Compliance and safety training includes Responsible Conduct in Research and working with humans, animals, and hazardous chemicals and materials. A list of such opportunities is provided to faculty through URSA’s Research Education and Training webpage[22]. URSA offers several intramural funding opportunities to support faculty research. URSA’s research initiation and scholarly support grants[23] support the work of tenured and tenure-track faculty. URSA’s Conference Grants[24] support faculty-organized scholarly and research conferences held at Georgia State University.

Center for Excellence in Teaching and Learning

CETL supports the professional development of tenure-track, tenured, and non-tenure track faculty as scholars through its Scholarship of Teaching and Learning (SoTL) assistance program[25]. This program includes mini-grants, travel grants for conference presentations, manuscript review, publishing advice, and an electronic journal and Recursive SoTL in Progress blog for faculty to share and develop in-progress SoTL research.

Office of Faculty Affairs

OFA administers the Provost's Faculty Research Fellowship and Study and Second Discipline Fellowships, which support faculty as researchers and scholars by providing teaching release time, faculty mentoring opportunities, and financial support. OFA organizes writing accountability groups, open to all full-time faculty to support faculty growth as researchers and scholars. Faculty professional development in research and scholarship is rewarded through several university-level awards, such as
University-Level Professional Development of Faculty as Practitioners

Beyond teaching, research, and scholarship, professional development opportunities are available at the university level for faculty practicing other roles, including service, professional skills, and leadership in support of Georgia State's mission. At the university level, the Exceptional Service Award, administered by the Office of Faculty Affairs, recognizes extraordinary accomplishment in discipline-related service to the community by a full-time Georgia State faculty member. Professional development opportunities in professional skills areas such as using institutional data, statistical software, and diversity are provided through workshops organized by the Office of Institutional Effectiveness, Technology Services, and Human Resources.

Academic Leadership

The Office of Faculty Affairs supports the professional development of department chairs through New Department Chairs orientation and monthly chairs Lunch and Learn sessions. Monthly Lunch and Learn sessions provide opportunities for peer mentoring of chairs on topics such as creating inclusive and collegial departments, maintaining active research agendas as chair, and mentoring faculty through promotion and tenure processes. An average of 16 department chairs and academic administrators with faculty appointments attend each monthly session.

Georgia State University's commitment to providing ongoing professional development opportunities is illustrated through the Academic Leadership Development Series (ALDS). Spearheaded by the President and Provost, and implemented in conjunction with the Office of Faculty Affairs, the Academic Leadership Development Series (ALDS) ensures that department chairs, associate deans, deans, and senior academic administrators who hold faculty positions have ongoing professional development opportunities in service and leadership as relevant to their positions in support of the institutional mission. An average of 70 chairs and academic administrators with faculty appointments attend each session. Topics have included budget, curriculum, advancing cutting edge research, conflict resolution, and building and retaining a strong faculty.

College- and Department-Level Professional Development

Many colleges provide professional development in teaching, research, and scholarship in the form of workshops, speaker series, grant-writing consultation services, workload modifications supporting research, and awards. Further support is provided at the department level. Examples at the college and department levels include the following:

College of Education and Human Development

The College of Education and Human Development (CEHD) supports and rewards faculty professional development through speaker series, training sessions, awards, and mentoring. CEHD provides this support through Professional Development Wednesdays[13], a speaker series that includes current topics in research and educator preparation. CEHD also holds a training session each semester for new faculty and staff on accreditation/certification criteria. CEHD recognizes faculty professional development through several awards; the Outstanding Faculty Service Award recognizes a full-time faculty member who fulfills in an exemplary way the college’s commitment to service and has consistently demonstrated exemplary service at the campus, community, state, and/or national level. With the leadership of its Associate Deans and input from faculty committees, CEHD supports faculty professional development in research and scholarship through its Faculty Support Network mentoring program.[27]

College of Arts & Sciences

The College of Arts & Sciences recently reorganized the Associate Dean structure to include, from July
1, 2017, an Associate Dean for Faculty Development and an Associate Dean for Faculty Advancement. These two administrators provide leadership for the professional development for the college's faculty through workload modifications and awards, among other formats. The college provides professional development for research and scholarship through course- and/or service modifications for tenure-track faculty who have successful pre-tenure reviews, for tenured Associate Professors who have consecutive successful annual reviews, and for full professors who have successful promotion or post-tenure reviews. The college also supports and rewards faculty professional development in teaching, research, student mentoring, diversity, and service through a robust program of awards. These include multiple awards for which both tenure-track and non-tenure track faculty are eligible. Evidence of faculty participation in this form of professional development is provided through a public list of previous recipients.

Within the College of Arts & Sciences, additional professional development is provided at the department level. The Department of Philosophy supports the professional development of its Graduate Teaching Assistants, for example, through orientations, weekly meetings, and an extensive Graduate Teaching Assistant Handbook.

**College of Law**

Professional development for faculty in the College of Law includes workshops and awards, among other formats. Its new faculty development series includes sessions on research, teaching, and professional skills. Professional skills topics have included Raising Your Professional Profile; Working with the Media; and Writing Effective Opinion-Editorials. Three awards support and reward faculty professional development in teaching, research, and service. The David J. Maleski Award for Teaching Excellence recognizes faculty members who have distinguished themselves by their commitment to teaching excellence during the past two years by providing a $2,500 stipend. The Patricia T. Morgan Award for Outstanding Faculty Scholarship recognizes faculty members who engaged in outstanding scholarly research over the prior two years that advanced the academy, the profession and law reform efforts. The Steven J. Kaminshine Award for Excellence in Service honors faculty members with a substantial and continuing record of outstanding service.

**J. Mack Robinson College of Business**

The J. Mack Robinson College of Business (RCB) provides course releases and other funding for improving teaching in the form of Instructional Innovation Grants (IIGs). The main objective of these grants is to encourage faculty creativity and innovations in instructional methodology related to classroom teaching. Evidence of faculty participation in this form of professional development is provided through a public list of previous recipients, which accompanies the grant description. RCB also provides professional development opportunities for faculty members as teachers through its First Friday SoTL Series. Featuring many Georgia State faculty members as presenters, this series also provides an important forum for RCB faculty members to share their professional development experience in the Scholarship of Teaching and Learning with other faculty. RCB offers a robust series of workshops and boot camps supporting professional development of faculty and graduate assistants as researchers. One of their many series supports faculty and graduate assistants' currency in using analytics and statistical software. Annually, RCB honors faculty members for outstanding teaching, research, and service. Evidence of faculty participation in this form of professional development is provided through a public list of previous recipients.

**Perimeter College**

Professional development in teaching for full-time faculty and part-time instructors in Perimeter College has been an integral part of Georgia State University’s Center for Excellent in Teaching and Learning since academic year 2016-17. This integration sustains the historical track record of robust professional development activities and support readily available for faculty teaching at the five campuses of Perimeter College prior to the consolidation of Georgia Perimeter College with Georgia State University.
University. Ongoing post-consolidation professional development opportunities are reinforced by Perimeter College’s administrative structure, which includes an Associate Dean for Faculty Affairs who is responsible for CETL activities targeted for Perimeter College faculty.

The historical track record of professional development opportunities for the faculty of Perimeter College, consistent with its teaching and student access missions, is illustrated through events regularly held prior to consolidation. These included the annual Faculty Development Day, comprised of 50 concurrent sessions, the complementary annual Faculty Discipline Development Day, also comprised of 50 concurrent disciplinary-specific sessions, Part-Time Faculty Symposium, New Faculty Academy, and Part-Time Faculty Academy. In addition, numerous individual workshops supported faculty development throughout the academic year; workshops addressed topics such as STEM Faculty Retreat, Beyond the Blank Stares: Finding Out if Your Students Really Get It, and Student Learning Assessment. Post-consolidation, the New Faculty Academy continues to be organized and held at the Clarkston Campus of Perimeter College. Sessions during this two-day event address syllabi development, FERPA, academic technology, and faculty evaluation processes.[35]

Many other professional development activities for faculty working at the Perimeter Campuses have been sustained post-consolidation through the Center for Excellence in Teaching and Learning. Programming is delivered through a combination of in-person and online sessions to support faculty teaching at all 5 of the Perimeter College campuses[36]. Examples of CETL programming specifically intended to support Perimeter College faculty are Faculty Development Days,[37],[38] New Faculty Coffee and Conversations with the Dean, the 7-week online course Mastering Online Teaching (tailored for Perimeter Faculty), Increasing Student Engagement and Interaction in the Online Classroom, a teaching and learning community on STEM Education at Perimeter College, and a Part-Time Instructor Learning Community at Perimeter College.

From new faculty onboarding through senior academic administrators, Georgia State University faculty members are provided a broad range of professional development opportunities. Through a wealth of resources, policies, and perspectives at the university, college, and department levels, faculty at all of Georgia State’s campuses are supported in their ongoing professional growth in teaching, research, scholarship, and other practically oriented areas of work.

### Evidence

[1] 8.3 Board of Regents Policy Manual _ University System of Georgia - Faculty Development  
[4] Georgia State University Promotion Manual for Non-Tenure Track Faculty  
[6] Promotion and Tenure Guidelines - Department of History  
[7] Non-Tenure Track Faculty Review and Promotion Guidelines - Department of Psychology  
[8] Promotion and Tenure Review of Assistant Professor  
[9] Faculty Handbook-Office of Faculty Affairs  
[10] Office of Faculty Affairs - New Faculty webpage  
[11] New Faculty Onboarding Checklist  
[12] Instructional Innovation Grants and Recipients - Robinson College of Business  
[13] Educator Preparation Presentations - College of Education and Human Development  
[14] Faculty Awards Criteria - College of Arts & Sciences  
[15] Center for Excellence in Teaching and Learning Workshops in Early February 2017  
[16] CETL Workshops Supporting Online Instruction  
[17] CoST 2017 Conference Program
Cost 2017 registration
Social Justice Registration Fall 2016-Spring 2018
Recipients of CETL Mini Grants Share Their Work
Center for Excellence in Teaching and Learning - Programs Grants and Awards
URSA - Research Education and Training
URSA Internal Grants Recipients FY2003-FY2017
URSA Conference Awards Recipients FY05-FY17
_CETL Scholarship of Teaching and Learning Assistance
Office of Faculty Affairs - Scholarly Fellowships and Awards for Continuing Faculty
Professional Development Mentoring Program in the College of Education and Human Development
Past Award Recipients - College of Arts %26 Sciences
Graduate Teaching Assistant Handbook - Department of Philosophy
Maleski Award for Teaching Excellence - College of Law
Patricia T Morgan Award - College of Law
First Friday SoTL Series - Robinson College of Business
Analytics Boot Camps - Robinson College of Business
Recipients of Faculty Recognition Awards - Robinson College of Business
NFA_Agenda2017
CETL Events for Perimeter College October 2016
Fall2017-fac_dev_day-attendees
Spring 2018-fac_dev_day-attendees
Section 7 Institutional Planning and Effectiveness

7.1 The institution engages in ongoing, comprehensive, and integrated research-based planning and evaluation processes that (a.) focus on institutional quality and effectiveness and (b.) incorporate a systematic review of institutional goals and outcomes consistent with its mission. (Institutional Planning)[CR]

Compliance Status: Compliant

Narrative

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

Evidence of the Institution’s Ongoing Planning and Evaluation Processes

GSU participates in ongoing, comprehensive, and integrated research-based planning and evaluation processes at multiple levels. Guided by the University System of Georgia’s (USG) Board of Regents (BOR), GSU is a public university operating within this state system. GSU is subject to state regulations and accountability initiatives that mandate the existence of planning and evaluation processes. Institutional data on students, faculty, staff, academic programs, finances, and facilities are submitted on a regular ongoing basis by institutions to the BOR. The BOR makes much of this aggregated information publicly available through a series of academic reports on its website [1] (http://www.usg.edu/policies/) and via its “USG By The Numbers” website[2] (http://www.info.usg.edu/).

At the university-level, the planning and evaluation process is driven by the BOR’s strategic plan[3], the university’s strategic plan[4], and all college strategic plans[5], then made accountable to one of the two policy-making bodies: the University Senate and the Administrative Council.

The University Senate[6] 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[7], Admissions and Standards[8], Athletics[9], Budget[10], Chairs[11], Commencement[12], Cultural Diversity[13], Executive[14], Faculty Affairs[15], Fiscal Advisory Committee to the President[16], Hearing[17], Information Systems and Technology[18], Library[19], Nominations[20], Planning and Development[21], Research[22], Student Discipline[23], Student Life[24], Sustainability[25], University Statutes and Senate Bylaws[26].

The Administrative Council[27] 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. It consists of the President (who shall be presiding officer), the Provost and Senior Vice President for Academic Affairs, other administrative officers to be designated by the President (always to include the deans of the various colleges and schools, and the Dean of Libraries), and the members of the Executive Committee of the University Senate.

The Georgia State University Staff Council[28] is dedicated to providing service and fostering effective communication within the University community to make Georgia State University the best possible place to work. The Staff Council is an affiliate group of the University Senate.
Student Government[29] has a mission statement which reads:

We the students of Georgia State University, a multi-campus institution within the University System of Georgia, in order to preserve and defend the rights and privileges of student self-governance, serve as the official voice of students in academic, institutional and community affairs. We will promote understanding and involvement among all the members of the University community; represent, advocate, and legislate the interests of the student body; to serve as partners in the administrative process of the University; assume the responsibility to provide a means of expression for students, and encourage individual responsibility. We assume the fullest responsibility and power of self-governance consistent with the Constitution, policies of Georgia State University, and the laws of the State of Georgia.

The Georgia State University Student Government Association (SGA) Constitution[30] was updated in 2016 to reflect the addition of the campuses of Perimeter College.

Student Government members are partners in the administrative process of the university through appointments in the University Senate and the Administrative Council.

**Strategic Planning**

Ongoing, comprehensive, and integrated research-based strategic planning is present at the University System of Georgia institutional level and the GSU college/unit level.

The University System of Georgia Strategic Plan[3]

The Board of Regents (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 its 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.

Georgia State University Strategic Plan[4]

Consistent with the BOR’s Strategic Plan, 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:

**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.

The Associate Provost for Strategic Initiatives and Innovation was tasked with monitoring progress on each of the goals and initiatives in the Plan. Accordingly, the Associate Provost adopted a set of Key Performance Indicators tied to the USP and measured the university's progress toward meeting them using a tracker.

In January 2015 the BOR announced the consolidation of GSU and GPC. The consolidation required the University to shift into a university-wide planning and implementation process, detailed on the consolidation website.

In brief, an implementation committee was formed, including students, faculty and staff from Georgia State and Georgia Perimeter College, who spent the next year examining and working through all aspects of the consolidation. Georgia State submitted its Substantive Change Prospectus for the consolidation to SACSCOC on September 15, 2015, and after a site visit, the SACSCOC Board approved the consolidation at its December, 2015 meeting. The work of the committee was submitted to the Board of Regents, which approved the consolidation on January 12, 2016, with implementation finalized by the beginning of the fall semester in 2016.

As part of the consolidation process, the mission statement for the consolidated GSU was updated and approved by the GSU president and the BOR in 2015. The mission statement reinforces 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.

The consolidation and update of the mission statement also required review of the strategic plan of GSU and led to the adoption of GSU’s 2011-2016/20 Strategic Plan post-consolidation. The Office of the Provost began an intensive analysis of the measurable progress made towards achieving the goals of the plan. Each separate initiative was evaluated to see whether the targets had been met, and what factors might have prevented further achievement. The accomplishment report provided a starting point for revising and updating the Strategic Plan, which took place in AY 2015-2016. Because the overall success of the first Strategic Plan was clear, the decision was made to retain the five broad goals and rework the specific initiatives that make up the action items. A large, representative strategic planning committee was formed, based on recommendations of the administration, the deans of the
colleges, and the University Senate. The draft of the revised Strategic Plan was shared with the university community in focus groups, town halls, comment boards, and interest groups. The updated and revised Strategic Plan was unanimously adopted in spring of 2016, and implementation began in Fall, 2017.

The revised Plan maintains the five original institutional goals, recognizes the University’s recent successes, and introduces university-wide initiatives that will build upon GSU’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.
- Using predictive analytics beyond advisement into a number of areas, from increasing the efficiency of course scheduling to expanding the use of adaptive learning systems.
- Building on its achievements in undergraduate success to strengthen a pipeline for highly qualified students from underrepresented groups to professional careers.
- Collaborating in research that has combined scientists and scholars from various academic fields over the past five years and developing further opportunities to flourish through programs such as the Next Generation Initiative[36], a competitive, multidisciplinary cluster-hiring program.
- Opening a new arts college that was proposed in the 2011 plan and became a reality and a strong component of the university’s connection to Atlanta.

The University Strategic Plan is integrated with the budget allocation process in many ways. For example, the USP calls for efforts to increase Georgia State’s research/scholarly profile, especially in terms of establishing clusters of interdisciplinary researchers, in some cases located within centers and institutes. These units, either housed within an existing college or as an independent unit in the university, bring together researchers from different disciplines. There have been budget allocations made each year since 2011 to establish and sustain these groups, first through the Second Century Initiative, which added 85 new and exceptional faculty to the university, and since 2016, the Next Generation program.

In October 2011 the University Senate passed the Diversity Strategic Plan (DSP)[37]. As stated in the executive summary of the DSP, the 2011-2016 plan was intended as 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. 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 part of the 2016 update of the University Strategic Plan, the DSP was incorporated into the University Strategic Plan.

In keeping with the emphasis on diversity, inclusion, and engagement, in Fall, 2017, President Becker appointed the Commission on the Next Generation of Faculty[38], a high-level body comprising administrators, faculty members, a representative from the Georgia State University Foundation, and staff. The Commission is charged with recommending strategies to enable Georgia State University, consistent with its mission, to become a model of faculty diversity, inclusion, and engagement.

The University budget is closely aligned with the University’s strategic plan. An example can be found in the Strategic Plan progress report.[39] An excerpt is provided below:

**Goal 1, Initiative 1:** Increase the level of scholarship support for undergraduate students. Since 2010, institutional need-based grants have increased from 178 recipients and $142,044 in awards to 2,129 recipients and $2.8 million in awards in 2015. Since 2010, merit-based grants have increased from 1,098 recipients and $2.3 million in awards to 4,007 recipients and $9.3 million in awards in 2015.

**Goal 3, Initiative 1:** Support a research culture that tackles large and complex problems. As an
innovative research institution, GSU promotes cross-disciplinary collaborative research on problems that can only be solved from multiple angles. Since 2011, nearly 100 scholars have been appointed through two cluster hiring initiatives, the Second-Century Initiative (2CI) and the Next Generation Program. During the same period, sponsored research has nearly tripled from $50 million to nearly $150 million.

**College Strategic plans**

Each college is expected to develop its own strategic plan, which lays out college-level goals and initiatives that are consistent with the University mission and strategic plan, while being targeted to the specific needs of the college and its units. Deans are responsible for leading the periodic review and update to college strategic plans. Units within the college may, in turn, opt to develop their own strategic plans, or may rely on the goals and initiatives laid out in their Academic Program Review self-study reports and action plans for this purpose. A summary overview of the college strategic plans can be viewed here.

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

**Campus Master Planning and Capital Improvements**

A Campus master plan was completed in 2012. GSU initiated a new Facilities Master Plan process in FY 2017 to meet the academic, strategic and research mission of the university.

In the fall of 2017 as a kick-off to the updated master plan process, the Facilities Management Services Division (FMSD) in conjunction with the Office of Institutional Research created and launched a survey to gauge usage and opinions on the multi-campus facilities of Georgia State University. The survey was kept open for two weeks. The survey targeted faculty, staff (excluding facilities staff), graduate students, baccalaureate students and associate students.

The survey questions were segmented into four categories:

1. General Information
2. Building Quality and Services
3. University Review
4. Overall Impression

A total of 1831 faculty, staff, and student (stratified random sample) participants took part in the Facilities survey. Of the total responses, 1802 participants self-identified their role or status at the university: 3.9% are administrators, 26.6% faculty, 19.6% staff, and 49.8% are students. Within the student demographic responses, the following are the degree levels of each: 11% are graduate students, 6% are baccalaureate level (Atlanta campus) students and 3% Associate level (Perimeter College) students. The majority of the responses were from the faculty, staff, and students located on the Atlanta (main) campus. The percentages were as follows: 3.8% are located on the Buckhead site, 65.8% are on the Atlanta main campus, 2.5% are Online, and 27.8% are located on one or more of the Perimeter campuses.

Results were shared with each area in the FMSD to address customer service and other items from the qualitative and quantitative feedback received. This information will be used to inform the revised campus master plan which will be underway in 2018.
The new campus master plan has endorsed the concepts advanced by the Sasaki 2012 plan [53], interpreting the campus as precincts of activity and movement. Cooper Robertson, the consultant group, has also noted the increasing importance of city streets as connectors and avenues along which to consider future growth opportunities. The consultants have also noted the importance of new property acquisitions that occurred subsequent to the Sasaki report, particularly the 550,000 square foot 55 Park Place building and Centennial Hall, and the impact of these buildings on the general density, growth, and directions of an evolving urban campus.

While many of the interview sessions were with individuals, there were also meetings with Deans that included key staff and sessions that included representatives of student organizations. After these final interview meetings and review sessions with the master plan committee, Cooper Robertson concentrated their time and efforts in analyzing all data, obtained additional space data and metrics from USG Board of Regents staff, and have prepared plans, designs, and recommendations to be presented in draft form for discussion in June to the President and senior staff. Presentations will also be made to Board of Regents planning staff and the planning committee for review and comment. Final presentations to the university leadership, university community forums and posting to the Facilities Planning website will occur in Fall, 2018, completing the 2018 Campus Master Plan Update.

The Capital Planning and Space Allocation Committee (CPSAC[54]) [55] is a subcommittee of the University Senate Planning and Development Committee. CPSAC 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, as defined by the BOR, and an annual Capital Budget. The membership of the CPSAC includes:

- The Provost
- The Vice President for Finance and Administration
- An additional Vice President selected by the Provost
- One Dean elected by the Deans
- A representative of the Staff Advisory Council
- A representative of the Student Government Association
- Three representatives from the Planning and Development Committee
- The Chair of the University Senate Budget Committee
- The President of the Staff Advisory Council

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

There are detailed planning processes underway for current major and minor facilities construction and renovation projects, including MRR, at the 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, as a June, 2018 presentation by the VP for Finance and Administration [56] at the Senior Leadership Retreat shows.

Details of current projects can be found in the response to 13.7 of this report as well as in the Campus Master Plans in the supporting documentation to this section.

**Institutional Budgeting & Financial Planning**

Budgeting and financial planning take place at every institutional level and are overseen by the President, with input from the University Senate’s Fiscal Advisory Committee to the President, the Chief Financial Officer, the GSU Foundation, and the Government Affairs liaisons. University Senate Bylaws, Article VII, Section 17. [57] Fiscal Advisory Committee to the President,
1. The Fiscal Advisory Committee to the President shall be composed of the Senior Vice President for Academic Affairs and Provost, the Senior Vice President for Finance and Administration, one (1) additional vice president selected by the remaining vice presidents, two (2) deans selected by the Council of Deans, the Chair of the Senate Executive Committee, the Chair of the Senate Budget Committee, the Chair of the Senate Planning and Development Committee, two (2) additional elected senators elected by a vote of the chairs of all Senate committees, the chair of the Staff Council, and the President of the Student Government Association. Member terms will start the last week of spring semester.

2. The Fiscal Advisory Committee to the President will provide the forum for developing university-wide recommendations on the university budget and recommendations regarding final budget allocations or changes in allocations. Recommendations from this committee to the President will be based on university strategic plan, state-level revenue projections, college and division budget recommendations, Senate Budget Committee recommendations, and input from various university constituencies.

3. The chair of the committee (normally the Provost) will be appointed annually by the President.

State funds are allocated to GSU as part of the overall general appropriation to the USG.

Each December, the Senior Vice President for Finance and Administration makes a full budget presentation[58] and provides budget templates[59] to the Chancellor and the BOR.

A summary of key points in the December, 2017 presentation is provided below:

- Enrollment has increased for the Fall Semester, 2017. Headcount is up 1.2% to 51,562 and FTE enrollment is up 1.5% to 43,502. New student and total student enrollment is up at both the downtown and Perimeter College campuses.

- Online enrollment continues to be reviewed in an attempt to improve outcomes rather than focusing on the number of enrollees. Dual enrollment students have had a positive impact on enrollment at the Perimeter College locations. The Alpharetta campus enrollment should be positively impacted when the new science labs open.

- Georgia State University continues to be proactive in its efforts to reduce the costs of education for its students. For example, student advising reforms support a shorter path towards a credential with the average years to degree decreasing from 5.84 years to 5.69 years for the overall downtown student population. According to a Boston Consulting Group study funded by the Gates Foundation, this has an estimated benefit of $5,000 per student in savings.

- The University remains in a strong financial position. While Cash and Equivalents decreased slightly to $198 million, this was planned due to the acquisition and renovation of the Georgia State Stadium. The Current Ratio (i.e., current assets/current liabilities) remains strong at 2.77 (down slightly from 2.84 last year).

- Each auxiliary enterprise is operating as expected. The dining auxiliary will be in a temporary deficit position due to the structure of the Piedmont Central P3 dining hall funding plan developed with Corvias. However, annual return on sales will eliminate this deficit within approximately 3 years. Additionally, the new Chick-Fil-A opened on campus in September, 2017 and the first full month of sales was over $250,000.

- Housing was over capacity this Fall semester with approximately 500 students being temporarily housed at the Sheraton Hotel or doubled/tripled up in rooms where allowable by the Fire Marshall. The university will continue to monitor the market to determine if additional housing is necessary to meet student demand.

- Each university Public Private Venture (PPV) is healthy and performing with accepted limits of
their pro-formas.

**Alpharetta** – Will be paid off in Fall, 2018

**Recreation Center** – Will be paid off in Fall, 2018

**25 Park Place** – Base budget supported with no shortfalls with refinance savings used for redirection requirement

**Perimeter – Newton** – Base budget supported with no shortfalls

**Petit Science Center** – Base budget supported with no shortfalls and portion of refinancing savings used for redirection requirement

**Perimeter – Clarkston International Center, et al** – Base budget supported with no shortfalls

- While the Athletics program is financially healthy without any shortfalls and a 6/30/17 fund balance of $3,351,686 (includes funds held at GSUF), it has not yet achieved the 65% subsidy requirement.

- As required by the BOR, a plan was developed and reviewed with the appropriate BOR staff to achieve this objective within the required time frame, that is, Fiscal Year 2020.

- Georgia State University eliminated 5 payroll positions when it converted to the Shared Services Center processing for payroll in FY ’10. These positions were re-allocated to other institutional priorities including student support. As in FY ’10, GSU payroll administrators are responsible for reviewing any possible savings at the centralized payroll office. If any savings are achieved, they will again be reallocated to other institutional priorities. The remainder of saved effort is from distributed payroll processing in the academic and operating departments which will redirect their own efforts to more productive uses such as student support and enhanced customer services.

- The University’s downtown campus RPG rates have remained consistent over the last year as it has completed consolidation with the former Georgia Perimeter College.

- The Perimeter graduation rates have increased from 6.6% in Fall, 2014 to 13.1% in Fall, 2017. This represents an almost 100% increase in graduation rates in just 3 years.

- The university continues to expand its RPG efforts to the Perimeter College campuses. As proposed last year, the university has hired almost 30 additional academic advisors to help with RPG efforts and rolled out GPS advising and predictive analytics. This continued effort on RPG Perimeter College efforts is expected to continue improving the 3-year graduation rate at those campuses.

The 2018 Georgia legislative session passed a $26.2 billion budget for FY 2019 for the State of Georgia, including funding of $2.4 billion for the University System of Georgia.[60] Items of relevance to Georgia State included $60 million Major Repair and Rehabilitation Funds (MRRF) for the University System, $5 million in design funding for a convocation center, and $5 million for work associated with Library North. The FY 2020 budget will be approved for the legislative session beginning in January 2019. University leaders will continue to work with the governor’s team to pursue legislative and financial priorities for the university for the upcoming session. (see minutes from admin council April 4, 2018[61] and from the Fiscal Advisory Committee to the President[62] (FACP[63]) and BOR April 2018 minutes[65])

In addition to state appropriations and tuition revenue, GSU relies on an array of diverse financial resources to meet its 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.

**Planning and Evaluation Processes for GSU's Fundraising**
The GSU Foundation is an organization with over $200 million of total cash and investments. 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.

Mounting a major gifts campaign requires an extensive, ongoing, comprehensive, and integrated planning and evaluation process. Focusing on Student Success, Faculty Excellence and a Campus without Boundaries, the campaign brings together all facets of the university as well as members of the community. In 2017-2018 The university eclipsed the campaign goal of raising $300 million ahead of schedule. University leaders will continue the momentum of the Burning Bright campaign. During the Burning Bright campaign, the university received 51 separate gifts of $1 million or more.

In 2008, total annual funds raised exceeded $20 million for the first time. Over the past couple of years, the university has raised over $40 million per year. In the past eight years, the value of the university’s endowment has doubled, growing from $81 million in 2010 to $159 million in early 2018.

The University budget is closely aligned with the University’s strategic plan. An example can be found in the Strategic Plan progress report.

Planning and Evaluation to advance GSU’s Research Mission

As an academic community, GSU promotes and celebrates the role of disciplinary and interdisciplinary research. These efforts contribute to the development of knowledge and public good, and are represented across the University. Under the leadership of the VP for Research and Economic Development, GSU has accelerated these efforts through strategies and investments that have positioned GSU among the leading public, urban research universities, fully integrated into the culture and community of Atlanta to meet the unique challenges and opportunities of the environment.

Essential components of the GSU research mission are to increase the University’s competitiveness in the award of sponsored research funding, the translation of its innovation to support its public and economic impact missions, and the acknowledgement of its research progress through honorific awards and fellowships to its faculty. To support this, the University is adding infrastructure, updating existing infrastructure, and providing additional resources to promote and increase interdisciplinary collaboration.

The overarching assessment of the research mission is embodied within the University’s ten-year strategic plan. The update of the strategic plan highlights the research output and activities of the University and how these measures reflect upon the components of its research and economic development missions. National rankings in research-related milestones (e.g., NSF HERD, Top American Research Universities, AUTM Annual Licensing Survey) are important tools for assessing GSU’s research and economic impact productivity in relation to peer and aspirational institutions.

Periodic assessment of the essential components of our research mission is critical to growing and improving the research enterprise at GSU. The VP for Research and Economic Development provides such assessments in an annual report, which serves to highlight potential areas of research growth and provide opportunities to implement new strategic activities in those areas, draw attention to opportunities for enhancing existing research structures and programs, as well as identifying weaknesses and problems to allow for corrective action if needed. More specifically, assessments of essential components to the research mission provide a critical reflection of the University’s path to success within its research mission. These assessments include reviewing overall growth in federal and other sponsored funding for research by both individual faculty and specific academic units such as the University-level institutes and research centers as well as colleges and academic departments, increases in the number of pre-eminent fellowships and awards received by GSU faculty, the interdisciplinary nature of the research being done at the University, and the growth in central support and use of new technologies in research by our researchers.
All of these are reported by the Vice President for Research & Economic Development to the President and Provost each year. This information is used to help inform strategic decisions for growth and improvements to the research community and resources at GSU that allow the university to continually gain ground towards fulfilling its research and economic impact mission.

Critical to the University’s strategy to grow the research enterprise are two university hiring programs, The Second Century Initiative[71] (2CI) and its successor, the The Next Generation Program[36]. The goal of these programs has been to add new faculty lines to add critical mass around important research themes and, especially, to increase the collaborative interdisciplinary research at GSU. The focus on interdisciplinary work arises from the recognition that research to address society’s greatest needs must be addressed from multiple disciplinary directions. In addition, federal investment in university research has increasingly been directed towards multi-disciplinary research teams.

These hiring programs have allowed groups of current faculty to propose research clusters of faculty. The 2CI program was concluded in 2015, after adding 86 new faculty to the university. By Spring, 2018, the Next Generation program had reached its midpoint. Faculty interest in these programs remains high.

In the fall of 2015, thirty-three letters of interest for a combined total of over $16M in funding were submitted for the first round of the Next Generation Program and seventeen of those letters of interest were approved for submission of their full proposals. In the spring of 2016, a university-wide faculty committee appointed by the provost chose the eight winning proposals from the submissions.

In the fall of 2016, eighteen letters of interest for a combined total of over $9M in funding were submitted for the second round of the Next Generation Program and eleven of those letters of interest were approved for submission of their full proposals. In the spring of 2017, a university-wide faculty committee appointed by the provost chose the five winning proposals[72] from the submissions.

Planning and Evaluation of Enterprise Risk Management [73]

GSU operates in a risk environment of growing uncertainty. To assist the University and its academic and administrative leadership in visualizing, assessing and mitigating the risks that threaten its mission, the Office of Enterprise Risk Management (ERM) is tasked with creating a sustainable process to identify, assess, and manage risks across the enterprise to ensure attainment of key organizational objectives and avoid surprises. The process for ERM is implemented in a manner consistent with the Board of Regents of the University System of Georgia Risk Management Policy.[74]

The goal of ERM is to advance GSU’s strategic objectives by aligning processes, people, technology and knowledge with the purpose of fostering a culture of strategic risk-taking and promoting ethical, compliant, and risk-aware decision-making.

University Innovation Alliance

With a view to contributing further to the transformation of higher education nationwide, GSU 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 Georgia Governor Nathan 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[75], an initiative to scale the use of predictive analytics in academic advising, is being led by GSU. GSU’s story testifies to the fact that students from all backgrounds can succeed at high rates. Because the challenges faced at GSU—finding innovative
ways to succeed with 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 its outreach, colleagues within the USG and nationally not only learn what is happening at GSU but also see what is possible at their home institutions and for their own students.

Support by the Office of Institutional Effectiveness for Institutional Planning and Evaluation

To support university-wide institutional planning and evaluation efforts, GSU has an integrated Office of Institutional Effectiveness (OIE). This office, led by the Associate Provost for Institutional Effectiveness, reports directly to the Provost and works closely with constituents in colleges and administrative divisions across the University. OIE’s mission is to facilitate 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.

To accomplish this mission the office:

- transforms data into useful information
- fosters the use of sound and innovative methods to gather, generate, analyze, report and manage data
- provides accurate, consistent, relevant and timely information that is accessible to internal and external constituencies
- facilitates the integration of this information into institutional decision making, policy development and planning processes

The main responsibilities of OIE include:

- Policy, Accreditation, and Administrative Planning
- Decision Support Services
- Institutional Research
- Assessment of Student Learning
- Academic Program Review and Comprehensive Program Review

Policy

The policy management process is based in the Office of Institutional Effectiveness (OIE) and managed in partnership with the Office of Legal Affairs.

The Policy Advisory Group (PAG): The PAG is a university committee charged with reviewing drafts of policies to ensure that all mandatory elements are completed, that format is consistent, and that any overlaps with other policies or conflicts with other policies or federal, state, or Board of Regents regulations are identified prior to its final approval. Members of the PAG are appointed annually by the Provost. [76]

Accreditation

Accreditation standards, both SACSCOC and specialized and professional accrediting standards, are a part of the academic and administrative planning and review cycles. GSU strives to achieve distinction in the work that is done and supports the attainment of required as well as specialized accreditations. A list of the academic specialized accreditations is maintained by the OIE and current accreditation dates are posted on the website[77] as reviews[78] are completed. Many of our administrative units have achieved accreditation in their fields, for example GSU’s Police force is accredited by CALEA Advanced Law Enforcement Accreditation Program[79],[80]

Administrative planning[81]
The administrative structure of GSU consists of nine divisions providing administrative support services to the university community including: Development and Alumni Affairs, Finance and Administration, Instructional Technology, PR and Marketing Communication, Provost/OIE, Research, Student Affairs, Student Success, and University Libraries.

GSU improves administrative support services by engaging in ongoing and systematic planning. The processes of identifying expected outcomes predicated on a careful analysis of missions and goals that support the attainment of immediate, intermediate, and/or long-term objectives. The Provost and Vice Presidents each meet with the President annually in a planning and evaluation session. Goals for the upcoming year are agreed upon, and progress on the goals from the previous year are reviewed, as is demonstrated in Principle 7.3.

Each division vice president reports to the president, and annually each division vice president submits to the administrative planning team their annual report. This is in line with the mission of the administrative planning unit at GSU:

- Reduce redundancy – Articulate the need of SACS and the Board of Regents as essential elements of the assessment structure – Generate new cross department analysis – Optimize data resources – Encourage continuous quality improvement.

The senior administrative planning team at GSU strives to develop processes that improve administrative support services across the University. Examples of process improvements completed are outlined in Principle 7.3.

**Decision Support Services**

Decision Support Services (DSS) maintains the University Data Warehouse and provides reporting services to the University community. The mission of DSS is to provide decision makers with accurate and timely information that enables informed decision making.

DSS goals and initiatives:

- 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
- Provide training in the use of decision support software and reporting tools

DSS offers the following Reporting and Business intelligence tools to the University community:

- IPORT[82],[83]
- Academic Dashboards[84],[85]
- Argos Reporting[86],[87]
- AVIS (Tableau Server)[88]
- University Data Warehouse[89]

**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.
Assessment and Review

The Office of Assessment and Review supports the University community in the conduct of meaningful, effective, and sustainable assessment of academic programs, student learning and comprehensive program review.

Assessment of Student Learning

GSU assesses student learning on an annual basis in all undergraduate, graduate, and professional degree and certificate programs. Faculty play a central role in all aspects of the educational program assessment process: the establishment of student learning outcomes, the development of assessment plans, the conduct of assessment, assessment reporting, the review of assessment reports, and the use of assessment findings to make program improvements. This process is described in detail in 8.2.a.

Academic Program Review and Comprehensive Program Review

Central to the university’s ongoing, comprehensive, and integrated research-based planning and evaluation processes are the related processes of Academic Program Review (APR) and Comprehensive Program Review (CPR), both of which are mandated by the USG.

According to the USG BOR Policy Manual (section 3.6.3):

Each USG institution shall conduct academic program review on a periodic basis. Consistent with efforts in institutional effectiveness and strategic planning, each USG institution shall develop procedures to evaluate the effectiveness of its academic programs to address the quality, viability, and productivity of efforts in teaching and learning, scholarship, and service as appropriate to the institution’s mission. Institutional review of academic programs shall involve analysis of both quantitative and qualitative data, and institutions must demonstrate that they make judgments about the future of academic programs within a culture of evidence. Planning and conduct of academic program reviews shall be used for the progressive improvement and adjustment of programs in the context of the institution’s strategic plan and in response to findings and recommendations of the reviews. Adjustment may include program enhancement, maintenance at the current level, reduction in scope, or, if fully justified, consolidation or termination.

GSU introduced APR in the 1990s and is now in its third cycle of review. At the end of the second cycle, a committee jointly commissioned by the Provost and the Executive Committee of the University Senate evaluated the APR process and made a series of recommendations for improving the process, which were approved by the University Senate in 2013 and are currently in place.

Overall responsibility for APR lies with the Committee on Academic Programs (CAP) of the University Senate. The CAP maintains a standing sub-committee devoted to the process, the Academic Program Review Committee (APRC), which meets weekly during the Spring semester:

APRC agenda 1
APRC agenda 2
APRC agenda 3

Each unit offering educational programs undertakes APR every seven years, with approximately eight units completing APR each year. Units are evaluated in terms of quality, viability, and productivity in the areas of educational programs, research, and service and how these efforts are related and contribute to the university’s strategic plan. APR provides for a comprehensive review of educational programs, since it is not limited to student learning.

At the same time, the assessment of student learning is an integral component of the APR process. Each unit is required to describe the major findings from student learning assessment, changes to its programs prompted by the findings, and the impact of those changes on student learning. This
integration of student learning assessment into APR is being reinforced by the introduction of the three-year assessment reporting cycle discussed in 8.2.a. Two three-year assessment cycles are folded into the seven-year APR cycle, with the analysis report submitted at the end of the second three-year reporting cycle serving as an important data source for the APR process.

The APR process lasts approximately two years. During the first year, the unit collects data and prepares a detailed Self-Study Report, which follows a template [95]developed by CAP. The Self-Study Report is structured to enable the unit to demonstrate its alignment with the University Mission and Strategic Plan. It provides measures of the unit’s students, faculty, and staff as well as evidence of the unit’s quality, viability, and productivity. The full faculty of the unit must vote to approve the final report.

During the second year of the APR process, the self-study report is reviewed by the unit’s dean, a team of external reviewers, and the APRC. The dean prepares a letter[96] that contextualizes the unit’s contribution to its college; reflects on the fit between the unit’s goals, as stated in its Self-Study, and those of any ongoing, college-level, strategic planning efforts; reflects on the suitability of the unit’s proposed sustaining and disruptive innovations; and offers insight on the desirability and feasibility of allocating college resources, where requested by the unit, to meet its stated goals.

The external review team typically consists of three members from peer or aspirational departments or programs, preferably located at peer and aspirational institutions. Reviewers should hold the rank of professor and usually have considerable relevant administrative experience as a department chair, associate dean, or dean. The review team spends two days on campus, meeting with faculty, students, staff, and administrators, and, within 10 days of the site visit, submits a detailed report. The external reviewers’ report[97] evaluates the unit’s contributions to the discipline, the quality of the unit’s educational programs and research culture, and the unit’s goal, summarizes the unit’s major strengths and weaknesses, and offers recommendations.

The final step of the review process involves review by the APRC, which consists of approximately a dozen members of CAP and a representative from each units beginning the APR process in a given year[98]. For each unit, the APRC examines all of the documents hitherto generated by the APR process, including the unit's Self-Study Report, the Dean's Letter, and the External Reviewer's Report. The APRC then prepares a brief report[99] that speaks to the quality, productivity, and viability of the unit's programs as well as the fit between the unit's goals and those of the University Strategic Plan.

Following the completion of the review process, the unit develops an Action Plan[100] in consultation with the Dean. After approval by the Provost, the unit implements the Action Plan, with the Dean providing annual implementation reports.[101]

Since the new procedures and guidelines were approved by the University Senate in 2013, 18 units have completed the APR process to the point of producing an Action Plan, and progress on the achievements of nine of those Action Plans have been assessed in at least one annual implementation report. Another 16 units are in either the first or second year of the process.

Here, we provide an example of one unit in each of the four colleges -- Andrew Young School of Policy Studies (AYSPS), College of Arts and Sciences (CAS), College of Education and Human Development (CEHD), J. Mack Robinson College of Business (RCB), and College of the Arts (COTA) – that have seen one or more units complete the APR process. Below are links to the self-study report, external reviewer report, APRC review, action plan, and the most recent implementation report for each of these units (all APR documents are available on a password protected website):

<table>
<thead>
<tr>
<th>Andrew Young School of Policy Studies</th>
<th>College of Arts and Sciences</th>
<th>College of Education and Human Development</th>
<th>College of Business</th>
<th>College of the Arts</th>
</tr>
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<tbody>
<tr>
<td>Public</td>
<td>Computer</td>
<td>Counseling and</td>
<td>Managerial</td>
<td>Music</td>
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</tbody>
</table>
The Office of Institutional Effectiveness (OIE) supports the APR process in multiple ways. The Office of Assessment and Review (OAR) in OIE coordinates the process and provides assistance to units on a day-to-day basis. It conducts an annual orientation for units, arranges the visits of external reviewers, and monitors the implementation of Action Plans. OAR also maintains an APR website where information about the process and needed documents can be found and where the reports generated by the process are stored. The Office of Decision Support Services (DSS) in OIE has created and maintains an APR dashboard where units can obtain most of the institutional data they need to prepare their self-study reports, while the Office of Institutional Research (OIR) in OIE provides other institutional data as needed on an ad hoc basis.

OIR also produces surveys of current students (undergraduate and graduate, faculty, and alumni) that units draw upon in the preparation of their self-study reports. OAR works closely with CAP and the APRC and regularly proposes refinements to the APR process for their consideration.

**Comprehensive Program Review**

In 2016, the USG initiated a separate CPR process for individual degree programs. According to the USG BOR Policy Manual (section 3.6.3):

Each USG institution will complete the USG Academic Affairs Comprehensive Program Review (CPR) reporting vehicle. The CPR procedures and reporting vehicle are outlined in the Academic and Student Affairs Handbook section 2.3.6 Comprehensive Program Review. Each USG institution will provide the year in which all Board approved academic programs last underwent CPR and the next scheduled year for CPR for each degree program. Academic Affairs will monitor annually and report how many programs underwent CPR by sector and degree level, types of institutional decisions made in regards to include program enhancement, maintenance at the current level, reduction in scope, or, if fully justified, consolidation or termination. The System Office staff will continue to provide data on programs with low enrollment for institutional information.

Under Comprehensive Program Review (CPR), each degree program is reviewed every seven years on a schedule corresponding to the responsible unit’s APR. Units complete a seven-page template provided by the USG. The reporting vehicle consists primarily of indicators for measures of quality, viability, and productivity, but it also contains several narrative sections to enable units to provide additional details, including a contextual closing narrative. The Office of Institutional Research in OIE provides units with much of the data required to complete the template. Completed reports are reviewed in OIE and then by the Provost, after which they are submitted to the USG.
Summary and Conclusion of Institutional Improvement and Mission Accomplishment

Georgia State University engages in in a broad array of planning and evaluation processes at every level, from the university, to the college or administrative division, to the unit or program. These processes are ongoing, in that they are repeated on an annual or periodic basis. They are integrated, in that each of them is designed to support the institution’s Mission and Strategic Plan from its own direction, and in many cases (e.g., with respect to Academic Program Review and Assessment of Student Learning) the processes are intertwined. They are research-based, because Georgia State University is a data-driven institution, in which units set goals, the goals are keyed to performance targets, the findings are measured against the targets, and the action plans for improvement are based on the findings. Georgia State University takes seriously the task of continuous quality improvement, both in its academic and in its administrative processes. The results have been tangible and verifiable. Some highlights of these accomplishments are:

1) GSU’s student retention progression and graduation successes and national leadership in predictive analytics;
2) notable advances in attracting talented research scientists;
3) great improvements in research productivity and research grant revenues;
4) the giant leap forward in total student enrollment and expanded suburban instructional outreach following institutional consolidation;
5) sizable growth in the university’s operating budget;
6) remarkable success in the capital campaign and how those gifts will be used to improve GSU operations;
7) expansion of state-of-the-art physical facilities, square footage, and dollar investments in capital improvements; and other notable improvements.

None of these advances would have been realized without highly effective ongoing, comprehensive, and integrated research-based planning and evaluation processes that (a.) focus on institutional quality and effectiveness and (b.) incorporate a systematic review of institutional goals and outcomes consistent with GSU’s mission.

Evidence

[1] University System of Georgia _ Reports
[2] USG by the Numbers - University System of Georgia
[3] USG Strategic Plan
[5] Copy of college strategic plans
[6] senate.gsu.edu-Welcome to the University Senate
[7] Committee on Academic Programs
[8] Admissions Standards
[9] Athletics
[10] Budget
[12] Commencement
[13] Cultural Diversity
[14] Executive
[15] Faculty Affairs Committee
7.2 The institution has a Quality Enhancement Plan that (a.) has a topic identified through its ongoing, comprehensive planning and evaluation processes; (b.) has broad-based support of institutional constituencies; (c.) focuses on improving specific student learning outcomes and/or student success; (d.) commits resources to initiate, implement and complete the QEP; and (e.) includes a plan to assess achievement. *(Quality Enhancement Plan)*

**Compliance Status:** Compliant

**Narrative**

The Quality Enhancement Plan ("Plan"), which is a separate document from the Compliance Certification, is being prepared by the QEP Development Committee, led by the QEP Faculty Director. The Plan will be submitted six weeks prior to the site visit and will contain a full description of the QEP's topic, goals, methodology, organization, budget, and assessment plan.

Here, as described in the SACSCOC Policy Statement, "Quality Enhancement Plan," Georgia State chooses to "submit selected information about its QEP for review by the Off-Site Reaffirmation Committee. This information allows the Off-Site Reaffirmation Committee to provide an opinion as to whether the intended QEP appears to offer a reasonable attempt to comply with sections (a) and (c) of Standard 7.2 regarding the relationship of the QEP topic to the institutional planning process and the focus of the QEP on improving student learning outcomes and/or student success."

In November 2017, Georgia State's Reaffirmation Leadership Team chose the QEP proposal, *College to Career: Career Readiness through Everyday Competencies*, as the basis of Georgia State University’s next Quality Enhancement Plan (QEP). The decision was the culmination of a nearly year-long selection process involving the review of 36 initial topic proposals and then three full
proposals that were invited for further consideration. As described below, the Plan complies with both 7.2.a and 7.2.c.

7.2.a The institution has a Quality Enhancement Plan that a) has a topic identified through its ongoing, comprehensive planning and evaluation processes.

The topic of College to Career was identified through Georgia State’s ongoing, comprehensive planning and evaluation processes. It grows out of Georgia State’s mission, which states that the university “strengthens the workforce of the future” and “readies students for professional pursuits.” It grows out of Goal One of the University Strategic Plan: “Become a national model for undergraduate education by demonstrating that students from all backgrounds can achieve academic and career success.” In particular, it is responsive to Initiative 3 of the 2016 revision of the Strategic Plan: “Establish new pathways that facilitate seamless college to career transitions.”

Since the Strategic Plan was adopted in 2011, Georgia State has made great strides in accomplishing Goal One of the Strategic Plan. Graduation rates have climbed from 48 percent to 54 percent, and the number of undergraduates successfully completing degrees has soared from 4222 in 2010-11 to 7047 in 2016-17, a 67 percent increase. In addition, Georgia State has become the only public university in the United States at which there are no achievement gaps based on race, ethnicity, or income level. Our African-American, Latino, and Pell students now graduate at rates at or above the rate of the student body overall. In short, Georgia State has become a national model for academic success, so we wish to turn our attention to the second part of the goal: that students from all backgrounds can achieve career success. Even as the number of graduates has grown each year, we recognize the need to support their understanding of the competencies that make them ready for careers, and to help them articulate the career competencies they have developed as undergraduates at Georgia State University.

Career readiness was one of a number of potentially valuable QEP topics embedded in the Strategic Plan. To choose among them, and to engage all segments of the university community in the selection, Georgia State established an extensive and comprehensive QEP topic selection process. The process began with a campus announcement by the Provost and presentations about the process to many constituencies across the campus, including the Deans Council, the Staff Council, the University Senate and the Admissions and Standards Committee, the Student Government Association, the Emeriti Association, the University Library, and the leadership teams of all the colleges with undergraduate programs. In addition, the process and the proposal submission portal were publicized through printed posters, digital signage, and handouts.

An important step in the process was the formation of a QEP Topic Selection Committee (TSC) that was broadly representative of the university community. Ultimately, the TSC consisted of 23 members, with representation from all the colleges offering undergraduate programs; the offices of student success, student services, and the provost; the Senate Executive Committee; alumni; and the student body (one graduate student, one undergraduate from Perimeter College, and three undergraduates from the Atlanta campus). The TSC reviewed 36 initial topic proposals, then invited three teams to prepare full proposals, which were posted on the QEP website and presented at two locations on campus as well as livestreamed and recorded. The entire Georgia State community was encouraged to read the proposals, to attend or view the presentations, and to provide feedback by responding to a survey. Based on the feedback received and the TSC’s own analysis, the committee forwarded its findings to Georgia State’s Reaffirmation Leadership Team, which made the final selection.

A central consideration throughout the selection process was how the proposed topic aligns itself with the University Strategic Plan. The published considerations for topic selection, the submission scoring rubric, the guidelines to finalists, and the TSC’s checklist for final proposals all gauged whether the topic was clearly related to the Strategic Plan. Consequently, we are confident that the implementation of CTC will make an important contribution to the achievement of the Strategic Plan.
7.2.c The institution has a Quality Enhancement Plan that c) focuses on improving specific student learning outcomes and/or student success.

Georgia State’s QEP focuses both on specific student learning outcomes and on student success. The overall goal of the plan is to help students become aware of the career-readiness competencies that are valued by employers, understand the connections between their educational experiences and the career-readiness competencies that they are developing, and demonstrate through a variety of media the career-readiness competencies that they have acquired. CTC will build on Georgia State’s success in using analytics and technology for student success and leverage existing coursework and co- and extracurricular activities. It is not an attempt to retool the curriculum; we are already imparting to our students many of the critical competencies prized by employers. Rather, CTC seeks to prepare students to understand, to articulate, and to demonstrate the connections between what they are learning and how these competencies are critical to their careers.

A Georgia State education already supports a student’s development of career readiness competencies through curricular and co-/extra-curricular engagement. However, the career readiness aspects of the learning activities in which the student is engaged may not be fully evident to or appreciated by the students. To that end, the Georgia State CTC QEP will support student learning by providing the structure through which faculty and professional staff make students aware of career-readiness competencies; help students make connections between coursework and extra-curricular activities and career readiness competencies they are acquiring; and ensure that students can demonstrate their career-readiness competencies in a variety of ways, for example, by compiling e-portfolios. These three goals—awareness, connection, and demonstration—are the QEP student learning outcomes, or Q-SLOs.

The National Association of Colleges and Employers (NACE) career readiness competencies will be used as the initial standard for how Georgia State defines general career readiness. These competencies were determined and defined after conducting a nationwide survey of college recruiters. The use of the NACE career readiness competencies is increasingly common for institutions of higher education. They provide a set of competencies that transcend individual majors and academic programs. Within the parameters of the Georgia State QEP, individual colleges, programs, and majors can determine the career readiness transferable and soft skills specific to them and connect those skills to general NACE competencies. We will also use the American Association of Colleges and University VALUE rubrics, which complement the NACE competencies. The VALUE rubrics are validated and can be used for assessment. OIE has developed a “cross walk” between the two sets for easy and effective assessment.

Faculty will not be required to revise their teaching of career readiness competencies per se. Instead, the QEP will encourage faculty to highlight the competencies that students are learning, connect the competencies to their learning, and ensure that students have ample opportunities to demonstrate their competencies. The QEP will include training and development opportunities to support faculty in reshaping assignments so that they achieve the Q-SLOs. In preparation for this, the QEP Development Committee has conducted a survey of Georgia State program directors asking about the opportunities students have to become aware of, connect to, and demonstrate the NACE career readiness competencies that will provide a baseline for the suggested activities and assessment in the full QEP plan.

Likewise, career readiness competencies are developed outside the classroom. Professional staff will be encouraged to explain to students how these activities develop career-readiness. A work group of these professionals will be convened on a regular basis both to ensure that career readiness is consistently understood and supported across the university.

Three primary points of implementation and assessment are identified. They are:

1) the first-year seminar and first year learning communities. Most entering freshmen are engaged in these programs.

2) the majors (bachelors) or pathways (associates). All students are engaged, and the departmental
faculty may designate the specific course(s).
3) Co- or extra-curricular activities. It is vital that students consider their activities outside the classroom as preparation for a career.

Georgia State’s QEP Faculty Director and QEP Development Committee are building on the initial proposal to finalize the plan. Through the College to Career QEP, Georgia State will improve its students’ awareness of the career readiness competencies they are gaining through a variety of educational experiences, and will enable students to demonstrate their career readiness to potential employers.

7.3 The institution identifies expected outcomes of its administrative support services and demonstrates the extent to which the outcomes are achieved. (Administrative effectiveness)

**Compliance Status:** Compliant

**Narrative**

Georgia State University improves administrative support services by engaging in ongoing and systematic outcomes assessment processes. The processes of identifying expected outcomes, assessing the extent to which these outcomes are achieved, and providing evidence of improvement based on analysis of results vary with the size and capabilities of a unit, but all are predicated on a careful analysis of missions and goals that support the attainment of immediate, intermediate, and/or long-term objectives.

**Narrative**

Georgia State University (GSU) engages in annual identification of expected outcomes for all of its administrative units and demonstrates the extent to which those outcomes are achieved.

The overarching goal of GSU is to be recognized as a dynamic academic community where teaching and research combine to produce leaders and create solutions to conquer the challenges of the 21st century. In support of this goal, GSU has six major divisions providing administrative support services to the university community including: President & Executive Support, Development and Alumni Affairs, Finance and Administration, Information Technology, PR and Marketing Communication, and Office of Institutional Research/Office of Institutional Effectiveness. In compliance with SACSCOC Principle 7.3, each administrative unit within these divisions establishes outcomes and measurements for its programs and services, using the results of those measurements to improve services.

GSU has a robust system of administrative support services engaging in ongoing and systematic outcomes assessment processes.

**Administrative Planning 2012-2016**

The mission for University Assessment and Accreditation as developed in 2010 reads:

*The mission of the Office of University Assessment and Planning is to ensure that academic programs and administrative and support units throughout the University can maximize their effectiveness by a) engaging in meaningful assessment of their performance, student learning (degree programs, core curriculum, and CTW initiatives) and operational outcomes; and b) utilizing their assessment results to develop and implement strategies for continuous improvement in student learning, curriculum development, and operations.*

This statement combined both the administrative and academic sides of the house. A need to more fully articulate the mission of administrative assessment both for the in-house team and the constituents it serves was identified in 2012 when a new Director of Administrative Assessment was
hired. Through a process of evaluation activities including a literature review, peer institution interviews, unit director interviews, conference attendance, and the formation of a university “think tank,”[1] a new, redefined mission for administrative assessment was created:

*The mission for Administrative Assessment at Georgia State University is to reduce redundancy, articulate the need of SACSCOC and BOR as essential elements of the assessment structure, generate new cross department analysis, optimize data resources, and encourage continuous quality improvement.*

Historically, administrative assessment happened both annually and in seven-year cycles known as Administrative Services Unit Reviews or ASUR. An annual reporting cycle runs the same circuit as the university fiscal year. Administrative units would report annually through a software system known as WEAVE their respective mission, goals, outcomes, measures/findings, and action plans. Each year these elements would roll over into the new reporting cycle where unit representatives would simply update the information for the new year.

Due to the nature of the reporting system, many innovations and opportunities for collaboration were lost in the “drilled down” reporting process that evolved around the WEAVE template. To illustrate, in 2012[2] there were 80 units reporting annual data on the WEAVE system. Out of all units identified: 94% had a stated mission statement; 77% identified goals; 89% defined outcomes; and 86% articulated measures and indicators. While the number of units reporting was high, evidence of responsiveness to this data was lacking. As an example here is a 200 page audit report [3] that shows each reporting unit and each outcome measured. A culture of compliant and reactive reporting was developing. Users also expressed frustration with the WEAVE system as a data entry vehicle and felt alienated by requests for reports that were redundant.

To address the concerns with the reporting process, a new hybrid-model was introduced in 2013. Those units satisfied with the WEAVE product could continue to report using this online system[4]. If a department was already producing an annual report, compliance document, accreditation review, or other similar publication, this could be submitted instead. All report submissions were followed up with a phone call or in-person meeting with the Director of Administrative Assessment to build relationships and create an action plan for the coming cycle. The action plan meeting was where the response to the data was discussed and a practice change mapped out. A Blue Sheet [5] was completed in partnership with the reporter and this form not only closed the assessment loop, it contained the action plan for the coming cycle. Examples of WEAVE annual reports from approximately 2012-2014 capture the range of information and the level of detail required by this format: WEAVE report for Development [6], WEAVE report for University Auditing[7], WEAVE report for Undergraduate Admissions[8].

The product and process was more effective when used with the right mix of reporting modalities. Several other units including IS&T, Research, Development, and Dean of Students began experimenting with reporting in new formats. The quality and quantity of assessment shifted and a burst of energy began to spread across campus. To assist with tracking information received outside of WEAVE, the Blue Sheet was submitted. A compilation of the "Blue Sheets"[9] submitted for 2013-2014 displays the simpler, more interactive nature of this reporting format.

In 2014 a stream-lined functional assessment process for the ASUR was piloted with the Office of Finance and Administration. Buy-in for this pilot assessment was secured with the Senior VP for Finance and Administration and a kick-off meeting took place with the Associate VP/Comptroller and members of his management team. Significant data was collected by the Administrative Assessment team and a draft report[10] summarizing seven years of achievements was written and provided to the Associate VP for Finance and Administration for review and edit. Plans to hold feedback meetings with administrators with a goal of having a completed report available by spring 2015 were put on hold when the consolidation with Georgia Perimeter College (GPC) was announced and resources were directed elsewhere.

In 2016 the consolidation with GPC triggered a university-wide effort to establish new administrative processes inclusive of the five off-campus instructional sites of Perimeter College. The consolidation
implementation committee was made up of faculty, staff, students and administrators. The process involved an extensive reworking of all aspects of the University and required a reworking of many policies, procedures and workflow systems. The consolidation recommendations report\[11\] shows the detail involved in this consolidation. The consolidation prospectus and substantive change report to SACSCOC were written over the course of the 2015-2016 year. As seen with the consolidation of GSU and GPC, external forces impact public university planning systems and administrative processes quite often. The competing demands of the economy, local and federal governments and accrediting bodies all influence the nature of the administrative assessment and planning process.

In 2016 SACSCOC announced a revision of their standards of accreditation to be finalized in 2017. As part of this new template, SACSCOC has revised the administrative assessment standard and moved it away from the student learning assessment standard and into the administration and planning section. SACSCOC also dropped the requirement to demonstrate “closing the loop.” GSU is currently examining the impact of this standard revision on the internal administrative planning process.

In 2017, The University System of Georgia (USG) Chancellor Steve Wrigley announced a Comprehensive Administrative Review[12] at the April Board meeting.[13] This is a system-wide initiative focused on improving administration through creating efficiencies, streamlining processes and finding ways to be more effective with USG resources. The Comprehensive Administrative Review is being led by a steering committee composed of representatives from USG institutions to take an in-depth look at all non-faculty administrative functions across the University System. Core faculty activities, such as teaching and research, are exempt from the review. The initiative is currently being conducted in phases that started in fall 2017. The University System Office and the University of West Georgia were the first organizations reviewed. They were followed by Georgia Institute of Technology, East Georgia State College, Kennesaw State University, South Georgia State College and the University of North Georgia, all of which are complete or nearing completion. The second phase will begin in the spring of 2018 and includes the remaining USG institutions. GSU began this process[14] in Spring 2018. The results of this review will inform the administrative planning process at GSU.

**Administrative Planning 2017 to the present**

Beginning in 2016-2017 the OIE entered into a contract with XITRACS a software company supporting assessment and accreditation documentation. An archive of assessment reports was compiled for the 2015-2016[15] cycle and entered into the XITRACS Planning module.

A post-consolidation institutional administrative planning process of the university was developed, focusing on senior leadership of the divisions of Enrollment and Student Success, Research and Economic Development, Student Affairs, Finance and Administration, Public Relations and Marketing Communications and Development and Alumni Affairs. These Sr V.P.’s meet with the University President annually in a planning and evaluation session. These sessions are focused on how each division is meeting the GSU strategic plan[16]. The senior VP’s set goals for the upcoming year as well as report progress on the goals from the previous year. The administrative planning review cycle captures results from this annual meeting and partners with the VP’s of each division to determine how the OIE can best support the on-going initiatives within each division as they work to further the strategic plan of GSU.

This consolidated administrative planning process [17]was presented to the Staff Council[18] as well as to the Planning and Development subcommittee of the Senate[19] in spring 2017 and both bodies approved this plan[20].

Each division vice president[21] submits their annual report to the Office of Institutional Effectiveness (OIE) their annual report. The annual cycle begins begins with a kick-off meeting. OIE staff meet with assessment leaders from each division to:

- Review the data history for the unit
- Develop a plan of action
Plans from 2016-2017 can be viewed here:

<table>
<thead>
<tr>
<th>Administrative Unit</th>
<th>Assessment Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Development and Alumni Affairs</td>
<td>Report [24]</td>
</tr>
<tr>
<td>Finance and Administration</td>
<td>Report [25]</td>
</tr>
<tr>
<td>Information Technology</td>
<td>Report [26]</td>
</tr>
<tr>
<td>PR Marketing and Communications</td>
<td>Report [27]</td>
</tr>
<tr>
<td>OIR/OIE</td>
<td>Report [28]</td>
</tr>
<tr>
<td>Enrollment and Student Success</td>
<td>Report [29]</td>
</tr>
</tbody>
</table>

OIE/Administrative assessment staff are available to assist leadership and departments by request with orientation to evaluation and assessment, feedback on tools, coaching, project planning, meeting facilitation, focus groups, literature reviews and peer institution information.

**Administrative improvement initiatives:**

The administrative planning team at GSU strives to develop processes that improve administrative support services. However this could not be accomplished without the good work and cooperation of the staff members within each division and unit. As stated above, six administrative divisions work to fulfill the mission of GSU. Examples of current improvement initiatives include:

**Community Engagement**

In 2015, The Civic Engagement office was tasked with collecting the data and completing the application for the 2020 Carnegie Mellon Elective Community Engagement Classification[30] designation. Civic Engagement reached out to key colleagues on campus to solicit their feedback and support. Working with colleagues from OIE, an assessment of all aspects of community engagement at GSU was kicked-off. A questionnaire[31] was sent out to the community to collect information from faculty, staff and students around community engagement. The information was collected in a SharePoint site. A committee has been working in partnership with OIE and Civic Engagement to continue this application process and determine the readiness of the university to apply for this designation.

**Staff Survey**

The Office of Institutional Research conducts a university-wide staff survey every other year. This Survey just completed it’s third cycle. (2011 report [32], 2015 report [33], 2017 report [34]). The survey is administered in partnership with the Staff Council. The findings [35] from this survey are presented to the President as well as to the University Senate, Staff Council and Administrative Council. It has become a trusted data source for feedback on the stats of the staff at GSU. This survey becomes part of the feedback loop to each division VP and division-specific reports[36] are shared with senior leadership by request. The survey researchers presented their findings in summer 2018 and will continue to share findings from this survey with the GSU community and beyond. The report is posted on the Staff Council website. The Institutional Research survey team disseminates findings from this survey to the GSU community as well as attendees of professional conferences[37].

**Enterprise Risk Management (ERM)**

The goal of ERM is to advance GSU’s strategic objectives by aligning processes, people, technology and knowledge with the purpose of fostering a culture of strategic risk-taking and promoting ethical, compliant, and risk-aware decision-making. Risk is an uncertainty that the University must understand and effectively manage to execute its
strategies, achieve its objectives and performance goals, and create value for its students and stakeholders. The University conducts an annual risk assessment. Key academic and administrative leaders throughout the University are responsible for identifying risks to the accomplishment of the University’s strategic objectives. Risks are compiled and prioritized. Strategies for addressing risk are developed and monitored throughout the year. The OIE has worked closely with the ERM office through the administrative planning process since 2013 when an ERM audit[38] was conducted. This report has been utilized to improve processes on campus. The current ERM office is in the process of collaborating with risk-owners across campus to further assist GSU in meeting the goals of the strategic plan as well as to strengthen the business processes that support the success of GSU students. The ERM office presented to the Policy Advisory Group in 2018 Enterprise Risk Management/Policy Advisory Group presentation[39]. A compliance [40]matrix is under development and will be refined in partnership with campus decision makers as part of the on-going ERM strategy.

Customer Service

Improved levels of customer and employee satisfaction: A pilot was just completed on the state of customer service at GSU and responses to the findings from this pilot are in the early stages.[41]

Summary and Conclusion

The administrative planning and accreditation team seeks to reach out beyond the confines of annual assessment to make positive impact across the university in the way units define, measure, and use assessment results. For example, the Director of Accreditation and Policy (DAP) (formerly titled Director of Administrative Assessment) serves on many university committees whose work assesses and implements process improvements across campus. These include co-chairing the Policy Advisory Group, member on the ERM advisory group, the Major Repair and Renovation Funding committee, the Disability Initiatives committee, the Military Outreach committee, the Wellness Strategic Planning group and the Data Access, Governance, and Security advisory group. By being “plugged in” to this wide scope of university initiatives, the DAP helps define outcomes, capture data, interpret measurements, and assist the GSU community in measuring and improving their services.

The process of evaluation and data collection is a part of the culture at GSU as evidenced by the consistent data reporting for the past 7 years. The administrative assessment team would be remiss to not include the work done by colleagues in Institutional Effectiveness and Institutional Research. In partnership with Decision Support Services and Institutional Research, the administrative planning process at Georgia State has evolved as GSU has grown in its use of data to drive practice both in the area of student success as well as with the administrative units across campus.

Evidence

[1] think tank minutes and notes
[2] DataEntryStatusDetails (1)
[3] AssessmentResultsChart
[4] WEAVE OEM
[5] OEM Blue sheet
[7] 2013-2014 Weave DAR University Auditing and Advisory Services
[10] Finance and Administration ASUR DRAFT jan15
[12] CAR White Paper
Section 8 Student Achievement

8.1 The institution identifies, evaluates, and publishes goals and outcomes for student achievement appropriate to the institution’s mission, the nature of the students it serves, and the kinds of programs offered. The institution uses multiple measures to document student success. (Student achievement) [CR; Off-Site/On-Site Review]

Compliance Status: Compliant

Narrative

A central tenet of Georgia State University’s (GSU) mission is, “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, the university provides educational opportunities for tens of thousands of students at the graduate, first professional, baccalaureate, associate, and certificate levels.” Goals 1 and 2 of the university’s strategic plan extend a broad and deep commitment to student success and call for the implementation of numerous innovative programs. These strategic plan-based initiatives have enabled GSU to reach unprecedented success in student achievement. Guided by the mission and strategic plan for GSU, appropriate and measurable goals and outcomes for student achievement are identified by the Senior Vice President for Student Success and tracked by the Office of Institutional Effectiveness. The university tracks targeted measures on its Student Achievement website.

In addition, the University determines appropriate, measurable goals and outcomes for student achievement through the Complete College Georgia initiative. The university’s annual Complete College Georgia reports document and evaluate student success through a variety of indicators that are published on the website (success.gsu.edu), in the CCG reports, and in the dashboards and assessment reports of the institutional effectiveness reporting process. Georgia State’s innovative approaches to helping students achieve their educational goals have been widely recognized by sources including the United States President, the US Congress, the US Department of Education, the New York Times, the Chronicle of Higher Education, and The Bill & Melinda Gates Foundation, among others. It is not an overstatement to say that Georgia State University has become a national model of how a large public research university can enable students of all backgrounds to achieve their educational goals. Currently the Senior Vice President for Student Success hosts over 100 universities per year who come to Georgia State seeking to study and replicate its predictive analytics, advising system, chatbots, targeted grants, and other innovations.

Identifies, Evaluates and Publishes

Georgia State University demonstrates its success with respect to student achievement and indicates the criteria and thresholds of acceptability used to determine that success on its Student Achievement website[1]. The tables on the site are reproduced below. After each table, there is a discussion of how the criterion was chosen, and how the minimum target was set. In each case, at the undergraduate level (both Associate and Baccalaureate), comparative data are provided for students who are eligible for Pell grants, and students who are ineligible for Pell grants, in keeping with Georgia State’s mission to help students of all backgrounds succeed at comparable rates. The data for the table are tracked in GSU’s Data Warehouse, which receives its data from the registration and financial aid source systems. Progress toward meeting the threshold of acceptability in each case is tracked in the daily meetings of the Provost’s cabinet and in monthly reports to the Administrative Council by the Senior Vice President for Student Success and the Associate Provost for Graduate Programs. The Senior Vice President also leads weekly meetings of his directors and monthly meetings of the university-wide Enrollment Management Group at which student success metrics are shared and discussed.
Bachelor’s level

The analysis begins with the baccalaureate level because most of the student achievement efforts and programs for undergraduates were developed prior to consolidation for bachelor's students and are well-established. The Associate level programs reported in the next section build on and adapt many of the initiatives discussed here.

<table>
<thead>
<tr>
<th>Number of Degrees Awarded at the Bachelor’s Degree Level</th>
<th>2012-13</th>
<th>2013-14</th>
<th>2014-15</th>
<th>2015-16</th>
<th>2016-17</th>
<th>2022-23 Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not PELL Eligible</td>
<td>2,340</td>
<td>2,214</td>
<td>2,285</td>
<td>2,378</td>
<td>2,438</td>
<td></td>
</tr>
<tr>
<td>PELL Eligible</td>
<td>2,444</td>
<td>2,454</td>
<td>2,503</td>
<td>2,491</td>
<td>2,521</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>4,784</td>
<td>4,668</td>
<td>4,788</td>
<td>4,869</td>
<td>4,959</td>
<td>5,350</td>
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At the bachelor’s level, the number of degrees awarded is a measure of the viability and productivity of the university’s programs. Degree conferrals have increased in almost every year for both Pell-eligible and non-Pell-eligible students. The exception is a small decrease in the number of Pell eligible students who received their degrees in 2015-16, but that number increased the following year. Bachelor’s students have access to a number of innovative programs designed to help them graduate on time. These include Panther Retention Grants and GPS Advising.

The Panther Retention Grant program provides micro grants (averaging $900 each) to students each semester to help cover modest financial shortfalls affecting the students’ ability to pay tuition and fees and prevents them from dropping out. In Fall, 2017, more than 18,000 of Georgia State’s 25,000+ bachelor’s-degree-seeking students (72 percent) had some level of unmet need. This means that even after grants, loans, scholarships, family contributions and the income generated from students working 20 hours a week, the students lack sufficient funds to attend college. Each semester, hundreds of qualified students are dropped from their classes for lack of payment. For as little as $300, Panther Retention Grants provide the emergency funding to allow students who want to get their degrees the opportunity to stay enrolled. Last year, nearly 2,000 Georgia State students were brought back to the classroom—and kept on the path to attaining a college degree—through the program. Seventy-eight percent of the seniors who received Panther Retention Grant support in the 2015-2016 academic year (the last full academic year for which there is data) graduated within one year of receiving the grant and 89% either had graduated or were still enrolled one year after receiving the grant. With more than 11,000 grants awarded since the program's inception, the Panther Retention Grant program has prevented thousands of students from dropping out of Georgia State.

Georgia State uses predictive analytics and a system of more than 800 alerts, 10 years of data, 2.5 million grades, and 144,000 student records (the GPS advising system) to track all undergraduates daily, identify at-risk behaviors and have advisers respond to alerts by intervening in a timely manner to get students back on track. The GPS advising system went live in August 2012. This past academic year, the system generated more than 51,000 individual meetings between advisers and students to discuss specific alerts, all aimed at getting students back on path to graduation. Since Georgia State initiated GPS Advising, freshman fall-to-spring retention rates have increased by five percentage points and graduating seniors are taking fewer excess courses in completing their degrees.

The target of 5,350 degrees awarded in 2022-2023 was set in recognition that, since 2013-14, thanks to Georgia State’s innovative student success programs, the number of degrees conferred has increased, on average, about 2% per year. Georgia State expects that trend to continue over the next five years.
First-time, full-time freshman one year retention was selected as a measure of Georgia State’s ability to get freshmen students settled and on track for progression to graduation. Retention and graduation data are reported by the Office of Institutional Effectiveness and evaluated regularly by the University Administration. Retention and graduation rates are critical components of the University’s Strategic Plan as well as the primary focus for the Complete College Georgia plan. In 2012, each campus in the University System of Georgia was charged with submitting a plan to improve access and completion for all students so that the state of Georgia may realize the economic, academic and civic advantages of a more educated workforce. GSU’s completion plan builds upon the University’s already established commitment to student success. The data from all the identified Student Success programs at GSU is published yearly in the Complete College Georgia reports.

Georgia State has numerous innovative initiatives to help freshmen bachelor’s students, in addition to the programs noted in the commentary on the previous chart. These programs begin even before the first day of class, and include the Keep Hope Alive program, an artificial intelligence “chatbot” to reduce summer melt, and a summer success academy, freshman orientation, First Year Book program, and Freshman Learning Communities. Information about an initiative in process, adaptive learning tools, is given to show that Georgia State is continuously adding to and improving its student achievement initiatives.

With 59 percent of Georgia State students coming from Pell-eligible households (where the annual household income last year was less than $30,000), the HOPE scholarship can be a mixed blessing. The scholarship provides access to college for thousands of Georgia State students, but for students who do not maintain a 3.0 college grade point average, the loss of HOPE often means they have to drop out for financial reasons. In 2008, the graduation rates for students who lost the HOPE scholarship were only 20 percent, 40 points lower than the rates for those who hold on to it. Gaining the HOPE Scholarship back after losing it is a longshot: only about 9 percent of Georgia State students pull it off. The Keep Hope Alive program provides a $500 stipend for two semesters to Keep Hope Alive students who have lost HOPE. It is an incentive for them to follow a rigorous academic restoration plan that includes meeting with advisers, attending workshops and participating in financial literacy training—all to help students improve their grade point averages and to regain the scholarship. Since 2008, the program has helped to almost double the graduation rates of Georgia State students who lose the HOPE scholarship.

Georgia State took a systematic approach to address summer melt, which refers to the group of students who accept offers of admissions but subsequently do not show up for fall enrollment. As many as 20 percent of the students from urban school districts who graduate from high school, successfully get admitted to college and confirm their intent to enroll never end up attending any post-secondary institution. To help these students, the university identified the common obstacles to enrollment that students face between graduating high school and the start of college, including financial aid applications and documents, immunization records, placement exams and class registration, among others. Georgia State developed an approach that would help at-risk students through these obstacles by instituting a combination of a new student portal to guide students through the steps needed to be ready for the first day of classes and an artificial-intelligence-enhanced chatbot, “Pounce,” to answer thousands of questions from incoming students 24/7 via text messages on their smart devices. In the

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</tr>
</thead>
<tbody>
<tr>
<td>Not PELL Eligible</td>
<td>83.0%</td>
<td>82.0%</td>
<td>80.9%</td>
<td>85.2%</td>
<td>83.1%</td>
<td></td>
</tr>
<tr>
<td>PELL Eligible</td>
<td>83.8%</td>
<td>82.5%</td>
<td>81.6%</td>
<td>81.4%</td>
<td>82.7%</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>83.4%</td>
<td>82.3%</td>
<td>81.3%</td>
<td>83.0%</td>
<td>82.9%</td>
<td>84.5%</td>
</tr>
</tbody>
</table>
first summer of implementation, Pounce delivered more than 200,000 answers to questions asked by incoming freshmen, and the university reduced summer melt by 22 percent. This translated into an additional 324 students sitting in their seats for the first day of classes at Georgia State rather than sitting out the college experience.

Through its **Summer Success Academy**, Georgia State uses predictive analytics to identify students admitted to the fall freshman class who are academically at risk and require that these students attend a seven-week summer session before fall classes. This past year, the university enrolled 370 students in the academy, with a first-year retention rate of 87 percent. That compares to an 83 percent retention rate for the remainder of the freshman class, who were, on paper, better academically prepared for college. Prior to the Summer Success Academy, students with similar academic profiles were being retained at GSU at a rate of only 50%.

An array of activities, including **Freshman Orientation, the First Year Book Program, and the Freshman Learning Communities**, helps students establish a group of learning peers, and make the experience of attending a large public university setting more personal and interconnected. All of this has contributed to stabilizing the first-time, full-time retention rate at a five-year average of 82.5% (with comparable rates for both Pell-eligible and non-Pell-eligible students), even amid rapid increases in the numbers of students from underserved backgrounds that the university enrolls.

Next the university is moving to expand the use of **adaptive learning tools**, or “flipped classrooms,” beyond the pilots the institution has already undertaken. These included three introductory math courses, in which non-pass rates across these courses have dropped from an average of 31 percent in 2007 to 23 percent in 2014, with the number down 15 percentage points (33 percent) for Pre-Calculus. Next, the university is moving to deploy adaptive courseware in five gateway courses in Economics, Political Science and Psychology. The project has the potential to make a significant and sustainable impact on retention rates, particularly for high-risk populations (black, Hispanic, Pell eligible, first-generation and adult learners). Based on an approach that is data-driven and collaborative, the initiative supports faculty members in the targeted departments as they explore, pilot, refine and scale adaptive learning courseware across all sections of the identified courses—with more than 15,000 seats annually. This systematic approach is to be complemented and supported by the development of a faculty learning community aided through monthly brown-bag seminars and an ongoing speaker series on adaptive and personalized approaches to teaching and learning. The Center for Excellence in Teaching and Learning, which provides support for pedagogical and technological innovation, has made adaptive learning a top priority.

In the next five years, Georgia State’s target is to improve first-year full-time one year retention so that 84.5% of freshmen students are retained. This will require continued improvement on the delivery of freshman programs.

<table>
<thead>
<tr>
<th>First-time, Full-time Freshman One Year Progression to Sophomore Status</th>
<th>2012-13</th>
<th>2013-14</th>
<th>2014-15</th>
<th>2015-16</th>
<th>2016-17</th>
<th>2022-23 Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not PELL Eligible</td>
<td>51.8%</td>
<td>58.3%</td>
<td>60.2%</td>
<td>67.3%</td>
<td>63.4%</td>
<td></td>
</tr>
<tr>
<td>PELL Eligible</td>
<td>44.8%</td>
<td>49.7%</td>
<td>53.1%</td>
<td>60.0%</td>
<td>57.2%</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>47.8%</td>
<td>53.3%</td>
<td>56.0%</td>
<td>63.1%</td>
<td>60.0%</td>
<td>61.6%</td>
</tr>
</tbody>
</table>

In 2012-13, before Georgia State had put in place its current array of student success initiatives, the FT/FT Freshman One Year Progression to Sophomore Status rate was 47.8%, with a gap of 7 percentage points between Pell-eligible and non-Pell-eligible students. By contrast, in 2016-17, the total rate is 60%--a 12.2% increase over the 2012-2013 rate. The gap between Pell-eligible and non-Pell-eligible has decreased to 6.2%. This gap is one that Georgia State is committed to reduce further over the next five years, with the goal of erasing it completely, while increasing the total rate of progression for freshmen to sophomore status to 61.6%. In part to meet or exceed this target, Georgia State’s Office of Institutional Effectiveness began in 2018 to provide every department on campus with
a Faculty Data Report. Among the data in the report are the DFW rates for each department’s lower division (1000-2000 level courses), broken out by the type of instructor (i.e., tenured/tenure-track, lecturer, part-time instructor, graduate teaching assistant). These data will help chairs and their deans to mentor faculty teaching in courses with high non-completion rates to improve instruction in the lower division and increase student completion in those courses. Another new initiative that will help in this area is the SunTrust Student Financial Management Center, which is using millions of bits of historical student financial data to identify early warning signs of financial risk and to reach out proactively to students to mitigate the problems—before they lead to the students dropping out for financial reasons. In the first 18 months of the Center’s operation, its staff had 173,000 interactions with Georgia State students over financial matters. As the Panther Retention Grant program continues to expand, it will also help to reduce progression gaps based on income level.

<table>
<thead>
<tr>
<th>First-time, Full-time Freshman Six Year Graduation Rate</th>
</tr>
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<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>Not PELL Eligible</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>PELL Eligible</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>

At Georgia State, the institutional graduation rate for bachelor-degree-seeking students has increased by 22 percentage points, from 32% in 2003 to 54% in 2017, with no discernible differences in outcomes based on race, ethnicity, or Pell status. Using National Student Clearinghouse data to track students who began at Georgia State and transferred to another institution, the 6-year graduation rate rises to 65% and the six-year graduation-plus-retention rate increases to 76%, again with little discernable difference based on race, ethnicity, or Pell status. This is evidence that Georgia State is succeeding in its mission to enable students of all backgrounds to succeed at comparable rates. The institution is not satisfied with this success, however. The university will achieve its target graduation rate through a combination of strategies, many of which are already in place. These include increasing the level of scholarship support for undergraduates, building on the success of the University Advisement Center, by using innovative strategies such as classroom optimization algorithms to realign the schedule of classes, expanding the use of online and hybrid courses, and providing greater connectivity across units on shared programs. Georgia State will build on its Undergraduate Signature Experience, which already offers over 350 high impact experiences (i.e., internships/externships, co-operatives, service learning, undergraduate research, and study abroad). Through its QEP and allied initiatives, the university will help keep students on track, not only to graduate but make a seamless college to career transition. Through its Center for Advancement of Students and Alumni (CASA, est. 2017), Georgia State has begun to build pipeline programming to help steer undergraduates toward PhDs in STEM fields, JDs in Law, and MDs in medicine.

Together, Georgia State expects these programs to significantly improve the overall six-year graduation rate. The University Strategic Plan, which was revised in 2016, set an ambitious target for the six-year institutional graduation rate of 60% by 2023.

<table>
<thead>
<tr>
<th>Average Credit Hours at Graduation (Bachelors) for Native Freshmen</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<tr>
<td></td>
</tr>
<tr>
<td>PELL Eligible</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>

As is the case at the associate’s level, at the bachelor’s level, the Senior Vice President for Student Success has set the goal of reducing the number of excess credit hours—beyond the 120 hours required to earn the bachelor’s degree—to a minimum. Even a modest reduction in credits generates millions of dollars in savings for students through reduced financial aid, tuition, and fees. Since 2012-2013, Georgia State has reduced the average number of credits from 140.4 to 134.5, with
Pell-eligible and non-Pell-eligible students essentially equivalent at 134 hours in 2016-2017. The university estimates that the annual savings to students in the costs of tuition and fees from this reduction in average credit hours to completion is $18 million. The university has managed this reduction in credit hours through its innovations in **predictive analytics, advising, and scheduling**. Predictive analytics informs advisors of the early-career courses that are key performance indicators of a students' likelihood of success in a given major, so that the advisor can steer a student more quickly in a direction in which he or she is most interested and most likely to succeed. In a number of disciplines, such as the Social Work, Nursing, and Music, programs have instituted “pre-majors,” i.e., an identified cohort of lower division students who have expressed an interest in a particular major. Having students declare a pre-major enables faculty and advisors to gauge, from the first freshmen semester on, whether a student is likely to succeed in the major, and where this is not the case, to steer students to other disciplines that might be a better fit. Sophisticated scheduling algorithms enable to department schedulers and the registrar to maximize the clock schedule so that bottlenecks are reduced and students are able to get into the classes they need to graduate on time.

The goal is not to reduce the number of average credit hours all the way to 120: there is a recognition that some programs require slightly more than 120 hours, and the university can never entirely eliminate the exploration phase of selecting an undergraduate major. Rather, the Vice President for Student Success has set the target for 2022-2023 at an average of 132 credit hours at graduation.

**Associate's level**

Note that for all associate's-level data, only 2016-17 (i.e., post-consolidation data) is tracked at GSU. IPEDS data for pre-consolidation years at Georgia Perimeter College appears in the associate’s level tables on degrees awarded and first-time, full-time one year retention. Historical data, sourced from the GPC legacy system, is shown for the one year retention to sophomore status table. Data in the remaining associate’s-level table is not tracked by IPEDS, so in that table no component data for pre-consolidation years is presented.

<table>
<thead>
<tr>
<th>Number of Degrees Awarded at the Associate's Degree Level</th>
<th>2012-13</th>
<th>2013-14</th>
<th>2014-15</th>
<th>2015-16</th>
<th>2016-17</th>
<th>2022-23 Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not PELL Eligible</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>856</td>
<td></td>
</tr>
<tr>
<td>PELL Eligible</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>936</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>2,029</td>
<td>1,885</td>
<td>1,838</td>
<td>1,975</td>
<td>1,792</td>
<td>2,280</td>
</tr>
</tbody>
</table>

The degrees conferred criterion was selected as a measure of the viability and productivity of the associate degrees offered by Perimeter College. For this criterion, historical IPEDS data from Georgia Perimeter College data is available and is offered for the years 2012-2013 through 2015-2016. Associate degrees conferred by Perimeter College of Georgia State University in 2016-2017 reached a total of 1,792, a 9.1% decrease over the previous year (1,975). This decline was expected due to a drop in overall enrollments at Georgia Perimeter College from 27,000 to 20,000 students in the years immediately leading up to consolidation, and due to the fact that Georgia State's student success programs had not yet had the chance to kick in. This trend is now turning around. In the short time since consolidation was announced, graduation rates for associate-degree-seeking students at Perimeter College have increased by 5.3 percentage points overall and by 6 to 7 percentage points for both black and Hispanic students, so it is expected that the number of degrees conferred will rise commensurately. While the numbers of Pell eligible students are among the highest in the nation for a public research university, Georgia State expects degree conferrals for this group of students to keep pace with non-Pell students. Georgia State is working toward aggressive growth in this measure over the next five years, and has set the five-year target at 2,280 degrees awarded, or about 5% per year over the 2016-2017 total.
First-time, full-time freshman one year retention was selected as a measure of Georgia State’s ability to help freshmen students settle into college and keep on track for progression to graduation. Georgia State has numerous innovative initiatives to help freshmen, in addition to the Panther Retention grants described in the baccalaureate section above. Five examples are GPS Advising, the LIFT program, the Keep HOPE Alive program, Meta Majors, and Perimeter Academy.

Through GPS Advising, Georgia State uses predictive analytics and a system of more than 800 alerts to track all undergraduates daily, identify at-risk behaviors and have advisers respond to alerts by intervening in a timely manner to get students back on track. The GPS system went live at Georgia State in August 2012, and has now been fully implemented at Perimeter College to increase graduation rates for the 20,000 students seeking associate degrees. In addition to providing much-needed support to students seeking associate degrees, the extension of the GPS system is providing the university with the opportunity to better understand and support transfer pathways between two- and four-year institutions.

The Learning, Income and Family Transformation program (LIFT), supported by State Farm, is another retention initiative. By combining data-driven academic advisement with scholarships, employment opportunities, leadership training and more, LIFT helps students from every background stay on track for graduation. Two of Georgia State LIFT’s highlighted programs include: 1) State Farm Scholars – A scholarship, leadership and job mentoring experience for qualified Perimeter applicants; and 2) Perimeter Academy – A three-semester, invitation-only extended learning community in which new Perimeter students learn to make the most of their college education.

At a large public university such as Georgia State, freshmen can feel overwhelmed by the size and scope of the campus and choices they face. Freshman Learning Communities (FLC) organize the freshman class into cohorts of 25 students arranged by common academic interests, otherwise known as “meta majors:” STEM (science, technology, engineering and math), business, arts and humanities, policy, health, education and social sciences. Students travel through their classes together, building friendships, study partners and support along the way. Research shows students in learning communities not only are retained but graduate at rates four points above those of non-FLC students. Almost 80% of this fall’s freshman class are in FLCs. Requiring all students to choose a meta-major puts students on a path to degree that allows for flexibility in future specialization while ensuring their early course credits will count towards their final majors. Meta majors provide clarity and direction in what would otherwise be a confusing and unstructured registration process.

A three-semester, invitation-only extended learning community, the Perimeter Academy gives associate-level students the opportunity to start in the summer before the first year, offering personalized support in study skills and learning-style assessments, peer mentoring, academic coaching, introduction to key faculty and staff, and individual guidance from Financial Aid Office, University Advisement Center, and the Scholarship Resource Center, as well as social and networking events, service opportunities, and a leadership retreat.

As a result of these programs and others, First-time, full-time retention rates have increased by 3.7% percentage points post-consolidation.

Given the sizable increases to date, Georgia State expects moderate growth in freshmen retention rates in the next five years, at a minimum of 2.5% over the current rate.
In terms of Learning Support, Perimeter College is moving away from GPC’s pre-requisite model, in which a student would have to complete 6 to 9 hours of learning support before undertaking introductory courses in reading/composition and math. The pre-requisite model of learning support often slowed a student’s progression to sophomore status. Associate-level students who take co-requisite learning support begin amassing credits sooner than those on the pre-requisite model, because the former are receiving the support simultaneously with taking the credit-bearing general education courses that will progress them toward sophomore status. In Spring, 2018, Perimeter College moved 1,749 learning support students, or 75% of all learning support students, into the co-requisite model, and starting in Fall, 2018, 100% of learning support students will use the co-requisite model. In combination with the array of student success initiatives available to all undergraduates, Georgia State expects the move from pre-requisites to co-requisites to increase the rate of one-year progression to sophomore status, and will be tracking the rate of student completions of learning support co-requisites.

<table>
<thead>
<tr>
<th>Average Credit Hours at Graduation (Associates) for Native Freshmen</th>
<th>2016-17</th>
<th>2022-23 Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not PELL Eligible</td>
<td>73.5</td>
<td></td>
</tr>
<tr>
<td>PELL Eligible</td>
<td>71.4</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>72.3</td>
<td>70.5</td>
</tr>
</tbody>
</table>

Associate-degree-seeking students must earn at least 60 credit hours to complete their degree. Georgia State University is committed to helping students reduce the number of additional, “wasted” credits. This is a particular necessity for Perimeter’s large Pell eligible student population. Every credit beyond those required to graduate costs students money, and can be a strain on their financial aid, leading to increased drop-out rates. At the same time, it is well known that Perimeter students with an interest in STEM or education may need to take some hours beyond the required 60 in order to complete their general education requirements. The target of 70.5 average credit hours (a 1.8% decrease over the 2016-17 average) was set to improve students’ efficiency while recognizing the need for some leeway for students to explore and complete their general education requirements.

**Graduate/Law Level**

<table>
<thead>
<tr>
<th>Number of Degrees Awarded at the Graduate/Law Degree Level</th>
<th>2012-13</th>
<th>2013-14</th>
<th>2014-15</th>
<th>2015-16</th>
<th>2016-17</th>
<th>2022-23 Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Masters*</td>
<td>2,241</td>
<td>2,088</td>
<td>2,162</td>
<td>2,021</td>
<td>2,048</td>
<td></td>
</tr>
<tr>
<td>Doctoral</td>
<td>216</td>
<td>247</td>
<td>268</td>
<td>281</td>
<td>315</td>
<td></td>
</tr>
<tr>
<td>Professional</td>
<td>196</td>
<td>216</td>
<td>199</td>
<td>203</td>
<td>184</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>2,653</td>
<td>2,551</td>
<td>2,629</td>
<td>2,505</td>
<td>2,547</td>
<td>2,751</td>
</tr>
</tbody>
</table>

Goal 2 of the 2016 version of the University Strategic Plan sets out several initiatives for growing and strengthening Georgia State’s graduate and professional programs, including 1) creating innovative and flexible graduate and professional programs that respond to evolving market and society needs; and 2) becoming a national model for creating a pipeline into graduate school and professional programs to increase the diversity of strong leaders in academic and professional careers. For the first initiative, the emphasis has been on growing the number and type of master’s-level programs in
response to strong market demand, in areas like fintech, data analytics, and public health. The second initiative (the pipeline) is designed to enable Georgia State to lead the nation in steering under-represented minority undergraduates into doctoral and professional degrees. As the National Science Foundation’s Survey of New Earned Doctorates shows, diversity among new PhDs varies widely by discipline, but can improve across the board. Georgia State aims to make the eligible pool of new scholars and professionals more diverse and inclusive. Goal 2 is a long-range goal that looks at, not just how many graduate students are earning their degrees, but how welcoming our programs are to a diverse student body. Georgia State is committed to the idea that a diverse student body increases the richness of the educational experience for everyone.

The university’s Office of Graduate Programs provides Georgia State decision makers with a steady flow of reflections on the number of degree conferrals and other graduate-programs-related data, through a Graduate Programs dashboard[6], which is accessible to anyone with a Campus ID and password. The Office of Institutional Effectiveness provides trend data on graduate degree conferrals through the annual Faculty Data Report[7]. Departments must reflect on their graduate degree conferral data, along with several other graduate program data points, during the periodic Academic Program Review[8] process, and in response to annual PhD program reports from the Office of Graduate Programs.

The university has had mixed success over the past five years with its attempts to grow graduate/law enrollments, which of course, affects the number of degrees conferred. The growth of doctoral programs has been steady, in part due to the Second-Century Initiative, which provides selected PhD students with generous stipends, and in part due to the Provost’s Dissertation Fellowships, a competitive fellowship that enables high-performing doctoral students to receive stipends and mentorship. Commensurate with the growth in PhD enrollments are the steadily increasing number of degrees conferred. From 2012-2013 to 2016-2017, the number of PhD degrees conferred increased from 216 to 315, a 46% increase. In contrast, like law schools across the country, the College of Law has experienced declines in enrollment, translating to fewer JDs conferred. Conferrals first rose and then fell to below their 2012-2013 numbers. The effort to grow the master’s degrees has been mixed. Increased regional competition has impacted enrollments, and thus degrees conferred, most substantially in the J. Mack Robinson College of Business. The MBA, has seen declines in enrollment from 1000 students in 2012 to just over 300 in 2017. This dramatic decline is only partially offset by growth in Robinson’s newer master’s programs in analytics and information systems. In other colleges, particularly Arts and Sciences, traditional master’s programs have also experienced declines in enrollments. In contrast, professional masters across the university and particularly in public health, computer science, occupational therapy, law, communication disorders, and instructional design and technology, have demonstrated considerable growth. In an effort to more nimbly respond to market demand, the university recently received approval from the USG for an interdisciplinary master’s degree program, the master of interdisciplinary studies (MIS). With the ability to mount concentrations as varied as biomedical enterprise (which crosses law, business, and the natural sciences) to criminal justice administration, the university has grown MIS enrollment from seven students in 2016 to 21 in 2017, with continued growth anticipated as new concentrations (e.g., urban studies) begin to enroll students. A new relationship with the Educational Advisory Board, focused on lead generation and a robust marketing campaign, should lead to further growth in enrollments in these and other graduate programs. Variations in enrollments across all graduate programs has led to a drop in total degrees awarded from 2,653 in 2012-2013 to 2,547 in 2016-2017, with volatility in the intervening years. This is, in part, due to changes in specialized accreditation requirements in some areas, and macro-economic and national academic trends.

Building on the growing strength of its doctoral programs and a continued focus on developing and growing professional master’s programs, the university plans to increase its conferrals in the master’s and professional areas. Based on slight year to date increases in fall semester graduate enrollments in 2016-2017 (88 more students than 2015-2016) and 2017-2018 (51 more students than 2016-2017), the university has set a target for modest growth in graduate/law degrees awarded in 2022-2023 at 2,751, or 8% above the 2016-2017 number of conferrals. Continued focus on programs supporting conferral of the PhD (e.g., Provost’s Dissertation Fellowship), enhanced professional development programming[9], regularly offered support for writing the thesis and dissertation[10], and a new university-wide initiative
to offer additional support for faculty mentoring graduate students will further support the effort to increase graduate degree conferral.

Evidence

[1]  Student Achievement at Georgia State University - Office of Institutional Effectiveness
[2]  Student Success Website
[6]  Grad Programs Dashboard
[7]  CSC_Dept
[9]  Professional Development - Graduate Programs
[10] Writing Support - Graduate Programs
    AssociatesStudentAchievement2
    AssociatesStudentAchievement3
    BachelorsStudentAchievement4_1
    Chart 1
    Chart 4
    Chart 5
    Chart 6
    Chart 7
    Chart 9
    GraduateStudentAchievement1

8.2.a  The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results in the Student learning outcomes for each of its educational programs, *(Student outcomes: educational programs)[Off-Site/On-Site Review]*

Compliance Status: Compliant

Narrative

Georgia State University (GSU) maintains a strong, ongoing, university-wide commitment to the comprehensive, regular, and systematic assessment of student learning outcomes in all its educational programs as part of its efforts to foster continuous improvement in its programs and student learning. In particular, GSU educational programs identify expected student learning outcomes, assess the extent to which these outcomes are achieved, and provide evidence of seeking improvement based on analysis of the results of these assessments.

The first section of this narrative describes the student learning assessment process at GSU, while the second section provides evidence that Georgia State’s degree and certificate programs (a) identify expected learning outcomes; (b) assess the extent to which they achieve these outcomes; and (c)
provide evidence of seeking improvement based on analysis of assessment results. This is followed by a brief discussion of initiatives that have been implemented within the past year to improve the process of assessment and reporting of assessment results. A fourth section discusses the assessment of the Associate of Arts and Associate of Science core curriculum degrees at Perimeter College’s off-campus instructional sites, and the final section addresses the assessment of distance education programs.

The Student Learning Assessment Process at GSU

GSU assesses student learning on an annual basis in all undergraduate, graduate, and professional degree and certificate programs. Faculty play a central role in all aspects of the educational program assessment process: the establishment of student learning outcomes, the development of assessment plans, the conduct of assessment, assessment reporting, the review of assessment reports, and the use of assessment findings to make program improvements.

From 2005 to 2014, each educational program developed and maintained assessment data in WEAVEonline, a proprietary assessment management software program. WEAVEonline was replaced in 2014 by a portal designed and maintained by the University, called the Student Learning Outcomes Assessment Portal (SLOAP), available at sloap.gsu.edu.[1] Reports are prepared in a Word document template and uploaded in SLOAP along with any supplementary documentation, such as assessment instruments, rubrics, tables of findings, and detailed program descriptions. In order to provide feedback to programs on their assessment practices, reporting, and use of findings for program improvement, the reports are reviewed in SLOAP by trained volunteers, typically faculty members from across the university, using a standardized rubric found here. [2] The completed reviews are then checked by the staff in the Office of Assessment and Review, who inform reporting units and programs when the reviews are available.

As an illustration of the assessment and review process, the document found here[3] includes (a) an assessment report from 2017 along with supporting documentation uploaded to SLOAP; (b) the review of that report; and (c) the assessment report for the same program from May 2018, along with supporting documentation, incorporating feedback from the review.

The table below displays the number of reports submitted and reviewed for the last three completed review cycles.

<table>
<thead>
<tr>
<th>Year</th>
<th>Undergraduate</th>
<th>Graduate</th>
<th>Certificate</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>51</td>
<td>118</td>
<td>10</td>
<td>179</td>
</tr>
<tr>
<td>2016</td>
<td>48</td>
<td>109</td>
<td>11</td>
<td>168</td>
</tr>
<tr>
<td>2017</td>
<td>49</td>
<td>109</td>
<td>10</td>
<td>168</td>
</tr>
</tbody>
</table>

* Reporting for 2015 and 2016 constituted completed annual cycles of assessment reporting. With the change in the Principles, GSU made appropriate changes to the reporting format and shifted to a 3-year cycle of program assessment reporting, as described below.

We have provided a representative sample of reports (approximately 20%) submitted between 2015 and May 2018. Sampling was done as follows: from an alphabetized list of reports by department, every fifth report from 2015 was selected. A similar process was followed for 2016 through 2018 except that in some cases, alternate reports were selected to ensure that no departments were oversampled and each department was sampled at least once, and there was a representative sampling of undergraduate, graduate, and certificate reports. Table 2 displays the reports that are included as evidence.

Table 2: Sampled Program Assessment Reports

<table>
<thead>
<tr>
<th>Year/Report</th>
</tr>
</thead>
<tbody>
<tr>
<td>College/Department</td>
</tr>
<tr>
<td>------------------------------------</td>
</tr>
<tr>
<td><strong>Andrew Young School of Policy Studies</strong></td>
</tr>
<tr>
<td>Economics</td>
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<tr>
<td></td>
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<tr>
<td></td>
</tr>
<tr>
<td><strong>College of the Arts</strong></td>
</tr>
<tr>
<td>Film and Theater</td>
</tr>
<tr>
<td><strong>College of Arts and Sciences</strong></td>
</tr>
<tr>
<td>Anthropology</td>
</tr>
<tr>
<td>Biology</td>
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<tr>
<td></td>
</tr>
<tr>
<td>Chemistry</td>
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<tr>
<td></td>
</tr>
<tr>
<td>Communication</td>
</tr>
<tr>
<td>Computer Science</td>
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<tr>
<td></td>
</tr>
<tr>
<td>English</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Degree Program</td>
</tr>
<tr>
<td>----------------------------------------------------</td>
</tr>
<tr>
<td>Undergraduate (Analysis)</td>
</tr>
<tr>
<td>AB</td>
</tr>
<tr>
<td>MA Rhetoric and Composition MA</td>
</tr>
<tr>
<td>MFA Creative Writing MFA</td>
</tr>
<tr>
<td>PHD Literary Studies PhD</td>
</tr>
<tr>
<td>Geosciences MS Geoscience MS</td>
</tr>
<tr>
<td>History AB History BA</td>
</tr>
<tr>
<td>PHD History PhD</td>
</tr>
<tr>
<td>Mathematics and Statistics BS Mathematics BS</td>
</tr>
<tr>
<td>Mathematics MS</td>
</tr>
<tr>
<td>Neuroscience PHD Neuroscience PhD</td>
</tr>
<tr>
<td>Philosophy AB Philosophy BA</td>
</tr>
<tr>
<td>MA Philosophy MA</td>
</tr>
<tr>
<td>Physics and Astronomy BS Physics BS</td>
</tr>
<tr>
<td>PHD Astronomy PhD</td>
</tr>
<tr>
<td>Political Science AB Political Science BA</td>
</tr>
<tr>
<td>PHD Political Science PhD</td>
</tr>
<tr>
<td>Psychology BS Psychology BS/BA</td>
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<tr>
<td>Religious Studies AB Religious Studies BA</td>
</tr>
<tr>
<td>Sociology PHD Sociology PhD</td>
</tr>
<tr>
<td>Women's, Gender, and Sexuality Studies MA WGSS MA</td>
</tr>
<tr>
<td>CERG WGSS Graduate Certificate</td>
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<tr>
<td>World Languages and Cultures AB German BA</td>
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<tr>
<td>MA French MA</td>
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<tr>
<td>CTL Translation Certificate</td>
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<tr>
<td>College of Education and Human Development</td>
</tr>
<tr>
<td>Counseling and Psychological Services EDS</td>
</tr>
<tr>
<td>School Psychology EdS</td>
</tr>
<tr>
<td>2017</td>
</tr>
<tr>
<td>College</td>
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<tr>
<td>-----------------------------</td>
</tr>
<tr>
<td>Early Childhood and Elementary Education</td>
</tr>
<tr>
<td>Educational Policy Studies (EPS)</td>
</tr>
<tr>
<td>Educational Leadership [63]</td>
</tr>
<tr>
<td>Educational Leadership [64]</td>
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<tr>
<td>Educational Research Online MS [65]</td>
</tr>
<tr>
<td>CERM Qualitative Research Certificate [66]</td>
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<tr>
<td>Social Foundations of Education [68]</td>
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<tr>
<td>Human Learning and Development BIS [69]</td>
</tr>
<tr>
<td>Communication Sciences &amp; Disorders MS [70]</td>
</tr>
<tr>
<td>Educational Psychology MS [71]</td>
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<tr>
<td>Educational Psychology PhD [72]</td>
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<tr>
<td>Education of Students with Exceptionalities PhD [73]</td>
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<td>Exercise Science BS [75]</td>
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<td>Sports Administration MS [76]</td>
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<td>Instructional Design &amp; Technology Online MS [77]</td>
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<tr>
<td>Online Learning Design and Technology [78]</td>
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<td>Institution</td>
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<tr>
<td>-------------</td>
</tr>
<tr>
<td>CERG</td>
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<tr>
<td>Middle and Secondary Education</td>
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<td></td>
</tr>
<tr>
<td>Institute for Biomedical Sciences</td>
</tr>
<tr>
<td>College of Law</td>
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<tr>
<td></td>
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<tr>
<td>School of Public Health</td>
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<tr>
<td></td>
</tr>
<tr>
<td>Robinson College of Business</td>
</tr>
<tr>
<td>Deans Office</td>
</tr>
<tr>
<td>Accountancy (AC)</td>
</tr>
<tr>
<td>Computer Information Systems</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
Overall responsibility for assessment at GSU lies with the Committee on Academic Programs (CAP) of the University Senate. CAP has an Assessment Committee comprising members of CAP and representatives from the Office of Institutional Effectiveness, each college (typically Associate Deans), and the Center for Excellence in Teaching and Learning (CETL). This committee was established in 2017, replacing two separate assessment subcommittees (the Undergraduate Assessment Committee...
and the Graduate Assessment Committee) with narrower remits. The Assessment Committee provides oversight for the assessment reporting and review process, which is coordinated by the Office of Assessment and Review within the Office of Institutional Effectiveness. The Office of Assessment and Review, comprising a Director (Dr. John Duffield), an Associate Director (Dr. Patricia Gregg), and a Senior Faculty Associate for Assessment of Student Learning (Dr. Sara Cushing), provides technical assistance to assessment reporters and departments with regard to the design of assessment plans, the conduct of assessment, continual improvement of assessment, and the use of SLOAP. The Office also offers information and training sessions for assessment reporters, reviewers, and other interested parties.

In 2017, GSU went to a three-year cycle of reporting on SLO assessment to allow programs more time to focus on the use of assessment results for program improvement during the third year of the cycle. During each of the first two years, programs collect assessment data and report findings (Findings Report) the following September. During the third year, programs analyze their findings and propose changes to the educational program and the assessment process to address issues that arise on the basis of their assessment findings (Analysis Report), which is due in May. Starting in May 2018, departments also report on the impact of changes made on the basis of previous assessment findings in the Analysis Report.

The Findings Report specifies the program’s mission, goals, and 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 for measuring each SLO, the targets for the achievement of student learning outcomes, and the findings of the assessment during the previous year. Relevant documentation such as rubrics or detailed findings may be included in the report or uploaded separately to SLOAP.

The longer Analysis Report begins with all of the above, but asks for a summary of all findings for the previous several years. It then goes on to include the following additional elements: program learning opportunities (i.e., opportunities within the program where each SLO is introduced, reinforced, or mastered), an analysis of the assessment findings in terms of what they suggest about strengths and weaknesses of the program, a description of how assessment findings are shared among program faculty and other stakeholders, and a plan for how the assessment findings will be used to improve the educational program and/or the assessment plan. Starting in 2018, the Analysis Report will also include a distinct section for discussing the impacts of past action plans on student learning. Instructions for completing the Analysis Report, along with the report template, are found here[120].

With the knowledge of the findings, program reporters and their departments develop Action Plans for improving their educational programs and, as needed, the assessment process. Because the SLOAP portal is accessible to every member of the university community, the results of assessments (both assessment reports and reviews) are shared widely within and across programs (see sloap.gsu.edu[1]).

Table 3. Findings versus Analysis Report Comparison

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Mission/Learning Goals</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Student Learning Outcomes</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Program Learning Opportunities</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Methods and Targets</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Findings</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Analysis</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Impact of Past Action Plans*</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Sharing and Discussion Process</td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>
When preparing Analysis Reports, programs are encouraged to focus on analyzing the available findings and not necessarily collecting additional data. If they do collect additional data during the Analysis Report year, they have the option of reporting those findings separately the following September.

In order to maximize the impact of assessment on the university’s planning and evaluation processes, the three-year reporting cycle is intentionally tied to the seven-year Academic Program Review (APR) cycle. Units undergoing APR submit analysis reports immediately prior to writing their self-study reports for APR. The purpose of this arrangement is to ensure that assessment findings are taken into account in the APR process. If the analysis of assessment findings warrants major changes in the educational program and/or the assessment process for a unit, that unit is not required to submit a Findings Report during the year that the APR self-study report is completed and reviewed, so that the unit may spend that year refining its educational program and/or its data collection and analysis processes. The collection of data and the reporting of findings resumes the following year, which is the first year of the next seven-year APR cycle. The table below illustrates the reporting cycle along with the APR cycle.

Table 4. Assessment Reporting and Academic Program Review (APR)

<table>
<thead>
<tr>
<th>Year</th>
<th>Semester</th>
<th>Collect Data</th>
<th>Submit Report</th>
<th>Academic Program Review</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Fall</td>
<td>Yr1</td>
<td>Findings: Yr 7*</td>
<td>Action plan</td>
</tr>
<tr>
<td></td>
<td>Spring</td>
<td>Yr1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Fall</td>
<td>Yr2</td>
<td>Findings: Yr 1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Spring</td>
<td>Yr2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Fall</td>
<td>(Yr3)</td>
<td>Findings: Yr2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Spring</td>
<td>(Yr3)</td>
<td>Analysis: based on findings from Yrs (7),1,2,(3)</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Fall</td>
<td>Yr4</td>
<td>(Findings: Yr 3)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Spring</td>
<td>Yr4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Fall</td>
<td>Yr5</td>
<td>Findings: Yr 4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Spring</td>
<td>Yr5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Fall</td>
<td>(Yr6)</td>
<td>Findings: Yr 5</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Spring</td>
<td>(Yr6)</td>
<td>Analysis: based on findings from Yrs (3),4,5,(6)</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Fall</td>
<td>Yr7*</td>
<td>(Findings: Yr 6)</td>
<td>Submit self-study</td>
</tr>
<tr>
<td></td>
<td>Spring</td>
<td>Yr7*</td>
<td></td>
<td>External reviewers</td>
</tr>
</tbody>
</table>

Parentheses indicate optional items.
* Programs making major changes to their educational programs and/or their assessment process during the APR year may request a waiver for collecting and reporting data during year 7.

 Evidence of Compliance with Standard

In this section of the report, evidence is presented that (1) GSU’s educational programs identify expected student learning outcomes; (2) GSU’s educational programs assess the extent to which its
educational programs are achieved, including methods, findings, and analysis; and (3) GSU’s educational programs are seeking improvement based upon the analysis of assessment results.

Evidence that GSU’s Educational Programs Identify Expected Student Learning Outcomes

As noted above, all assessment reports include expected Student Learning Outcomes (SLOs). The sample reports referenced above include examples from a cross-section of the university; here are highlighted sample SLOs from the most recently completed assessment cycle (one from each college at the undergraduate level and the graduate level). Figures 1 and 2 below show the distribution of rubric scores of the assessment reports from 2015 and 2017, respectively. Rubric Elements 2 and 3 relate to the SLOs: Element #2 is Relationship [of SLOs] to Mission and Goals and Element #3 is Specificity and Measurability of SLOs. Note that the majority of reports received a score of good or exemplary on both rubric elements; we discuss later strategies we have put into place for the 2018 assessment cycle to improve the percentage of programs receiving satisfactory scores.

Figure 1. Distribution of Assessment Report Review Rubric Scores (2015)

![Figure 1](image1)

Figure 2. Distribution of Assessment Report Review Rubric Scores (2017)

![Figure 2](image2)
Evidence that GSU’s Educational Programs Assess the Extent to Which its Educational Programs are achieved including Methods, Findings and Analysis

As noted above, all assessment reports include a description of the methods of assessment, findings and (beginning in 2017 for Analysis Reports only) analysis. Again, here[122] are some exemplary examples of these reports but a broader sample can be found in the linked reports above; the linked file includes complete reports rather than excerpts as the assessment methods cannot be easily interpreted without reference to the SLOs. Rubric Elements 5 through 10 relate to measurement of SLOs as follows:

5) Alignment Between Measures and SLOs
6) Description of Methods
7) Adequacy and Justification of Targets
8) Description of How the Method Was Administered and Data Were Collected
9) Presentation of Findings
10) Interpretation of Findings

For most of these rubric elements, the majority of reports received scores of good or excellent, though for elements 5 and 6 the modal score was “developing.” See below for strategies implemented for the current cycle that in order to improve reports in these areas. Note that the current reporting system (SLOAP) cannot distinguish between Findings and Analysis reports; since the Findings reports do not require analysis of findings the number of reports rated on element #10 is lower in 2017 than in 2015.

Evidence that GSU’s Educational Programs are Seeking Improvement Based Upon Analysis of Assessment Results.

As noted above, the rubric for evaluating assessment reports includes four items related to seeking improvement; these are the following:

11) Analysis of Assessment Findings: Impact of Past Improvements and Changes
12) Sharing and Discussion of Assessment Findings
13) Use of Assessment Findings for Improvement of the Educational Program
14) Use of Assessment Findings for Improvement of the Assessment Process
The reader is again referred to Figures 1 and 2 above. Note that in 2015 the modal score for each of these rubric elements was 1 (Absent/Beginning); by 2017, the modal score was 3 (Proficient). Findings and Analysis reports are aggregated in this graph; the smaller total number of scores on these elements reflects the fact that a majority of 2017 reports were Findings reports and not required to report in these areas. Nevertheless, the improvement in these areas suggests that the strategy of moving to a less onerous three-year assessment cycle has had a beneficial effect on the analysis and use of assessment findings for program improvements. Excerpts from assessment reports that present examples of attempts to improve programs based on assessment results are found here[123]. Note that prior to May 2018, there was not a specific place in the template provided to departments to report on results of past action plans; this addition to the template will likely result in better reporting of these efforts and their efficacy.

Efforts put in place for the 2018 Assessment Cycle to improve reporting

In 2017, the Office of Assessment and Review in the Office of the Institutional Effectiveness conducted an internal review of the assessment and reporting process. Some limitations of the system were noted:

- While SLOAP was designed with the intent to make assessment reporting easier for departments, there are several deficiencies in the system that make meta assessment more difficult. First, there is not a way to track in real time which programs have submitted reports and which reports have been reviewed. Second, the assessment reports are stored as individual .doc or .pdf files, rather than in a searchable database, making retrieval of information from the reports cumbersome. Decision Support Services will no longer be able to provide technical support for the SLOAP platform after 2019; therefore, OIE is currently seeking a replacement system that will have greater capabilities for organizing the review process and will permit more timely feedback on reports to departments.

- The review revealed that a number of programs did not act on suggestions from reviewers to improve their assessment process or their reports. One possible reason for this lack of attention to reviews may have been that, prior to Fall 2017, there was no mechanism for providing feedback on SLO assessment to colleges; assessment reviews were shared only with the department. In Spring 2017, on the recommendation of OIE, the University Senate approved a new Assessment Committee (see description above) to provide college-level oversight of the process. The Assessment Committee met once each semester during the 2017/2018 academic year (see meeting agendas and materials here) and committee members assisted in getting overdue reports submitted. For the 2018 reporting cycle, OIE will be preparing summary reports for each college, highlighting exemplary reports and noting departments that need assistance with their assessment plans. Other initiatives that have been put in place to improve the assessment process are the following:

  - In April 2018, OIE offered information sessions for reporters preparing Analysis reports to go over the revised template, discuss the review process and answer questions about how to improve the assessment and reporting process. 15 faculty/staff members attended these sessions, representing 10 departments.
  
  - In training reviewers of Analysis reports, OIE emphasized the need to go back to previous reviews and note in their comments where reporters did not act on suggestions from previous reviews.
  
  - A survey of SLOAP users revealed that most users were unaware of the summary graphs of assessment reviews available within the system. OIE began including a screenshot of the distribution of rubric scores by department when advising programs that their assessment results were ready (see Figure 3 below for an example.)

Figure 3. Screenshot from SLOAP of rubric scores at the department level
The review revealed that attention is sometimes only paid to assessment when reports are due, and not consistently through the academic year. To counter this tendency, the Senior faculty Associate for Assessment of Student Learning in OIE created a listserv for assessment reporters and department chairs, which provides a forum for communicating broadly about assessment on campus, share articles on assessment and announcements of assessment-related activities and remind departments of upcoming reporting deadlines.

The review revealed that the rubric for evaluating assessment reports included an element asking about the impact of past improvements and changes, but there was not an obvious place in the report template to include this information. In 2018, a section was added to the report template for departments to report specifically on the impact of past action plans based on assessment findings. With this change OIE has improved its ability to report on efforts to seek improvements based on assessment.

Assessment of Associate of Arts in Core Curriculum (AACC) and Associate of Science in Core Curriculum (ASCC)

Georgia State University offers the Associate of Arts in Core Curriculum (AACC) and Associate of Science in Core Curriculum (ASCC) degrees through its access college, Perimeter College. Both degrees are classified under CIP 24.0101 “Liberal Arts and Sciences” and are structured to prepare students to transition or transfer to baccalaureate degree programs in which an upper division major is later declared in a specific discipline. Consequently, these two degree programs are classified as transfer associate degrees, which are different from a career associate degree which has less commitment to general education requirements and a more substantial disciplinary major component such as the A.S. in Dental Hygiene, for example. GSU’s transfer associate degrees largely consist (42 of 60 semester hours) of the Core Curriculum (general education) requirements—the same Core Curriculum requirements completed by students enrolled in GSU’s four-year baccalaureate degree programs. Consequently, the USG’s governing board considers the majority of the transfer associate degrees to be “Core Curriculum” since so little in-depth study in a specific disciplinary field is involved. The USG Board of Regents Policy Manual[124] does not distinguish between requirements for the A.A.
and A.S. degrees. While not mandated by the USG, the A.A. degree at GSU includes a world language requirement.

At GSU and throughout the USG, the Core Curriculum contains areas of study in which a large number of different course offerings can be used to satisfy general education requirements. How the remaining 18 hours of the 60-hour transfer associate degree are used can also be quite variable. Upper division majors in baccalaureate degree programs often have specific preferences for the optional lower division courses that should be taken for students to be appropriately prepared to begin upper division studies in those major fields. Perimeter College refers to such preferences as “ advisement pathways” for associate degree completion that will optimize the use of earned lower division credit hours when students later attempt to satisfy baccalaureate degree completion requirements in specific major fields.

GSU’s AACC pathways are American Sign Language, Anthropology, Art, English, Film and Media Studies, World Languages, World Languages with Business, History, Homeland Security and Emergency Management, Mathematics, Journalism, Philosophy, Political Science, Speech Communication, Sociology, and Theatre. The ASCC pathways are Art, Biology, Business Administration, Chemistry, Computer Science, Criminal Justice, Education (with Early Childhood, Middle Grades, Special, Health and Physical, and Secondary tracks), Engineering, General Studies, Geology, Health Sciences (with Health Information Administration, Health Science Professions, Medical Technology, Radiologic Sciences, and Respiratory Therapy tracks), Kinesiology and Health (with Exercise Science, Health Coach, and Personal Training tracks), Music, Physics, Psychology, Social Work, and Sport Management. [125]

Because the AACC and ASCC degrees are not intended to provide in-depth knowledge in specific disciplines or major fields of study, the learning outcomes for the AACC and ASCC degrees are identical to the institution’s core curriculum (general education) outcomes:

- **Area A1: Essential Skills: Communication**: Students produce well-organized communications that exhibit logical thinking and organization, use appropriate style for audience and meet conventional standards of usage.
- **Area A2: Essential Skills: Quantitative**: Students demonstrate the ability to interpret and analyze quantitative information; to apply mathematical principles and techniques; and to use mathematical models to solve applied problems.
- **Area B: Institutional Options**: Students demonstrate effective critical thinking skills through interpreting, presenting or evaluating ideas.
- **Area C: Humanities, Fine Arts, and Ethics**: Students can effectively evaluate the role of the humanities, fine arts, and languages in the human experience.
- **Area D: Natural and Computational Sciences**: Students apply scientific and computational reasoning and methods of inquiry to explain natural phenomena and/or analyze quantitative information and solve applied problems.
- **Area E: Social Sciences**: Students effectively analyze the complexity of human behavior and how historical, economic, political, social, and/or spatial relationships develop, persist, and/or change.

While the core curriculum learning outcomes are assessed for both associate and baccalaureate degree-seeking students, the assessment reports distinguish outcomes by instructional site. Since Perimeter College’s five suburban campuses are all considered to be off-campus instructional sites by SACSCOC, assessments of the transfer associate degree programs are disaggregated by location. Thus, Perimeter College faculty can identify actions needed for the improvement of learning for associate degree students at specific off-campus instructional sites.

As elaborated in section 8.2.b, the GSU Area A-E Core Curriculum learning outcomes were first assessed at Perimeter College in the 2016-17 academic year, using the course-embedded assessment model. Various approaches to assessing each outcome are developed by Perimeter faculty in collaboration with their Atlanta campus counterparts, where relevant.
The following table links the 2016-17 core assessment reports relevant to the AACC/ASCC degrees. An expanded version of this table appears in 8.2.b which includes core courses offered at the Atlanta campus only, and summarizes the assessment method and analysis described in each report.

<table>
<thead>
<tr>
<th>Area</th>
<th>Subject</th>
<th>Course Number(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1</td>
<td>ENGL</td>
<td>1101/02 [126]</td>
</tr>
<tr>
<td>A2</td>
<td>MATH</td>
<td>1001 [127]</td>
</tr>
<tr>
<td>A2</td>
<td>MATH</td>
<td>1111 [128]</td>
</tr>
<tr>
<td>A2</td>
<td>MATH</td>
<td>1113 [129]</td>
</tr>
<tr>
<td>B</td>
<td>PHIL</td>
<td>1010 [130]</td>
</tr>
<tr>
<td>B</td>
<td>SCOM</td>
<td>1000 [131]</td>
</tr>
<tr>
<td>C</td>
<td>ART</td>
<td>1301 [132]</td>
</tr>
<tr>
<td>C</td>
<td>ENGL</td>
<td>2110/20/30 [133]</td>
</tr>
<tr>
<td>C</td>
<td>FLME</td>
<td>2700 [134]</td>
</tr>
<tr>
<td>C</td>
<td>HUMN</td>
<td>1000 [135]</td>
</tr>
<tr>
<td>C</td>
<td>MUA</td>
<td>1930 [136]</td>
</tr>
<tr>
<td>C</td>
<td>PHIL</td>
<td>2010/2030 [137]</td>
</tr>
<tr>
<td>C</td>
<td>SCOM</td>
<td>2050 [138]</td>
</tr>
<tr>
<td>C</td>
<td>THEA</td>
<td>2040 [139]</td>
</tr>
<tr>
<td>C</td>
<td>WLC</td>
<td>1002 [140]</td>
</tr>
<tr>
<td>D</td>
<td>ASTR</td>
<td>1020 [141]</td>
</tr>
<tr>
<td>D</td>
<td>BIOL</td>
<td>1103-2300 [142]</td>
</tr>
<tr>
<td>D</td>
<td>CHEM</td>
<td>1050-1212 [143]</td>
</tr>
<tr>
<td>D</td>
<td>ENVS</td>
<td>1401 [144]</td>
</tr>
<tr>
<td>D</td>
<td>GEOL</td>
<td>1121/22 [145]</td>
</tr>
<tr>
<td>D</td>
<td>MATH</td>
<td>1070 [146]</td>
</tr>
<tr>
<td>D</td>
<td>PHYS</td>
<td>1111-2212 [147]</td>
</tr>
<tr>
<td>E</td>
<td>AAS</td>
<td>1140/2010 [148]</td>
</tr>
<tr>
<td>E</td>
<td>CRJU</td>
<td>2200 [149]</td>
</tr>
<tr>
<td>E</td>
<td>HIST</td>
<td>1111-2110 [150]</td>
</tr>
<tr>
<td>E</td>
<td>POLS</td>
<td>1101 [151]</td>
</tr>
<tr>
<td>E</td>
<td>POLS</td>
<td>2401 [152]</td>
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<tr>
<td>E</td>
<td>PSYC</td>
<td>1101 [153]</td>
</tr>
<tr>
<td>E</td>
<td>SOCI</td>
<td>1101 [154]</td>
</tr>
<tr>
<td>Core Learning Outcome</td>
<td>Course-based Assessment Methods</td>
<td></td>
</tr>
<tr>
<td>--------------------------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td><strong>Area A1:</strong> Students produce well-organized communications that exhibit logical thinking and organization, use appropriate style for audience and meet conventional standards of usage.</td>
<td>English composition: Essay scored with common faculty-developed rubric</td>
<td></td>
</tr>
<tr>
<td><strong>Area A2:</strong> Students demonstrate the ability to interpret and analyze quantitative information; to apply mathematical principles and techniques; and to use mathematical models to solve applied problems.</td>
<td>Quantitative reasoning, college algebra, pre-calculus: Embedded faculty-developed final exam questions</td>
<td></td>
</tr>
<tr>
<td><strong>Area B:</strong> Students demonstrate effective critical thinking skills through interpreting, presenting or evaluating ideas.</td>
<td>Philosophy: Written assignment scored with AAC&amp;U VALUE rubric. Speech communication: Common assessment questions, not part of exam.</td>
<td></td>
</tr>
<tr>
<td><strong>Area C:</strong> Students can effectively evaluate the role of the humanities, fine arts, and languages in the human experience.</td>
<td>Art, world languages: Common faculty-developed assessment questions, not part of exam. Literature, film, speech communication: Essays scored with common faculty-developed rubric. Humanities, music, theatre: Embedded faculty-developed final exam questions. Philosophy: Essays scored with AAC&amp;U VALUE rubrics.</td>
<td></td>
</tr>
<tr>
<td><strong>Area D:</strong> Students apply scientific and computational reasoning and methods of inquiry to explain natural phenomena and/or analyze quantitative information and solve applied problems.</td>
<td>Astronomy, geology, statistics: Embedded faculty-developed final exam questions. Biology, chemistry, environmental science, physics, psychology: Selected items from nationally-normed instruments.</td>
<td></td>
</tr>
<tr>
<td><strong>Area E:</strong> Students effectively analyze the complexity of human behavior and how historical, economic, political, social, and/or spatial relationships develop, persist, and/or change.</td>
<td>African-American studies, criminal justice, sociology, women’s gender and sexuality studies: Assignments scored with common faculty-developed rubric. Anthropology, history, political science: Embedded faculty-developed final exam questions. Economics, psychology: Selected items from nationally-normed instruments.</td>
<td></td>
</tr>
</tbody>
</table>

The Perimeter faculty examine the effectiveness of the core curriculum in discipline-specific (in some cases course-specific) committees. The following examples illustrate how faculty use assessment findings to improve student learning.

In MATH 1001 (Quantitative Reasoning), analysis of assessment findings showed that face-to-face students outperformed online students. The lowest-scoring item was using logic to determine the validity of an argument. The majority of students translated the argument correctly, but only 35% of face-to-face and only 12% of online students were able to determine the validity of the argument. On six out of ten items, students taking the course with and without a support co-requisite performed comparably. A significantly lower percentage of the support students correctly answered items related to scatter plots, applications of percentages, proportions, consumer finance, and probability. To address these assessment findings, the course committee created new worksheets posted on the discipline website and updated the MyMathLab online assignment template.

In HUMN 1000 (Introduction to Humanities), analysis of findings showed that students seem to be able to better understand humanistic expressions in a general sense, but are not necessarily retaining details about different time periods. The two questions covering Renaissance and Romantic time periods scored the lowest out of all others, suggesting a possible need to modify instructional methods covering all time periods in art and cultural history. Faculty devised course materials and strategies directed at strengthening student understanding.
In ENVS 1401/02 (Environmental Science), initial analysis of findings showed little improvement in scientific literacy scores from the first course in the sequence to the second. Faculty hypothesized that results might be skewed by including pre-consolidation students who were not required to take both courses in sequence. When analysis was restricted to post-consolidation students, the anticipated increase was evident. Average raw scores for post consolidation students were about 8 out of 15 in 1401 and 9 out of 15 in 1402. Faculty developed assignment intended to improve scientific reasoning and graph interpretation skills.

In the majority of AACC and ASCC pathways, Area F (the 18 hours beyond the core) is comprised exclusively or predominantly of courses found in Areas A through E of the Core Curriculum with substantial latitude for student choice. Fourteen pathways have prescribed discipline-specific Area F courses. For each of those, Perimeter College has identified an assessment point for the core curriculum learning outcome to which their curriculum pertains. The spreadsheet [155]depicts the Area F requirements for each pathway, highlighting the courses drawn from Areas A through E for which students are assessed as described above. The following table identifies the core learning outcome and assessment point for each of those pathways:

<table>
<thead>
<tr>
<th>Degree</th>
<th>Pathway</th>
<th>Core Learning Outcome</th>
<th>Assessment Point</th>
</tr>
</thead>
<tbody>
<tr>
<td>AACC</td>
<td>Anthropology</td>
<td>Students effectively analyze the complexity of human behavior and how historical, economic, political, social, and/or spatial relationships develop, persist, and/or change.</td>
<td>ANTH 2020 Introduction to Cultural Anthropology</td>
</tr>
<tr>
<td>ASCC</td>
<td>Business Administration</td>
<td>Students apply scientific and computational reasoning and methods of inquiry to explain natural phenomena and/or analyze quantitative information and solve applied problems.</td>
<td>CIS 2010 Introduction to Computer-based Information Systems</td>
</tr>
<tr>
<td>ASCC</td>
<td>Sport Management</td>
<td>Students apply scientific and computational reasoning and methods of inquiry to explain natural phenomena and/or analyze quantitative information and solve applied problems.</td>
<td>CIS 2010 Introduction to Computer-based Information Systems</td>
</tr>
<tr>
<td>ASCC</td>
<td>Chemistry</td>
<td>Students apply scientific and computational reasoning and methods of inquiry to explain natural phenomena and/or analyze quantitative information and solve applied problems.</td>
<td>CHEM 2400/2410 Organic Chemistry I and II (2016-2017[156] and 2017-2018[157])</td>
</tr>
<tr>
<td>ASCC</td>
<td>Criminal Justice</td>
<td>Students effectively analyze the complexity of human behavior and how historical, economic, political, social, and/or spatial relationships develop, persist, and/or change.</td>
<td>CRJU 1100 Introduction to Criminal Justice</td>
</tr>
<tr>
<td>ASCC</td>
<td>Computer Science</td>
<td>Students apply scientific and computational reasoning and methods of inquiry to explain natural phenomena and/or analyze quantitative information and solve applied problems.</td>
<td>CSC 2720 Data Structures</td>
</tr>
<tr>
<td>ASCC</td>
<td>Education (all tracks)</td>
<td>Students effectively analyze the complexity of human behavior and how historical, economic, political, social, and/or spatial relationships develop, persist, and/or change.</td>
<td>EDUC 2120 Exploring Socio-Cultural Perspectives on Diversity in Educational Contexts</td>
</tr>
<tr>
<td>ASCC</td>
<td>Engineering</td>
<td>Students apply scientific and computational reasoning and methods of inquiry to explain natural phenomena and/or analyze quantitative information and solve applied problems.</td>
<td>ENGR 2605 Statics</td>
</tr>
</tbody>
</table>
With one exception, Perimeter faculty first assessed these Core Curriculum learning outcomes in Area F courses in the 2017-18 academic year. The chemistry faculty began assessing organic chemistry in 2016-17[161]. CHEM 2400 and 2410 (Organic Chemistry I and II) are each assessed with nationally-normed American Chemical Society exams. The courses were not offered at the Alpharetta location or online. Analysis of assessment findings for all other campuses showed that students met or exceeded the target scores on each exam. Findings reported in 2017-18[157] indicate improved performance with progression from CHEM 1211 to CHEM 2410. Weaknesses in chemical bonding and molecular geometry have clearly been addressed in Organic Chemistry. Execution of the action plan and continued use of the assignments created have contributed to this success. For Fall 2018, organic chemistry instructors will implement a STEM grant entitled “Physical Modeling to Enhance Student Visualization Skills in Chemistry” in order to improve success with spatial topics that students typically find challenging.

In 2017-18, the JOUR 2500 (Foundations of Media Research)[158] assessment committee found that students had improved in understanding basic research terms, distinguishing qualitative and quantitative research, identifying scholarly journals and quality interviewing techniques. There is still much work to be done in the area understanding research theories. Faculty plan to partner with Atlanta campus research faculty for guidance.

The Kinesiology and Health pathway assessed KH 2220 (Anatomy in Kinesiology and Health)[159] and KH 2230 (Physiology in Kinesiology and Health)[160] in 2017-18. The 2220 course utilized a final project entitled Movement Analysis Project in which students had to take information delivered during the semester and choose a movement and analyze anatomic aspects of movement including muscle activation, type of contraction, and movement outcome for that particular movement. The 2230 course utilized the lab assignment and report for assessing practical understanding of the three major energy systems and the nature of physical activity for which each system is a major contributor. Students achieved targets in both courses, but the classes were small. More data in the next few semester is needed to determine any areas of weakness or lack of understanding by the students. Faculty intend to share the findings with KH colleagues from the Atlanta campus in order to coordinate curriculum for student success in higher level courses.
Assessment of Distance Education Programs

Assessment of student learning in distance education programs is conducted in the same manner as in all other educational programs. Each program is required to identify expected student learning outcomes, assess the extent to which it achieves these outcomes, and provide evidence of seeking improvement based on analysis of the results. The following table contains links to the most recent assessment report for each program:

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Program Status</th>
<th>Report Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate Certificate in Online Learning and Design Development</td>
<td>Program did not exist</td>
<td>2017 Data Report [162]</td>
</tr>
<tr>
<td>M.A.T. in ESOL</td>
<td></td>
<td>2017 Analysis Report [163]</td>
</tr>
<tr>
<td>M.Ed. in Mathematics Education</td>
<td></td>
<td>2017 Analysis Report [164]</td>
</tr>
<tr>
<td>M.Ed. in Reading, Language, and Literacy Education</td>
<td></td>
<td>2017 Analysis Report [165]</td>
</tr>
<tr>
<td>M.Ed. in Science Education</td>
<td></td>
<td>2017 Analysis Report [166]</td>
</tr>
</tbody>
</table>

In summary, Georgia State University is committed to the assessment of student learning outcomes in all of its degree and stand-alone certificate programs and has committed financial and human resources to ensure continuous improvement to student learning based on assessment. Georgia State’s programs use assessment results to try to improve their programs, and the university has developed a robust system of reporting and reviewing assessment results.

Evidence

[1] sloap.gsu.edu home page
[3] Illustration of the assessment and review process
[9] 2017 Assessment Report - Public Policy MPP
[10] 2018 Assessment Report - Public Policy PhD
[15] 2017 Assessment Report - Film & Media BA
[101] 2017 Assessment Report - Finance MS

[102] 2015 Assessment Report - Health Administration MBA-MHA

[103] 2015 Assessment Report - Hospitality Administration BBA


[105] 2017 Assessment Report - Managerial Sciences BBA


[107] 2015 Assessment Report - Real Estate BBA

[108] 2018 Assessment Report - Real Estate MSRE


[110] 2018 Assessment Report - Mathematical Risk Management MS

[111] 2017 Assessment Report - Health Informatics, Clinical Informatics BIS

[112] 2015 Assessment Report - Nursing BS

[113] 2016 Assessment Report - Doctor of Nurse Practice

[114] 2017 Assessment Report - Health Sciences-Nutrition MS


[116] 2018 Assessment Report - Respiratory Therapy BS

[117] 2017 Assessment Report - Respiratory Therapy BS

[118] 2017 Assessment Report - Dental Hygiene


[120] analysis report template and instructions

[121] Sample SLOs

[122] Sample reports

[123] Efforts to improve programs based on assessment results

[124] Board of Regents Policy Manual _ 3.3.6
[125] 9000 Perimeter College _ Associate Catalog 2018-2019

[126] Core Assessment 16-17 - Area A1 - ENGL 1101-1102

[127] Core Assessment 16-17 - Area A2 - MATH 1001

[128] Core Assessment 16-17 - Area A2 - MATH 1111

[129] Core Assessment 16-17 - Area A2 - MATH 1113

[130] Core Assessment 16-17 - Area B - PHIL 1010

[131] Core Assessment 16-17 - Area B - SCOM 1000

[132] Core Assessment 16-17 - Area C - ART 1301

[133] Core Assessment 16-17 - Area C - ENGL 2110-2120-2130

[134] Core Assessment 16-17 - Area C - FMLE 2700

[135] Core Assessment 16-17 - Area C - HUMN 1000

[136] Core Assessment 16-17 - Area C - MUA 1930

[137] Core Assessment 16-17 - Area C - PHIL 2010-2030

[138] Core Assessment 16-17 - Area C - SCOM 2050

[139] Core Assessment 16-17 - Area C - THEA 2040

[140] Core Assessment 16-17 - Area C - WLC 1002

[141] Core Assessment 16-17 - Area D - ASTR 1020

[142] Core Assessment 16-17 - Area D - BIOL 1103-2030

[143] Core Assessment 16-17 - Area D - CHEM 1050-1212

[144] Core Assessment 16-17 - Area D - ENVS 1401-1402

[145] Core Assessment 16-17 - Area D - GEOL 1121-1122

[146] Core Assessment 16-17 - Area D - MATH 1070

[147] Core Assessment 16-17 - Area D - PHYS 1111-2212

[148] Core Assessment 16-17 - Area E - AAS 1040-2010
Core Assessment 16-17 - Area E - CRJU 2200

Core Assessment 16-17 - Area E - HIST 1111-1112-2110

Core Assessment 16-17 - Area E - POLS 1101

Core Assessment 16-17 - Area E - POLS 2401

Core Assessment 16-17 - Area E - PSYC 1101

Core Assessment 16-17 - Area E - SOCI 1101-1160

Perimeter Pathways - Area F Requirements from 2018-19 Catalog

Area F Assessment Report - Chemistry 2016-2017

AACC-ASCC Assessment 17-18 - Area F - CHEM 2400-2410

AACC-ASCC Assessment 17-18 - Area F - JOUR 2500

AACC-ASCC Assessment 17-18 - Area F - KH 2220

AACC-ASCC Assessment 17-18 - Area F - KH 2230-31

AACC-ASCC Assessment 16-17 - Area F - CHEM 2400-2410

Grad Cert in Online Learning and Design 2017

MS in ESOL 2017

MED in Mathematics 2017

MED in Reading, Language, and Literacy 2017

MED in Science 2017

MS in Educational Research 2016

MS in Educational Research 2017

MS in Instructional Design and Tech 2016

MS in Instructional Design and Tech 2017

Figure 1
Figure 2
Figure 3
8.2.b The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results in the Student learning outcomes for collegiate-level general education competencies of its undergraduate degree programs, *(Student outcomes: general education)*

**Compliance Status:** Compliant

**Narrative**

Georgia State University has identified six student learning outcomes for collegiate-level general education competencies of its undergraduate degree programs. These outcomes correspond to the six broad areas of the required core curriculum for all undergraduate students and are assessed at the course level. Each outcome is expected to be assessed every year in every course offered to satisfy general education requirements in each of the six broad areas of the curriculum. Core curriculum faculty use assessment results to improve both individual courses and course sequences and to promote consistency of student achievement across all campus locations and instructional delivery methods.

**Core Curriculum Learning Outcomes**

The rationale for the collegiate-level, breadth and coherence of the core curriculum is described in depth in section 9.3 of this compliance certification. The structure of the Core is standardized for all University System of Georgia (USG) institutions. In Section 2.4.1 of its Academic and Student Affairs Handbook[1], the USG offers example general education learning goals to guide each institution in the development of its own collegiate-level, broadly focused learning outcomes.

In compliance with USG requirements, both Georgia State University (GSU) and the former Georgia Perimeter College (GPC) implemented new general education outcomes in the 2010-11 and 2011-12 academic years, respectively. Through the institutional consolidation process in which GPC became Perimeter College of GSU, a revised single set of core curriculum learning outcomes was approved by the Consolidation Implementation Committee in August 2015[2] and accepted by the USG General Education Council in October 2015[3].

These outcomes are:

- **Area A1: Essential Skills: Communication:** Students produce well-organized communications that exhibit logical thinking and organization, use appropriate style for audience and meet conventional standards of usage.
- **Area A2: Essential Skills: Quantitative:** Students demonstrate the ability to interpret and analyze quantitative information; to apply mathematical principles and techniques; and to use mathematical models to solve applied problems.
- **Area B: Institutional Options:** Students demonstrate effective critical thinking skills through interpreting, presenting or evaluating ideas.
- **Area C: Humanities, Fine Arts, and Ethics:** Students can effectively evaluate the role of the humanities, fine arts, and languages in the human experience.
- **Area D: Natural and Computational Sciences:** Students apply scientific and computational reasoning and methods of inquiry to explain natural phenomena and/or analyze quantitative information and solve applied problems.
- **Area E: Social Sciences:** Students effectively analyze the complexity of human behavior and how historical, economic, political, social, and/or spatial relationships develop, persist, and/or change.

The full Core Curriculum can be found in both the Associate[4] and Bachelor’s [5]degree catalogs.
Core Curriculum Student Learning Outcomes Assessment, Analysis, and Reporting

Prior to the GSU-GPC consolidation which became effective in January 2016, GSU employed course-embedded assessment of core curriculum learning outcomes, and GPC used a combination of course-based assessment, cross-sectional sampling, and indirect evidence from nationally-normed surveys. Following consolidation, significant differences in the delivery of instruction became clear that impacted the feasibility of certain assessment methods and instruments. The Atlanta campus faculty had not needed sampling strategies to achieve proportional representation in a multi-campus environment and few, if any, core courses were delivered online. In contrast, the Perimeter faculty were accustomed to conducting multi-campus and multi-format assessment, but never had occasion to consider the assessment implications of large lecture sections or courses taught predominantly by graduate teaching assistants. Additionally, six courses were either new to the Perimeter College general education curriculum or significantly restructured following consolidation (SCOM 1000, SCOM 2050, AAS 1140, AAS 2010, HIST 2110, WGSS 2010). Thus, for the vast majority of courses in the core, faculty needed to develop entirely new assessment plans.

Beginning in the spring semester of 2016, faculty teams from the Atlanta campus and Perimeter College began to work together to develop consolidated assessment plans for their courses or course sequences. At that time, there were 130 courses in the core, of which 48 were the sixteen available World Languages, each with three course levels. For the purpose of assessment reporting, these 48 courses are treated as a unit, reducing the effective number of courses in the core to 83. Of those courses, ten are offered exclusively at the Atlanta campus (MATH 1101, 1220, 2201, 2202, ASTR 1000, GEOG 1112/1113, GEOL 2001, PHYS 2030 and PSYC 1100), four are offered exclusively at Perimeter (MATH 1001, HUMN 1000, ENVS 1401/1402), and two have not been offered in either location since consolidated assessment began (ENGL 1103, MATH 1112).

The assessment plan development teams submitted consolidated assessment plans to the Associate Director for Assessment and Review, who provided feedback on the adequacy and appropriateness of assessment measures and sampling strategies. Consolidated assessment plans were implemented in the 2016-17 academic year and reported upon early in the fall semester of 2017.

Prior to consolidation, Atlanta campus academic departments submitted core assessment reports along with their degree program assessment reports through GSU’s locally developed Student Learning Outcomes Assessment Portal (SLOAP). In the consolidated university structure, the core is essentially the only area of curricular overlap across colleges and departments. Core courses are offered in the Andrew Young School of Policy Studies, the College of Arts and Sciences, the College of the Arts, and the five physical locations and online “campus” of Perimeter College. Since over 80% of core assessments are cross-departmental collaborations, the Office of Institutional Effectiveness created a new reporting platform, SLOAP-CORE[6]. The new platform incorporates the same functionality as the original SLOAP platform, but is organized by area of the core curriculum, rather than by college and department. Assessment reports[7] were jointly authored, although only one reporter completed the actual upload into SLOAP-CORE.

In the first year of consolidated assessment reporting, 39 reports were submitted to SLOAP-CORE, covering 66 courses or 80% of the core curriculum[8]. Many of the science disciplines use the same instrument for all courses, particularly those in a 2-course sequence, and find it convenient to combine those courses into a single report. Some other disciplines with multiple courses under the same core curriculum learning outcome also prefer a single report. All core curriculum learning outcomes (Areas A through E) were assessed in the majority of relevant courses.

In the 2016-17 academic year, there were 16 core courses not assessed for a variety of reasons. These courses were:

Area A2: MATH 1220-2215 (various calculus courses)
Area B: PERS 2001-2003 (perspectives courses which vary by theme)
Area C: AH 1700-1850 (art history), MUA 1500 (jazz), RELS 2001 (world religions)
Area D: ASTR 1000 (non-lab astronomy), PHYS 2030 (physics of music and speech)
Area E: GEOG 1101 (human geography)

All general education courses were assessed in the 2017-18 academic year, including two courses that were added to the Core in the 2017-18 academic year: NEUR 2000 in Area D and GERO 2000 in Area E.

The following table summarizes the assessment method and analysis described in each of the 39 reports.

<table>
<thead>
<tr>
<th>Area</th>
<th>Subject</th>
<th>Course Number(s)</th>
<th>Location(s) where Course is Taught</th>
<th>Type of Assessment Used</th>
<th>Location(s) Covered by Report</th>
<th>Findings disaggregated by location</th>
<th>Online vs On-campus Analysis Provided</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1</td>
<td>ENGL</td>
<td>1101/02[9]</td>
<td>All</td>
<td>Essay scored with common faculty-developed rubric</td>
<td>All</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>A2</td>
<td>MATH</td>
<td>1001[10]</td>
<td>PC only</td>
<td>Embedded final exam questions</td>
<td>All PC</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>A2</td>
<td>MATH</td>
<td>1101[11]</td>
<td>Atlanta only</td>
<td>Embedded final exam questions</td>
<td>Atlanta</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>A2</td>
<td>MATH</td>
<td>1111[12]</td>
<td>All</td>
<td>Embedded final exam questions</td>
<td>All</td>
<td>PC vs ATL, not by PC locations</td>
<td>No</td>
</tr>
<tr>
<td>A2</td>
<td>MATH</td>
<td>1113[13]</td>
<td>All</td>
<td>Embedded final exam questions</td>
<td>All</td>
<td>PC vs ATL, not by PC locations</td>
<td>Yes</td>
</tr>
<tr>
<td>B</td>
<td>PHIL</td>
<td>1010[14]</td>
<td>All</td>
<td>Assignment scored with AAC&amp;U VALUE Rubric</td>
<td>All</td>
<td>PC vs ATL, not by PC locations</td>
<td>Yes</td>
</tr>
<tr>
<td>B</td>
<td>SCOM</td>
<td>1000[15]</td>
<td>All</td>
<td>Common assessment questions, not part of exam</td>
<td>All</td>
<td>PC vs ATL, not by PC locations</td>
<td>Yes</td>
</tr>
<tr>
<td>C</td>
<td>ART</td>
<td>1301[16]</td>
<td>All</td>
<td>Common pre/post assessment questions, not part of exam</td>
<td>All</td>
<td>PC vs ATL, not by PC locations</td>
<td>Yes</td>
</tr>
<tr>
<td>C</td>
<td>ENGL</td>
<td>2110/20/30[17]</td>
<td>All</td>
<td>Essay scored with common faculty-developed rubric</td>
<td>All</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>C</td>
<td>FLME</td>
<td>2700[18]</td>
<td>All</td>
<td>Essay scored with common faculty-developed rubric</td>
<td>PC only</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>C</td>
<td>HUMN</td>
<td>1000[19]</td>
<td>PC only</td>
<td>Embedded exam questions</td>
<td>All PC</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>C</td>
<td>MUA</td>
<td>1930[20]</td>
<td>All</td>
<td>Embedded final exam questions</td>
<td>All</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>Course</td>
<td>Code</td>
<td>Year Revision</td>
<td>Assignment Type</td>
<td>Rubric Type</td>
<td>PC vs ATL</td>
<td>PC Locations</td>
<td>Notes</td>
</tr>
<tr>
<td>--------</td>
<td>------</td>
<td>--------------</td>
<td>-----------------</td>
<td>-------------</td>
<td>-----------</td>
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</tr>
<tr>
<td>C</td>
<td>PHIL</td>
<td>2010/2030</td>
<td>All</td>
<td>Embedded exam questions (ATL); assignment scored with common faculty-developed rubric (PC)</td>
<td>All</td>
<td>PC vs ATL, not by PC locations</td>
<td>Yes</td>
</tr>
<tr>
<td>C</td>
<td>SCOM</td>
<td>2050</td>
<td>All</td>
<td>Common survey items, tracked across 3 levels of WL classes</td>
<td>All on-campus locations; online excluded</td>
<td>PC vs ATL, not by PC locations</td>
<td>No</td>
</tr>
<tr>
<td>C</td>
<td>THEA</td>
<td>2040</td>
<td>All</td>
<td>Embedded final exam questions</td>
<td>All locations, but not all languages</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>C</td>
<td>WLC</td>
<td>1002</td>
<td>All</td>
<td>Class assignments</td>
<td>Atlanta only</td>
<td>No</td>
<td>No</td>
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<tr>
<td>D</td>
<td>ASTR</td>
<td>1020</td>
<td>All</td>
<td>Embedded final exam questions</td>
<td>PC only</td>
<td>PC locations</td>
<td>Yes</td>
</tr>
<tr>
<td>D</td>
<td>BIOL</td>
<td>1103-2300</td>
<td>All</td>
<td>Selected questions from nationally-normed instrument</td>
<td>PC only</td>
<td>No</td>
<td>Yes</td>
</tr>
<tr>
<td>D</td>
<td>CHEM</td>
<td>1050-1212</td>
<td>All</td>
<td>Nationally normed instrument</td>
<td>All</td>
<td>Yes</td>
<td>Yes</td>
</tr>
<tr>
<td>D</td>
<td>CSC</td>
<td>1010</td>
<td>All</td>
<td>Class assignments</td>
<td>Atlanta only</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>D</td>
<td>ENVS</td>
<td>1401</td>
<td>PC only</td>
<td>Selected questions from nationally-normed instrument</td>
<td>All PC</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>D</td>
<td>GEOG</td>
<td>1112/13</td>
<td>Atlanta only</td>
<td>Embedded final exam questions</td>
<td>Atlanta</td>
<td>N/A</td>
<td>N/A</td>
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<tr>
<td>D</td>
<td>GEOL</td>
<td>1121/22</td>
<td>All</td>
<td>Embedded final exam questions</td>
<td>All</td>
<td>No</td>
<td>No</td>
</tr>
<tr>
<td>D</td>
<td>MATH</td>
<td>1070</td>
<td>All</td>
<td>Embedded final exam questions</td>
<td>Atlanta</td>
<td>N/A</td>
<td>N/A</td>
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<tr>
<td>D</td>
<td>PHYS</td>
<td>1111-2212</td>
<td>All</td>
<td>Nationally normed instruments</td>
<td>All</td>
<td>PC vs ATL, not by PC locations</td>
<td>No</td>
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<tr>
<td>D</td>
<td>PSYC</td>
<td>1100</td>
<td>Atlanta only</td>
<td>Essays scored with common</td>
<td>Atlanta</td>
<td>N/A</td>
<td>N/A</td>
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<td>E</td>
<td>AAS 1140/2010 [36]</td>
<td>All</td>
<td>faculty-developed rubric</td>
<td>All</td>
<td>No</td>
<td>No</td>
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<td>E</td>
<td>ANTH 1102 [37]</td>
<td>All</td>
<td>Embedded final exam questions</td>
<td>Atlanta only</td>
<td>No</td>
<td>No</td>
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<td>E</td>
<td>CRJU 2200 [38]</td>
<td>All</td>
<td>Debates scored with faculty-developed rubric</td>
<td>Atlanta and PC-Newton</td>
<td>No</td>
<td>No</td>
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<td>E</td>
<td>ECON 2100 [39]</td>
<td>All</td>
<td>Selected questions from nationally-normed instrument</td>
<td>Atlanta only</td>
<td>No</td>
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<td>E</td>
<td>ECON 2105 [39]</td>
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<td>Selected questions from nationally-normed instrument</td>
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<td>No</td>
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<td>E</td>
<td>ECON 2106 [39]</td>
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<td>E</td>
<td>HIST 1111-2110 [40]</td>
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<td>Embedded final exam questions</td>
<td>All</td>
<td>PC vs ATL, not by PC locations</td>
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<td>E</td>
<td>POLS 1101 [41]</td>
<td>All</td>
<td>Embedded final exam questions</td>
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<td>No</td>
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<td>E</td>
<td>POLS 2401 [42]</td>
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<td>Embedded final exam questions</td>
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<td>E</td>
<td>PSYC 1101 [43]</td>
<td>All</td>
<td>Nationally normed instrument</td>
<td>All</td>
<td>PC vs ATL, not by PC locations</td>
<td>No</td>
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<tr>
<td>E</td>
<td>SOCI 1101 [44]</td>
<td>All</td>
<td>Essays scored with common faculty-developed rubric</td>
<td>All</td>
<td>PC vs ATL, not by PC locations</td>
<td>No</td>
<td></td>
</tr>
</tbody>
</table>
Following are examples of analysis of findings:

Area A1. ENGL 1101/1102. The assessment was a written assignment scored with a faculty-developed rubric addressing four criteria. Means rubric scores (out of 4.0) for ENGL 1101 were 3.05 for logical thinking, 3.12 for organization, 2.89 for style and 3.01 for conventions and usage. Mean rubric scores for ENGL 1102 were 3.20 for logical thinking, 3.27 for organization, 2.99 for style and 3.16 for conventions and usage. Findings were not disaggregated by campus or delivery method. The assessment assignments were selected by faculty, with considerable variation in the conditions under which students completed the assignment. Faculty believe that the non-standardized approach may have led to higher scores than might be expected.

Area A2. MATH 1001 (offered at Perimeter College only): The assessment included 10 problems. Face-to-face sections met the target for two, while online sections met the target for only one. The lowest-scoring item was using logic to determine the validity of an argument. Over 80% of students translated the argument correctly, but only 35% of face-to-face and only 12% of online students were able to determine the validity of the argument. Analysis of findings also differentiated students who did and did not require a co-requisite support course.

Area A2. MATH 1113: The assessment included 5 problems. Questions 1, 3, 4 and 5 measure students’ ability to apply mathematical principles and techniques. Question 2 measures students’ ability to interpret quantitative information and use a mathematical model to solve an applied problem. The Downtown classes achieved the 60% success rate target for Questions #1, 2, and 3. The Perimeter classes achieved the target for Question #1 only. Disaggregating by delivery method, face-to-face students outperformed online students on all items, with the greatest difference in Questions #2 and 4. There is obvious concern with the low percentage of students answering the problems correctly. When Math 1113 was last assessed at Perimeter (in 2014), students met the target on 4 of the 5 topics on this assessment. The committee is hesitant to make significant changes based on one semester of low results.

Area B. PHIL 1010: The assessment was a written argument analysis assignment scored by faculty using the AAC&U VALUE Rubric for Critical Thinking. Analysis was disaggregated for on-campus sections of the course at the College of Arts and Sciences philosophy department (CAS), on-campus sections at Perimeter College campuses (PC), and on-line sections at PC. For Objective 1 (Identifying Premises & Conclusions) the CAS mean was 2.2, the PC on-campus mean was 1.9 and the PC online mean was 2.1. For Objective 2 (Argument Evaluation) the CAS mean was 2.0, the PC on-campus mean was 1.9 and the PC online mean was 1.6. The CAS findings have improved over the previous two cycles. Faculty attribute the improvement to implementing a “flipped” course model. Phil 1010 was offered for the first time at PC during Fall 2016. There is no previous assessment data to draw upon for comparison. Overall 92% of the argument analyses assessed meet or exceed the target on both objectives across all three populations. Interesting to note is that the most visible difference among the three populations is that the mode of CAS is significantly lower than the PC sections, while the ranges were almost identical. It would seem that the main difference is that there are fewer outliers in the CAS sections, and that the most outliers are in the online sections.

Area C. HUMN 1000 (offered at Perimeter College only): The assessment included multiple choice items that required evaluation of information provided. Analysis of findings showed that students seem to be able to better understand humanistic expressions in a general sense, but are not necessarily retaining details about different time periods. The two questions covering Renaissance and Romantic time periods scored the lowest out of all others (below 80th percentile), suggesting a possible need to modify instructional methods covering all time periods in art and cultural history.

Area C. MUA 1930. The assessment included multiple choice items that required evaluation of
information provided. Analysis of findings suggested that Atlanta campus students performed better than Perimeter College online students overall and per question. However, it was discovered that some junior-level class sections were included in the Atlanta campus results and no Perimeter on-campus sections were reported, which may have skewed the findings. The on-campus average score was 92% while the online average score was 80%. For all student populations, the highest scoring item (95% correct) was “In any society, how does musical style change over time?” and the lowest scoring item (76% correct) was “How did a composer’s career prospects evolve over the course of the Classical era?”

Area D. BIOL 1103-2300: The assessment included 15 selected items from the Test of Scientific Literacy Skills (TOSLS), administered in the laboratory sections of BIOL 1103, 1104 (non-STEM-oriented) and 2107, 2108 and 2300 (STEM-oriented). Analysis of TOSLS scores showed little difference between face-to-face and online sections with the exception of BIOL 1103L where online students scored more than 10 percentage points below face-to-face students. Three items in which students scored below 50% involved reading, interpreting and creating graphical representations of data and using probability and statistics to solve problems.

Area D. GEOG 1112/1113 (offered on Atlanta campus only): The assessment measure used was a 15-question multiple-choice instrument. The instrument had examples across the earth sciences, with all the questions designed to assess reasoning, analysis, and problem-solving. The target results were a mean score of 70% for the instrument as a whole and a mean score of 70% for each question. Twelve of the 15 questions involved interpretations of graphs, tables, figures, or maps. Data were collected for 277 students in GEOG 1112. The mean score for the entire instrument was a 75%. The second target was not met; scores on questions 2, 3, 14, and 15 were 61%, 62%, 38%, and 31%, respectively. This assessment has shown that GEOG 1112 students have acceptable scientific reasoning and problem-solving skills. The students are especially strong at interpreting graphs. Students performed unsatisfactorily on two questions (Questions 2 and 3) involving the nature of science. Question 2 dealt with scientific arguments. Question 3 dealt with the credibility of scientific research. For the other two questions (Questions 14 and 15) where the target was not met, the low scores may have resulted in part from unclear graphics or the existence of multiple correct answers to the question.

Area D. MATH 1070: The assessment addressed 5 skills: finding a probability value based on data organized in a two-way table; finding a probability value based on a normally distributed variable over a population; calculate a confidence interval for a population proportion; select a boxplot that fits the distribution of a sample data set; and calculate a confidence interval for a population mean with an unknown population standard deviation (assessed at Perimeter only). For each question/skill, the target was that more than 65% of students answer the question correctly. All students met the target on the first four skills. Although the majority of the sections on the Atlanta campus were taught via an Emporium model and most Perimeter students (except for the online students) are taught using a traditional, 3 academic-hour classroom model, there is consistency in the achievement of the Area D quantitative goals for each campus. The students who were taught via the Emporium-type model and utilized the MyStatLab course management system, had a performance that was much the same as the online students on the Atlanta campus (who also utilized MyStatLab) and the target was met for each of the four skills that were assessed. However, the OLI group of students (who were also taught utilizing an Emporium-type model) outperformed each of the other Atlanta groups for each target. Question 3 and Question 5 both ask the student to find a confidence interval from data. One is for a population proportion and one is for a population mean with an unknown population standard deviation. For both of these questions, students at Perimeter are instructed in the use of the TI-84 calculator to find the solution. For such similar skills to have different results over a common set of students calls into question the validity of the test items to accurately measure the skill. Students on the Dunwoody campus did not miss the target on any of the five skills that were evaluated on the Perimeter campuses. Students on the Alpharetta and Clarkston campus missed one target: Skill 5. Students on the Newton campus missed one target: skill 2. Students on the Decatur campus missed two targets: skill 3 and Skill 5. The Online Perimeter students missed two targets: skill 2 and Skill 5. The Perimeter students who were participating in the pilot of the OLI course material missed one target: Skill 5. The performance by the group piloting the OLI material on the Perimeter Campuses
demonstrates that students in these sections performed at a slightly higher level than students in the remaining sections. These students were limited to two instructors and are a small sample size compared to the rest of the students at Perimeter.

Area E. POLS 2401: The assessment included multiple choice test items that required analysis of information provided. Analysis indicated that face-to-face students scored higher than those in online classes. The overall average for all face-to-face students on all three scenarios was 70%, but only 60% for students in online classes. However, as the online numbers were driven by one particularly large class, it was believed to be too soon to say whether this difference is due to the fact that it was online rather than due to other factors.

Area E. PSYC 1101: The assessment included selected items from the American Psychological Association Mastery Test, which includes both content knowledge and application. Test items classified under Goal 1.3 assess application. On these items 40.5% of the Atlanta students and 48.9% of the Perimeter students achieved the target scores of 70% or higher.

Area E. SOCI 1101: The assessment employed an the essay question “Describe the current U.S. racial/ethnic composition and how it is projected to look by the midpoint (2015-2050) of this century. How will this demographic shift impact the political landscape, specifically the distribution of red and blue states?” The overall score (based on a faculty-developed rubric) was 68.5% (72% at Downtown and 64% at Perimeter). In terms of acquiring and applying key sociological concepts and perspectives – specifically, the second and third columns of this rubric -- students at the Downtown campus clearly scored higher.

An important part of the assessment process is the review of assessment reports by peers and the provision of feedback to faculty responsible for assessment, assessment reporting, and using assessment results to make improvements in the core curriculum. The review process for core reports built upon the model for departmental program reporting, but was tailored to accommodate the differences in scope of the assessment tasks. A streamlined evaluation rubric[46] was developed and built into SLOAP-CORE. While program assessment reports are reviewed by a small committee of experienced reviewers (see section 8.2a), core reports are reviewed by the reporters themselves. Because consolidated core reporting is a new endeavor for everyone involved, the review process contributes to improved quality and efficiency of reporting and of assessment itself. Each report was assigned a reviewer from both the Atlanta campus and Perimeter College. Review assignments were made by area so that each reviewer would be reading a report that addressed the same core learning outcome with which the reviewer is/was already familiar, but no reviewer read a report in his/her own discipline. At the conclusion of the first reporting cycle, all reports were reviewed at least once, but fewer than half the reports were reviewed twice.[47]

The majority of reports submitted in first year of consolidated assessment reporting (2016-17) were found to be proficient in aligning measures and targets to the relevant core learning outcome. About half of the reported courses either did not achieve university-wide participation or did not disaggregate their findings by location, which resulted in average scores (out of 3.00) of 2.42 for how the assessment was conducted, 2.58 for presentation of findings, and 2.42 for analysis and interpretation of findings. As expected for the first cycle of consolidated assessment, few reports demonstrated proficiency in describing impact of past improvements and changes, with a mean score of 2.07.

Reviewers also found room for improvement with regard to sharing and discussion of assessment findings, which earned a mean rating of 2.44. While there were some strong examples of cross-campus collaboration, there were also many instances where it appeared that findings had been discussed by either Atlanta campus or Perimeter College faculty in isolation. Most reports did a thorough job of identifying plans for improvement, with a mean rating of 2.54. As might be expected in the first year of consolidated assessment, many of the plans focused on better alignment of assessment items with the relevant area learning outcomes and process changes intended to streamline data collection, increase participation, and/or enhance cross-campus communication.

Evidence of Seeking Improvement Based on Analysis of Results in Student Learning Outcomes
The table below highlights efforts underway to improve student learning in general education through improved curriculum and instruction, which follow from the analysis of findings described above.

<table>
<thead>
<tr>
<th>Student Learning Outcome</th>
<th>Efforts to Improve Underway</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Area A1:</strong> Students produce well-organized communications that exhibit logical thinking and organization, use appropriate style for audience and meet conventional standards of usage.</td>
<td>ENGL 1101/1102: Extend discussions about common learning objectives to project types and instructional methods in order to set appropriate learning goals for the full range of students.</td>
</tr>
<tr>
<td><strong>Area A2:</strong> Students demonstrate the ability to interpret and analyze quantitative information; to apply mathematical principles and techniques; and to use mathematical models to solve applied problems.</td>
<td>MATH 1001: Modify worksheet on scatterplots; encourage instructors to use supplementary material for geometry posted online. MATH 1113: Gather additional data on students’ ability to use mathematical models to solve applied problems.</td>
</tr>
<tr>
<td><strong>Area B:</strong> Students demonstrate effective critical thinking skills through interpreting, presenting or evaluating ideas.</td>
<td>PHIL 1010: The CAS philosophy department is piloting an online format of the core course. Depending on the results of the pilot, CAS may offer online sections of the course in subsequent terms. This may have a significant impact on the findings going forward.</td>
</tr>
<tr>
<td><strong>Area C:</strong> Students can effectively evaluate the role of the humanities, fine arts, and languages in the human experience.</td>
<td>HUMN 1000: Faculty agree that greater attention must be paid to the teaching of the specific eras, the Renaissance and Romantic periods in particular. Faculty with devise course materials and strategies directed at strengthening student understanding. MUA 1930: Establish detailed and highly specified logistical method of the assessment’s administration; address any issues regarding course assessments at the appropriate curriculum/discipline committees before and after the new assessment cycle; set the score targets for the new assessment cycle.</td>
</tr>
<tr>
<td><strong>Area D:</strong> Students apply scientific and computational reasoning and methods of inquiry to explain natural phenomena and/or analyze quantitative information and solve applied problems.</td>
<td>BIOL 1103-2300: The Perimeter biology curriculum subcommittees will each develop assignments to assess students’ data analytical skills based on topics from each specific course. GEOG 1112/13: This assessment has shown that GEOG 1112 needs curriculum improvements primarily in the nature of science and possibly some improvements in teaching students in how to interpret and explain figures. All students in GEOG 1112 and 1113 are completing the revised instrument as both a pre-test and post-test during the 2017/2018 assessment cycle. The results of this enhanced assessment will enable us to better understand what improvements in reasoning, analysis, and problem solving occurred in part because of the course curriculum. MATH 1070: (Atlanta campus) Based on these assessment results and increased pass rates for the Academic Year 2016/2017, the Atlanta campus has decided to fully adopt the OLI course material coupled with the eMath course management system that was piloted during that time. (Perimeter) Faculty on the campuses where a target(s) other than Skill 5 was missed, will be asked to examine their...</td>
</tr>
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</table>
methods on that/those skills. They should be encouraged to attend conferences that emphasize the teaching of the material in MATH 1070 and make adjustments in an effort to better reach the students.

<table>
<thead>
<tr>
<th><strong>Area E:</strong> Students effectively analyze the complexity of human behavior and how historical, economic, political, social, and/or spatial relationships develop, persist, and/or change.</th>
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<tbody>
<tr>
<td>POLS 2401 Global Issues classes on the Atlanta campus are participating in a study to assess impact of adaptive learning courseware on several measures including DFW rates, data literacy and core SLOs; while the study is ongoing, its findings will invariably help us in assessing especially the relationship between online and face-to-face learning and together with our common assessment will allow us to suggest specific changes over the course of the next year.</td>
</tr>
<tr>
<td>PSYC 1101: Continue to guide visiting faculty, PTIs and GTAs and monitor mastery test performance.</td>
</tr>
<tr>
<td>SOCI 1101/1160: Perimeter and Atlanta faculty are working together to map the sociology curriculum to the new American Sociological Association (ASA) competencies, which include applying sociological theories to understand social phenomena; critically evaluate explanations of social phenomena; applying social scientific principles to understand the world; evaluate social scientific methods and data; rigorously analyze social scientific data; and use sociological knowledge to inform policies and promote public understanding.</td>
</tr>
</tbody>
</table>

**Evidence**

[1] Academic & Student Affairs Handbook _ 2.4.1
[4] 1400 University Degree Requirements and Graduation _ Associate Catalog 2017-2018
[5] 1400 University Degree Requirements and Graduation _ Undergraduate Course Catalog 2017-2018
[8] SLOAP-CORE Report List
[9] Core Assessment 16-17 - Area A1 - ENGL 1101-1102
[10] Core Assessment 16-17 - Area A2 - MATH 1001
[11] Core Assessment 16-17 - Area A2 - MATH 1101
[12] Core Assessment 16-17 - Area A2 - MATH 1111
[13] Core Assessment 16-17 - Area A2 - MATH 1113
[14] Core Assessment 16-17 - Area B - PHIL 1010
[15] Core Assessment 16-17 - Area B - SCOM 1000
[16] Core Assessment 16-17 - Area C - ART 1301
[17] Core Assessment 16-17 - Area C - ENGL 2110-2120-2130
[18] Core Assessment 16-17 - Area C - FMLE 2700
[19] Core Assessment 16-17 - Area C - HUMN 1000
[20] Core Assessment 16-17 - Area C - MUA 1930
[21] Core Assessment 16-17 - Area C - PHIL 2010-2030
The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results in the Academic and student services that support student success. *(Student outcomes: academic and student services)*

**Compliance Status:** Compliant

**Narrative**

For academic and student services that support student success, Georgia State University (GSU) identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results.

The overarching goal of Georgia State University is to be recognized as a dynamic academic community where teaching and research combine to produce leaders and create solutions to conquer the challenges of the 21st century. The first goal of the GSU strategic plan is “Become a national model for undergraduate education by demonstrating that students from all backgrounds can achieve academic and career success at high rates.” In support of this goal, the Division of Enrollment
Management and Student Success and the Division of Student Affairs work together with the library and the colleges to identify expected outcomes, assess the extent to which they achieve these outcomes and provide evidence of seeking improvement based on the analysis of the results.

**Narrative**

As described in 7.3, GSU improves all administrative support services by engaging in ongoing and systematic outcomes assessment processes. The processes of identifying expected outcomes, assessing the extent to which these outcomes are achieved, and providing evidence of improvement based on analysis of results vary with the size and capabilities of a unit, but all are predicated on a careful analysis of missions and goals that support the attainment of immediate, intermediate, and/or long-term objectives. The Division of Enrollment Management and Student Success and the Division of Student Affairs both have robust assessment processes in place that are tailored to the mission of GSU as well as to the initiatives and priorities identified within each division.

Specific assessment measures differ by program and emerge out of the data-informed contexts that often give rise to the programs in the first place. For example, Supplemental Instruction emerged from analyses that showed that many students who would most benefit from added academic support in courses that have high non-pass rates do not avail themselves of faculty office hours and tutoring centers. As such, the Division of Enrollment Management and Student Success under the supervision of the Senior Vice President for Student Success tracks both the success outcomes for students who participate in Supplemental Instruction (including GPA, pass rates, and success in subsequent courses) but also issues of access (including the number of students who participate, the number of sessions attended and their demographics). Because of the integrated nature of Enrollment and Student Success offices, these data have led to modifications in the delivery of the Supplemental Instruction programs such as locating the sessions in close physical and temporal proximity to the sessions of parent classes to improve access to the service to students with jobs and other off-campus responsibilities.

The Panther Retention Grant program, which emerged out of a data analysis that showed that hundreds of seniors were stopping and dropping out of Georgia State every semester due to small account balances, not only tracks the enrollment and retention rates of grant recipients but also examines the number of seniors graduating within two semesters of receiving the grant and compares these outcomes to students with similar academic and financial profiles who did not receive grants. Multiple adjustments have been made in the way that students are identified for the program, the level of the grants, and the nature of communication with recipients as a result of these assessments.

Data-based assessments are hard-wired into the structures of student-support units through the placement of multiple staff members from Institutional Research (IR) in the offices that house the student-support offices. These IR personnel, while reporting to the Associate Provost for Institutional Effectiveness to preserve their autonomy, attend all key management meetings in the Division of Enrollment Management and Student Success and hence are on hand to develop assessment strategies as programs are being discussed.

Assessments regularly include qualitative input from students, faculty and staff, as appropriate. For instance, in order to monitor the way that students respond to GPS Advising and the initiative’s use of predictive analytics in academic advising, the university provides all advisors with two computer monitors in their offices to allow students to see that same analytics that are being viewed by advisors, and the University Advisement Center provides smart tablets to students as they exit sessions to survey students’ reactions. When the division launched the SunTrust Student Financial Management Center, it surveyed students and all staff in the Offices of Financial Aid and Student Accounts, and it brought in a team from NASFA to conduct an external analysis of processes and outcomes.

Typically, assessments are collected on a semester-by-semester basis in a process of continual improvement and are shared at weekly meetings of the directors in the Division of Enrollment
Management and Student Success, at monthly meetings of the Enrollment Management Group, and regularly at the President’s Administrative Council. The Division of Student Affairs works as a division developing a division-wide assessment plan with effectiveness measures for each department.

The central goal that GSU has set for undergraduate success efforts is to “become a national model for undergraduate education by demonstrating that students from all backgrounds can achieve academic and career success at high rates.” This is the focus of each of the academic and student support services described below.

Organizational Description of Academic and Student Support Services

- Enrollment Management and Student Success: The mission of The Division of Enrollment Services and Student Success at Georgia State University is to guide and to support students throughout their college experience from pre-admission through graduation.

- The Office of Undergraduate Admissions facilitates a student’s smooth entry into the University.

- The Enrollment Services Center and the Office of Financial Aid assists students in registering for the classes that they need and applying for financial support to pay for their education.

  - The Registrar’s Office maintains a student’s academic records, supplies transcripts, and provides other services, both while at Georgia State and in the years beyond graduation. The registrar provides services on every campus including on-line.

  - Student Financial Management Center: Thanks to a donation from the SunTrust Foundation, the university has launched a new way financial services are delivered to students. Through the use of early alert systems, a comprehensive student financial management center, and campus and community outreach programs, Georgia State provides guidance and support to students to make sound financial decisions. The university is building a model for financial interventions that can be used at other universities across the country. These interventions are designed to reduce the debt students incur in college, proactively identify students who might have trouble paying their educational and living expenses, and provide quality financial literacy training for students and community members. The center had more than 31,000 student visits during the spring 2017 semester.

This Division also includes:

- International Student and Scholar Services
- Advisement Center
- Career Services
- Student Success Programs
- Outreach Programs: Educational Opportunity Center, Ed Talent Search and Upward Bound
- First Year Programs
- Academic Support Programs
- Resource based Programs

All of the units in Enrollment Services are supervised by and report to the Office of the Senior Vice President for Enrollment and Student Success, as this organizational chart[1] demonstrates.

Complete College Georgia

In August 2011, Governor Nathan Deal announced the launch of Complete College Georgia (CCG), a statewide effort to increase attainment of a high quality certificate or degree. Since that announcement, the University System of Georgia and the Technical College System of Georgia have
partnered and collaborated on the strategizing, planning, and implementing efforts that drive the primary goal of Complete College Georgia to improve student access to and graduation from institutions of higher education. CCG has five major focus areas:

- **College Readiness**: Mending the P-12 pipeline to increase the number of high school students graduating and ready to begin higher education work.
- **Improving Access & Completion for Underserved Students**: Identifying and removing commons barriers for minority, part-time, adult, military, disabled, low-income, and first generation students.
- **Shortening the Time to Degree**: Improving current and developing new paths for students to earn a high quality degree in a timely manner.
- **Restructuring Instructional Delivery**: Improving the quality of student learning through effective teaching, facilitation and innovative modes of learning.
- **Transforming Remediation**: Improving remedial education practices to remove barriers and increase success.

Aligned to the state plan, campuses developed institution-specific plans to improve access and graduation focused on the following areas:

- Collaborative engagement between campus and community stakeholders
- Data collection to identify strengths, areas for improvement, and the needs of regions and populations served
- Alignment and institutional partnerships with K-12 school districts
- Improved access and graduation for all students and for specific populations
- Shortened time to degree by awarding credit for prior learning and improving transfer and articulation agreements
- Restructured instruction and learning through effective teaching and learning practices in traditional and online courses

Each year the Senior Vice President for Student Success submits a Complete College Georgia (CCG) report to the Board of Regents (BOR). This report is also used as the annual administrative planning report for the Division and is collected by the Director of Accreditation and Policy and housed in the XITRACS Planning software module. This report provides detailed assessment data on the high-impact practices currently being piloted within the Division. The reports for 2015[2] and 2016[3] and 2017[4] can be found here. The overall assessment findings contained in the CCG report point to the on-going success of the academic support programs at GSU. A table[5] from the 2017 report provides a summary of gains made.

While assessment data is collected on an annual basis in a process of continual improvement, assessment initiatives and findings are shared at weekly meetings throughout the year in order to respond to any issues that may hinder the success of students in a more timely manner. The directors in the Division of Enrollment Management and Student Success discuss data at meetings of the Enrollment Management Group,[6] and the Senior Vice President for Student Success presents regularly at the President’s Administrative Council.[7]

**Student Affairs**

The Division of Student Affairs works in partnership with the GSU faculty and other administrators to create a learning centered culture that encourages student development and growth.

The Division of Student Affairs is led by the VP for Student Affairs[8] who reports to the Provost. [9]

The Division of Student Affairs contracts with Keeling and Associates (K&A) to develop and implement annual assessment planning, which includes the development and tracking of Effectiveness Measures (EMs) and Student Learning Outcomes (SLOs). Using a robust template called the “Student Learning and Institutional Effectiveness Compact”, each department in Student Affairs develops, records and
maps EMs and SLOs for their programs and services to appropriate departmental and divisional goals. Departments then use their plans to summarize annual assessment efforts as well as to identify action steps that inform improvement.

Each year, K&A conducts 5 campus visits (including 7 days on site) to support and advance assessment, provide professional development activities for staff, and facilitate strategy and planning by divisional leadership. Between campus visits, K&A provides remote consultation and technical assistance on those topics. Each yearly cycle contains the following activities:

September - Provide professional development, as needed, to increase assessment competency; launch annual assessment activities with divisional leadership, directors, and assessment leads; provide consultation and technical assistance for individual departments.

November - Meet with divisional leadership and individual departments (or clusters of related departments) to review and guide assessment efforts

February - Meet with departments to review and assess progress made in assessment activities and to provide further guidance, as needed

April - Provide specific professional development workshop for new employees; meet with departments, as needed; assess future professional development needs; start planning for the annual retreat

June - In partnership with divisional leadership, execute an annual retreat focusing on professional development, sharing of assessment practices and results, comparative research, and goal-setting for the next academic year

The 2018 student affairs assessment plan will provide a focus on process mapping for service to students, which addresses a new divisional goal. Other goals will also be developed in collaboration with divisional leadership and staff.

An example of powerpoints from an annual retreat, led by Keeling and Associates, can be viewed here. Keeling staff facilitate several retreats per year with the student affairs administrative leadership. At these retreats, data is presented by the various units and action plans are created for the next cycle. The focus of this process is to assist each program area within Student Affairs in using their assessment results to improve the learning and college life experience for all students.

Here are some examples of successful action plans:

The Student Health Clinic, in a careful review of utilization, learned that students’ access to same-day appointments was limited by certain patterns of provider scheduling. SHC opened up more same-day appointment slots for all providers. The Clinic increased utilization by 30% and improved student satisfaction.

Intercultural competency: Assessment data showing that previous programs were not effective in increasing students’ intercultural awareness led University Career Services staff to discontinue those programs and replace them with an innovative Culture and Career Readiness Certificate Program (CCRC) program that assists students who have studied abroad in effectively presenting their experiences on their resumes and in interviews.

The Office of Civic Engagement found that as many as 15% of service opportunities offered on Fridays to students in Freshman Learning Communities (FLC) were unpopular and unfulfilling to participants. OCE began offering the same service projects during the week and partnered with more agencies to address a greater range of social justice issues in the greater Atlanta area. Repeat surveys showed higher student satisfaction with both the programs and their scheduling.
More details on these plans as well as the Division wide reports from 2015[17] and 2016-2017[18] can be viewed here.

**Assessment of the university library academic and student support resources**

The assessment of library student support services is dealt with in detail in standard 11.1. Briefly, The University Library takes assessment of student needs and learning seriously and is involved in numerous and ongoing assessment activities throughout the year. These include staffing feedback tables and conducting face-to-face surveys both within and outside of the library buildings and conducting formal online surveys such as our 2015 Student Technology Needs Survey. Established in 2012 at the Atlanta campus library, the Student Library Advisory Council (SLAC) exists to provide the library with a student perspective on the library’s services, resources, facilities, and policies. The University Library also seeks feedback through observation data and effectively use social media and an online feedback gathered from its homepage. In addition, it regularly tracks library usage and circulation patterns and gathers both gate counts and demographic data on users based on recorded entrances into the Atlanta library. The Springshare suite of services includes the LibCal module that demonstrates how students utilize more than 60 group study rooms and specialized lab facilities such as CURVE, the Collaborative University Research and Visualization Environment operated by the Library.

**Assessment of academic and student support services for online students**

The university assures that its academic and student support services for online provides faculty with instructional design support, workshops on mastering online teaching, and a host of electronic tools and resources to aid them. See Principle 6.5 for description of such services to Graduate Teaching Assistants. CETL evaluates the usage and effectiveness of these services by collecting customer feedback after their trainings. Working with Georgia State’s Office of Institutional Research, in 2017, the Center for Excellence in Teaching and Learning commissioned a study [19]of how student perspectives on the virtual learning environment related to student outcomes and enrollments. Prior to consolidation, Georgia Perimeter College’s Online Campus collected student views of the advising, counseling, and retention of online students[20] and of students’ use of technology[21]. Since consolidation, the co-directors of Perimeter College (PC) Online have begun to build on these efforts by reviewing student readiness tools and supporting faculty professional development through the Mastering Online Teaching series (Mastering Online Teaching, Mastering Accessibility, Mastering Engagement) and Smartthinking[22] online tutoring.[23] The co-directors, who were appointed in Spring, 2018, are in the process of developing a learning improvement model[24], which will include a rigorous assessment plan.

The University Library assesses the adequacy of its support for distance learners extensively, as described in detail in Principle 11.1.

**Assessment of Support for Graduate Students**

As detailed in Principle 12.1, the Office of Graduate Programs provides graduate students and first professional students with support in the form of an ongoing series of workshops and information sessions, ranging from New Graduate Student Orientation to Fulbright Information Session to dissertation writing, grant support, and academic professionalization workshops. These sessions aim to support graduate students in six areas: Balance/Resilience, Career, Communication/Collaboration, Ethics/Integrity, Leadership, and Research/Scholarship. The Associate Provost for Graduate Programs monitors[25] attendance at each event and tracks which of the six support areas are covered, with the goal of ensuring balanced attention to all areas.

The university also gives graduate students the opportunity to provide feedback that is used to improve support services. The principal mechanism for collecting such feedback is the Graduate Student Exit
When a department undergoes Academic Program Review, its current graduate students and graduate student alumni are surveyed by the Office of Institutional Effectiveness. The results are reported in the APR self-study and used for program improvement.

Support for Faculty

The Center for Excellence in Teaching & Learning or CETL is a university-level center that formed from the Centers for Instructional Effectiveness and Instructional Innovation, along with Perimeter College’s Center for Teaching and Learning. The mission of the CETL is to foster a university community where the best practices of engaged teaching and learning are supported and promoted. This supports GSU’s mission to provide an outstanding educational experience to students from all backgrounds. CETL serves as a resource for all instructors, from first-time graduate assistants to full professors and offers a variety of professional development opportunities and workshops open to the entire Georgia State community including all Perimeter instructors.

CETL offers annual Faculty Teaching Fellowships for instructors involved in the Scholarship of Teaching and Learning (SoTL). The fellowships offer course buyout, summer support, GRA support travel, and/or supply funds to help faculty conduct pedagogy research projects. Mini-grants (7-8 / academic year) are also awarded to support faculty in developing or testing new teaching ideas for the classroom. CETL programs are listed on the website. CETL workshops cover a variety of topics including student engagement techniques, developing and using rubrics, online instruction, hybrid and flipped classes, providing effective feedback, and plus many other topics. Faculty attendance is tracked and Post-training surveys are administered to evaluate the workshops. A list of course offerings from 2016-2018 can be viewed here. CETL also supports all instructional technology needs on campus including training in the learning management system and how to develop an online course.

CETL is housed on the 1st floor of Library South. However, there are faculty who teach off campus or who are located on one of the Perimeter campuses and cannot make it to the downtown campus, and therefore CETL offers more online asynchronous faculty development opportunities.

Conclusion

The academic and student support services at GSU rely heavily on data to guide their decision making and program development. This data is collected annually and mechanisms are in place to ensure the data is reviewed by all professional staff and action plans are created to further ensure the success of all students.

Evidence

[1] Success Programs Org Chart
[5] Table of student success gains
[6] EMG minutes and handouts April 10 2018
[7] 1-10-18 Minutes admin council
[8] Assoc VP and Dean of Students Org Chart
[9] Simplified-Academic-Affairs-6-7-18
[11] GSU Visit Agenda April 25 and 26 v1.0 04132018 (1)
[12] Copy of 1-GSU-201701 2018-19 GSU Division of Student Affairs SLIEC Template 1.0
Section 9 Educational Program Structure and Content

9.1 Educational programs (a.) embody a coherent course of study, (b.) are compatible with the stated mission and goals of the institution, and (c.) are based upon fields of study appropriate to higher education. (Program content) [Off-Site/On-Site Review]

Compliance Status: Compliant

Narrative

Georgia State University (GSU) offers educational programs at the associate, baccalaureate, masters, specialist, doctoral, and first professional levels. GSU and University of Georgia System (USG) policies and procedures ensure that each program offers a coherent course of study that is compatible with GSU’s educational mission and is based upon fields of study appropriate to higher education.

Programs Compatible with GSU Mission and Appropriate to Higher Education

GSU is one of 26 public member institutions in the University System of Georgia (USG), governed by a single Board of Regents (BOR). The structure of the USG and BOR provides for highly coordinated statewide planning and delivery of higher education programs that meet state needs in an efficient and effective manner. Section 2.10 of the BOR Policy Manual on Institutional Mission describes the system’s structure, the different mission categories of the institutional members in the USG, and GSU’s specific place in that constellation of Georgia’s public colleges and universities. That governing board policy begins by stating the fundamental parameters for and purpose of institutional missions as follows:

The mission of the University System of Georgia (USG) is achieved through the collective missions of our state’s public colleges and universities. The role of public higher education in Georgia is to drive economic development and produce more educated individuals to contribute to the quality of life in the state. USG institutions are responsible for producing graduates with the requisite skills and knowledge to ensure Georgia’s strong future in the knowledge-based and global economy. 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. Institutional function determines the scope of activity of the institution over a considerable period of time and covers the following aspects:

1. the level at which the institution will operate
2. the types of educational degree programs to be offered
3. the cost of attending the institution (student tuition and fees)
4. the admissions selectivity of the institution and the extent to which the institution serves as a primary point of access to higher education for under-represented students in a geographic region of Georgia
5. the extent to which the institution engages in teaching, research, and service

The BOR policy on Institutional Mission goes on to describe four categories of the USG’s member institutions which are basically separated by the level of educational degree programs offered, the comprehensiveness of the educational degree programs offered, and the extent to which a research mission exists that complements the instructional mission of all member institutions. Those four categories and the number of member institutions in each category (following the latest institutional
consolidations) are: 1) Research Universities (4 members); 2) Comprehensive Universities (4 members); 3) State Universities (9 members); and 4) State Colleges (9 members). Of those four categories, the research universities offer the most comprehensive sets of educational programs at the undergraduate, graduate, and first professional degree levels and are expected to have the strongest research missions of all institutions in the USG. GSU is one of those four research universities. After Perimeter College’s recent consolidation with GSU in 2015, Georgia State is now the largest institution in the USG in terms of enrollment with over 51,000 students.

Although the BOR policy pertaining to the educational missions of the research universities typically excludes the offering of associate degrees, GSU was authorized by the BOR to have a secondary function of a state college (where associate degrees are more prominent) when the formerly separate state college, Perimeter College (then Georgia Perimeter College) with its five suburban Atlanta campuses, was consolidated with GSU’s downtown Atlanta campus in 2015. As the BOR policy notes, the consolidated GSU has a blended function in which it retains a selective research university mission as its primary focus and also has a state college access function as a secondary focus. Nevertheless, the array of associate degree programs offered at GSU is limited largely to the transfer associate degrees which contain various pathways to baccalaureate majors in a parallel fashion to the lower division components of GSU’s four-year bachelor’s degree programs.

As GSU’s Institutional Summary Form[1] indicates, the university offers a broad range of academic and professional degree and certificate programs that support the university’s mission[2] as an enterprising public research university that “advances the frontiers of knowledge” and “readies students for professional pursuits, educates future leaders, and prepares citizens for lifelong learning.”

Because of GSU’s primary function as a research university, the number of graduate degree programs is roughly triple the number of undergraduate degree programs offered and includes a diverse range of doctoral programs. GSU is also one of two research universities in the USG that offers a first professional degree program in Law (i.e., the J.D.).

It should also be noted that GSU’s Core Curriculum (pages 125-134 in the Associate-level catalog)[3] (pages 165-173 in the Bachelor-level catalog),[4] common across all undergraduate degree programs, provides students with a broad background in general education and reflects the special mission of this university as an urban research institution with an international, multi-ethnic, and multi-cultural focus.

Program Approval Processes that Ensure Compatibility with Institutional Mission

The policies of GSU and the USG that govern development, approval, and modification of educational programs require all programs to be coherent, based on fields of study appropriate to higher education, and consistent with both GSU’s mission and disciplinary trends. For example, in order to be approved at the university level, all new program proposals must conform to the University System Board of Regents’ (BOR) policy and format for submission. The BOR’s proposal[5] format explicitly requires units to describe a program’s fit with “institutional mission and nationally accepted trends in the discipline.”

Compliance with these requirements is ensured by faculty and administrative review at multiple levels, from the academic units to the college level to the university level to the system level.

In the College of Education and Human Development, for example, college-level review is conducted by a Committee on Academic Affairs and the college faculty (See pages 5-6).[6] In the College of Arts and Sciences, review is by the Committee on Undergraduate Studies and the faculty (See pages 7-8).[7] After approval at the college level, all new educational programs (degrees, concentrations, certificates, minors) and modifications to existing programs (deactivation, external instructional sites, substantive changes, dual and joint degrees) are subject to a further and broader faculty review and approval in the GSU Senate Committee on Academic Programs (CAP). In accordance with GSU’s University Senate bylaws, CAP membership is broadly representative of the entire university, with members from all colleges and academic administrative units. CAP’s duties, as outlined in the University Senate bylaws, include[8]
1. developing long-range plans for the academic affairs of the University;
2. reviewing and recommending of university policies concerning curricula, new and existing programs, the deactivation and termination of academic programs, and the core curriculum;
3. assessing academic programs and general education;
4. approving courses having a university-wide designation;
5. advising the Senior Vice President for Academic Affairs and Provost on graduate and undergraduate matters, including the promotion, development, and coordination of graduate and undergraduate education.

GSU’s policy and procedures for units proposing to initiate, alter, or discontinue educational programs are clearly articulated on CAP’s website, which is coordinated and maintained by CAP and the offices of the Senior Vice President and the Associate Provost for Institutional Effectiveness. [9] The website includes a Review Process list with links to templates specifying all information required for proposals to initiate, alter, or discontinue programs. The review process list also describes all steps of the approval process.[10] When notification of, or approval by, the University System BOR or SACSCOC is required, this is also indicated with links to appropriate policies governing the type of change/addition being proposed. An additional page provides links to University System, GSU, and SACSCOC policies and resources.[11]

GSU’s requirement that new educational programs receive Senate-level approval through CAP ensures that conditions of compatibility with mission, coherence, and appropriateness for higher education, are satisfied. If a new program proposal is approved by CAP, the committee chair notifies the Senior Vice President for Student Success and the Associate Provost for Institutional Effectiveness in writing. If the Provost, on behalf of the President, approves a proposal, she submits it to the BOR and University System offices. The BOR’s Policy on Creation of New Programs further requires that new programs be approved by the Board upon recommendation by the Chancellor and the Committee on Academic Affairs.[12]

Two new degree programs that were recently established at GSU provide examples of how these policies and procedures are applied. The first example, approved by the BOR in January 6, 2016, is the new Master of Interdisciplinary Studies[13] degree with an initial concentration in Biotechnology Enterprise;[14] proposal materials [15] and CAP minutes[16] provide documentation of GSU’s internal approval process. A second example is the Bachelor of Science in Public Health[17], approved by the BOR in May 2016[18]; the proposal[19] and CAP minutes[20] provide documentation of the internal approval process.

Educational Programs that Embody a Coherent Course of Study

Evidence of coherence exists in many forms at GSU, not only within programs but within a field of study as students progress from undergraduate to graduate education. The numbering of courses, for example, typically corresponds to increasing levels of advanced study in a discipline, ranging from freshman-level coursework at the 1000 level to doctoral level study at the 9000 level. Progressively challenging admissions requirements for movement from undergraduate programs to graduate programs in the same discipline reflect coherence. The increased level of rigor and required scholarship between undergraduate studies and graduate studies is another sign of coherence.

The SACSCOC Resource Manual defines a coherent course of study this way:

The term “coherence” in this standard reflects an expectation that, as a student progresses through a program of study, the content of the program demands increasing levels of integration of knowledge. Coherence is a critical component of a program and should demonstrate an appropriate sequencing of courses, not a mere bundling of credits, so that student learning is progressively more advanced in terms of assignments and scholarship required and demonstrates progressive advancement in a field of study that allows students to integrate knowledge and grow in critical skills.
GSU’s policies and procedures, including those set by the BOR and the required internal review by CAP, ensure that degree programs not only begin with but retain a coherent course of study. Program requirements for all GSU degree programs are described in the GSU catalogs:

2017-2018 Associate-Level Undergraduate Catalog[3]
2017-2018 Bachelor-Level Undergraduate Catalog[4]
2017-2018 Graduate Catalog[21]

Published course prerequisites for specific courses in a discipline help to preserve appropriate sequencing of educational experiences that enables the student to build on the foundation of early learning in a discipline.

Program coherence can also be documented through an examination of culminating experiences within a degree. At the undergraduate level, and in some cases at the master’s level, programs with capstone courses or senior seminars provide opportunities for knowledge and skill integration in the major field.

**Associates Level**

Perimeter College

- Nursing[22]

**Bachelor’s Level**

Andrew Young School of Policy Studies

- Economics[23]

College of the Arts

- Studio Art (Photography)[24]

College of Arts & Sciences

- Geosciences Capstone Course[25]

School of Public Health

- Public Health: 2-semester Signature Experience [26]

**Master’s Level**

Andrew Young School of Policy Studies

- Public Management & Policy[27]

At the graduate level, the highly advanced level of knowledge integration and research skill needed to write a thesis or master’s project, pass doctoral comprehensive exams and complete a dissertation are some of the strongest indicators of a coherent course of study. [28]

Finally, program coherence is monitored through the assessment of student learning outcomes (SLOs) for all degree and certificate programs. Every third year, each program is required to submit a report on the analysis of their SLO assessment process (see section 8.2.a for further details on the assessment process). This report includes a section in which programs report their program learning opportunities, preferably in the form of a curriculum map indicating where each SLO is introduced, reinforced, and mastered. The requirement to include program learning opportunities in SLO assessment reports
began in 2015, so we are only beginning to see reports containing curriculum maps; we expect that the majority of programs will have curriculum maps by the time we complete the next three-year assessment cycle. Examples of curriculum maps from GSU degree programs are found at this link[29]. [30]

Faculty and administrative review ensures that coherence is maintained when changes to the curriculum are introduced. CAP’s program review process list describes the institutional procedures for establishing various changes to the curriculum that entail changes to the GSU catalogs. See for example CAP’s description of procedures for initiating new certificates, concentrations, dual degrees and joint degrees; changes to the Core Curriculum; changes to course prefixes, creation of interdisciplinary BIS or MIS programs, renaming programs, establishing minors, and introducing a substantive change. (9) As CAP’s review process list indicates, proposals to alter educational programs require the same sequence of faculty and administrative review required of new programs described above, including oversight by the BOR and University System office. CAP’s program review process list also indicates when SACSCOC approval is required or recommended. See for example “Georgia State University SACSCOC Substantive Change Outline[31].”[32]

Program coherence at the lower division level of undergraduate degrees is also evident in the common core curriculum (Area A-E, 42 hours) required of all GSU students completing a transfer associate of arts or transfer associate of science degree or the first two years of a four-year bachelor’s degree. Areas A through E of the core curriculum are designed to provide students with a comprehensive array of disciplinary studies as a means of gaining a basic foundation of learning in the arts and sciences and assisting students in their choice of an upper division major. Moreover, the USG’s Core Curriculum policies ensure coherence and compatibility across USG institutions. The core curriculum completed at one USG institution is fully transferable to another system institution for the same major.[33],[3].[4]

All modifications to GSU’s core are subjected to internal review processes at the unit, college, and university level by faculty and administrators. These processes mirror the policies and procedures for other curriculum changes and are outlined in CAP’s review process list.[34] Area A-E changes to the Core Curriculum are also reviewed for approval by the appropriate disciplinary review committee at the University System level (e.g., Regents’ Academic Advisory Committee on English)[35] and then the University System’s Council on General Education before changes can be introduced.[36] The process for approval of changes to the core curriculum is well illustrated by a recent addition to the GSU core curriculum, Introduction to Gerontology (GERO 2000[37]), which was approved by CAP in December 2016[38] and the University System’s Council on General Education in February 2017.[39]

Many of GSU’s educational programs have specialized accreditations that prescribe a commonly accepted course of study for the respective discipline. Maintaining these accreditations involves rigorous reviews of multiple criteria, including the appropriateness of the curriculum to ensure standards and competencies of the disciplines involved. A full list of all GSU specialized accreditations with dates of the most recent and the next reaffirmation is provided in the Institutional Summary Form.

**Academic Program Review and Comprehensive Program Review**

Program coherence and consistency with disciplinary trends is also monitored and ensured through GSU’s mandatory process of Academic Program Review (APR). All units that offer educational programs undergo a systematic program review every seven years, and associates-level programs are reviewed every five years. APR involves preparation of a self-study, evaluation by a team of external reviewers who conduct a site visit, analysis and review by faculty governance and administrative bodies of the university, and development and implementation of an action plan. Georgia State University has completed two cycles of APR[40] and is currently engaged in a third cycle.[41]

All GSU degree programs are also subjected to a Comprehensive Program Review (CPR) under new regulations put in place by the BOR in 2016. [42] This policy prescribes that all USG institutions must review their programs for viability, quality, and productivity on a cycle of seven years for undergraduate programs and ten years for graduate programs. At GSU, we conduct CPR on the same schedule as APR. In the first year of the APR process, participating units complete a CPR template for each of their
degree programs. The CPR reports are reviewed by the units’ respective deans, the Office of Institutional Effectiveness, and the Provost before being submitted to the system office.[43]

**Distance Learning Programs**

Distance education, especially when it involves online courses and programs, is a growing and appropriate component of GSU’s instructional mission. As a result of consolidation, GSU now offers the largest virtual learning program in the University System of Georgia. Perimeter College Online enrolls over 3,500 fully-online students, pursuing associate of arts and associate of science degrees in 27 guided pathways. GSU’s distance learning programs have received BOR and SACSCOC review and approval, as well as the review and approval from various program-level accreditors. GSU is a member of the State Reciprocity Authorization Agreement (SARA), and as such has embraced the C-RAC Interregional Guidelines for Distance Education[44], which require that “Curricula for the institution’s online learning offerings are coherent, cohesive, and comparable in academic rigor to programs offered in traditional instructional formats.” Distance learning programs are consistent with GSU’s institutional mission.

All educational programs at GSU, including those whose mode of instructional delivery involves distance learning, are subject to the same processes of faculty, administrative, and system review, approval, and evaluation that are described above. Some examples of online programs that have been subject to the standard review, approval, and evaluation process for educational programs at GSU include:

M.Ed. in Health and Physical Education [CAP approval[45]] [BOR approval[46]]

M.Ed. in Science Education [CAP approval[47]] [BOR approval[48]]

M.A. Concentration in Political Science [CAP approval[49]] [system office notification[50]]

GSU does not offer any Doctoral-level programs whose mode of instructional delivery involves distance learning.

GSU is SACSCOC approved to offer distance education programs above the 50% threshold.[51]

The same principles and expectations for program coherence exist, regardless of whether the program is offered online or in a traditional face-to-face instructional mode. When an authorized degree program is offered through multiple and different modes of instructional delivery, the course components of the program are expected to be the same and the learning outcomes are expected to be comparable across those different modes of delivery. Some illustrative examples of such coherence and comparability include:

**Core Curriculum Courses:**
- BIOL 1103 [face-to-face version[52]] [online version[53]]
- BIOL 1103 Lab [face-to-face[54] version[55]] [online[56] version[57]]
- ECON 2106 [face-to-face version[58]] [online version[59]]
- MATH 1001 [face-to-face version[60]] [online version[61]]
- POLS 1101 [face-to-face version[62]] [online version[63]]

**Other Undergraduate Courses:**
- EDUC 2120 [face-to-face version[64]] [online version[65]]
- FLME 2000 [face-to-face version[66]] [online version[67]]
- KH 2520 [face-to-face version[68]] [online version[69]]
- NURS 3300 [face-to-face version[70]] [online version[71]]
- SCOM 2400 [face-to-face version[72]] [online version[73]]

**Graduate Courses:**
- EDRD 7650 [face-to-face version[74]] [online version[75]]
Direct Assessment Competency Based Education

GSU does not offer any direct assessment CBE degree programs.

Evidence

[1] Institutional Summary Form Georgia State University
[5] BOR Academic Program Proposal
[8] CAP duties as outlined in University Senate bylaws
[9] CAP main web page
[10] CAP review process list
[12] Policy Resources (USG, GSU, SACSCOC)
[14] BOR minutes_2016_01
[17] BOR agenda_2016_05
[18] BOR minutes_2016_05
[20] CAP-Minutes-5-26-15
[21] graduate_course_catalog_2017_2018
[22] Perimeter Nursing 2928 Syllabus
[23] AYSPS Economics 4999 Syllabus
[24] COTA PHOT 4940-50 Portfolio I_2 Syllabus
[25] COAS GEOL 4830 Syllabus
[26] PH Signature Experience (2 semesters) Syllabus
[27] AYSPS PMAP8900_Spring2018 Syllabus
[28] graduate examples for 9.1
[29] examples of curriculum maps
[31] GSU_Substantive_Change_Outline
[33] Board of Regents Policy Manual _ 3.3.1
[34] senate.gsu.edu-Core Curriculum
[35] 2012_RAAC_Minutes_as_Approved
[36] Academic & Student Affairs Handbook _ 2.4
9.2 The institution offers one or more degree programs based on at least 60 semester credit hours or the equivalent at the associate level; at least 120 semester credit hours or the equivalent at the baccalaureate level; or at least 30 semester credit hours or the equivalent at the post-baccalaureate, graduate, or professional level. The institution provides an explanation of equivalencies when using units other than semester credit hours. The institution provides an appropriate justification for all degree programs and combined degree programs that include fewer than the required number of semester credit hours or its equivalent unit. (Program Length) [CR; Off-Site/On-Site Review]

Compliance Status: Compliant

Narrative

All of Georgia State University's (GSU) degree programs, with the exception of the LL.M. degree, meet or exceed the minimum program lengths as required in CR 9.2. The LL.M. is a unique post-graduate degree and its length of 26 semester hours[1] is appropriately justified in the context of commonly accepted practice in legal education[2] regionally and nationally.[3] GSU is also in compliance with expectations for reasonable program lengths when credits are double-counted in accelerated bachelor's-master's studies or dual/combination degree programs.

Lengths of Associate Degree Programs at GSU

Georgia State University (GSU) offers five degree programs at the associate degree level. Two are transfer associate degrees, equivalent to the first two years of four-year bachelor's programs. Consequently, their program lengths are set at the 60 semester hour minimum which is about half of the length of a typical bachelor's degree. The transfer associate degrees focus largely on completing Core Curriculum requirements in preparation for pursuing completion of an upper division major of a bachelor's program. The A.S. in Core Curriculum prepares students (i.e., provides pathways) to pursue upper division majors in the STEM and professional fields. The A.A. in Core Curriculum prepares students (i.e., provides pathways) to pursue upper division majors in the arts, humanities, and other non-scientific fields.

The State of Georgia Board of Regents (BOR) requires that A.A. and A.S. degrees shall consist of 60 semester credit hours[4]. Degree requirements for associate degrees are presented in the Associate Catalog. (See Associate Catalog, Section 9000 through 9090.[5])

GSU’s career associate degree programs are substantially longer in length, ranging from 62 semester hours in sign language interpreting to 101 semester hours in radiologic technology. Approvals to exceed the 60 hour limit of the typical transfer associate degrees were granted by the chief academic officer of the USG. Career associate degree programs tend to be longer than transfer associate degree programs because half or more of their curriculum is composed of coursework in a major field of study that prepares students for career entry after completion of a two-year degree, in accordance with state and/or national licensure requirements. Although these programs have substantial general education requirements, fewer hours are dedicated to the Core Curriculum (i.e., general education) than in transfer associate programs.

The following table shows the minimum number of semester hours required to complete each of GSU's associate degree programs:

<table>
<thead>
<tr>
<th>Degree Acronym</th>
<th>CIP CODE</th>
<th>Degree Level</th>
<th>Degree Description</th>
<th>Format</th>
<th>Required Credit Hours</th>
<th>College</th>
</tr>
</thead>
<tbody>
<tr>
<td>AACC</td>
<td>24010101</td>
<td>Associate</td>
<td>Associate of Arts, Core</td>
<td>ON CAMPUS</td>
<td>60</td>
<td>Perimeter</td>
</tr>
</tbody>
</table>
Lengths of Baccalaureate Degree Programs at GSU

GSU offers 57 degree programs (majors) at the baccalaureate level. None of these degree programs require fewer than 120 semester hours for degree completion. Some have substantially more than 120 hours because of program-level accreditation and certification/licensure requirements associated with these programs. They range from a low of 120 hours to a high of 129 hours. The first two years of these four-year programs tends to be dominated by lower division Core Curriculum (i.e., general education) requirements. The last two years are dominated by upper division course requirements in the major field of study. Degree requirements for each bachelor’s degree program are presented in the Undergraduate Catalog. (See Undergraduate Catalog, Sections 2000, 3000, 4000, 5000, 7000, 10000. [6])

Per BOR Policy 3.8.1[7], “Absent the approval of the USG chief academic officer, no bachelor’s degree program shall exceed one hundred and twenty (120) semester credit hours, exclusive of physical education activity/basic health or orientation course hours that the institution may require.” The USG Academic and Student Affairs Handbook 2.3.5[8] states that “Any changes above the 120 degree credit hour maximum must be presented in the form of a request for waiver to degree-credit hour length through the institution’s vice president for academic affairs with a rationale for such changes and a sketch of the existing and proposed curriculum. The rationale shall include references to external accrediting body requirements that exacerbate the need and requirement to increase credit hours in a program.” These USG policies extend beyond SACSCOC requirements and are designed to limit course requirements above the 120 hour minimums in order to avoid program requirements that unnecessarily increase program completion costs and negatively affect completion rates for degree programs.

The following table shows the minimum number of semester hours required to complete each of GSU’s baccalaureate degree programs:

<table>
<thead>
<tr>
<th>Degree Acronym</th>
<th>CIP CODE</th>
<th>Degree Level</th>
<th>Degree Description</th>
<th>Format</th>
<th>Required Credit Hours</th>
<th>College</th>
</tr>
</thead>
<tbody>
<tr>
<td>AB</td>
<td>5020101</td>
<td>Bachelors</td>
<td>Bachelor of Arts with a Major in African-American Studies</td>
<td>ON CAMPUS</td>
<td>120</td>
<td>Arts and Sciences</td>
</tr>
<tr>
<td>AB</td>
<td>45020100</td>
<td>Bachelors</td>
<td>Bachelor of Arts with a Major in Anthropology</td>
<td>ON CAMPUS</td>
<td>120</td>
<td>Arts and Sciences</td>
</tr>
<tr>
<td>AB</td>
<td>16010201</td>
<td>Bachelors</td>
<td>Bachelor of Arts with a Major in Applied</td>
<td>ON</td>
<td>120</td>
<td>Arts and</td>
</tr>
<tr>
<td>AB</td>
<td>50070501 Bachelors</td>
<td>Linguistics</td>
<td>Bachelor of Arts with a Major in Art</td>
<td>CAMPUS</td>
<td>Sciences</td>
<td></td>
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<tr>
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</tr>
<tr>
<td>AB</td>
<td>23010101 Bachelors</td>
<td>Bachelor of Arts with a Major in English</td>
<td>CAMPUS</td>
<td>120</td>
<td>Arts and Sciences</td>
<td></td>
</tr>
<tr>
<td>AB</td>
<td>50060101 Bachelors</td>
<td>Bachelor of Arts with a Major in Film and Media</td>
<td>CAMPUS</td>
<td>120</td>
<td>College of the Arts</td>
<td></td>
</tr>
<tr>
<td>AB</td>
<td>500601 Bachelors</td>
<td>Bachelor of Arts with a Major in Film and Video</td>
<td>CAMPUS</td>
<td>120</td>
<td>College of the Arts</td>
<td></td>
</tr>
<tr>
<td>AB</td>
<td>16090100 Bachelors</td>
<td>Bachelor of Arts with a Major in French Language and Literature</td>
<td>CAMPUS</td>
<td>120</td>
<td>Arts and Sciences</td>
<td></td>
</tr>
<tr>
<td>AB</td>
<td>40060103 Bachelors</td>
<td>Bachelor of Arts with a Major in Geosciences</td>
<td>CAMPUS</td>
<td>120</td>
<td>Arts and Sciences</td>
<td></td>
</tr>
<tr>
<td>AB</td>
<td>16050100 Bachelors</td>
<td>Bachelor of Arts with a Major in German Language and Literature</td>
<td>CAMPUS</td>
<td>120</td>
<td>Arts and Sciences</td>
<td></td>
</tr>
<tr>
<td>AB</td>
<td>54010100 Bachelors</td>
<td>Bachelor of Arts with a Major in History, General</td>
<td>CAMPUS</td>
<td>120</td>
<td>Arts and Sciences</td>
<td></td>
</tr>
<tr>
<td>AB</td>
<td>9040100 Bachelors</td>
<td>Bachelor of Arts with a Major in Journalism</td>
<td>CAMPUS</td>
<td>120</td>
<td>Arts and Sciences</td>
<td></td>
</tr>
<tr>
<td>AB</td>
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<td>Bachelor of Arts with a Major in Philosophy</td>
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**Lengths of Graduate Degree Programs at GSU**

GSU offers 167 degree programs at the graduate level. All require at least 30 semester hours to complete the degree program. Many require more than the minimum, especially at the doctoral degree level. Degree requirements for each program are presented in the Graduate Catalog. (See Graduate Catalog, Sections 2000, 3000, 4000, 5000, 6000, 7000, 8000, 10000, 11000.[9])
All GSU master’s programs meet the requirement stated in the USG Academic and Student Affairs Handbook 2.3.5. Master’s degrees are established at a maximum of 36 semester hours. In some cases, the master’s degree may require fewer than 36 hours but not contain fewer than 30 semester hours”. Per BOR Policy 3.8.2, all GSU master’s programs do not exceed 36 semester credit hours without approval of the USG chief academic officer. These policies are consistent with CR 9.2 in that a minimum of 30 semester hours are required for graduate degree program completion.

Although BOR policies do not specifically address the program lengths of education specialist or doctoral degrees, the governing board’s approvals of such programs take into account commonly accepted practices as well as program accreditation requirements when approving such programs. In all such cases, program lengths meet or exceed the 30-hour rule in CR 9.2.

The following table shows the minimum number of semester hours required to complete each of GSU’s graduate degree programs:

<table>
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<th>Degree Acronym</th>
<th>CIP CODE</th>
<th>Degree Level</th>
<th>Degree Description</th>
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Lengths of First Professional and Post-Graduate Degree Programs in Law at GSU

GSU’s only first professional degree is the Juris Doctor program. It requires 90 semester hours to complete across three years of full-time study. It is nationally accredited and follows commonly accepted program content and length practices in legal education.

The one graduate program exception to the minimum of 30 semester credit hours is the Master of Laws (LL.M.) program, which requires only 26 semester hours of credit to complete[10], [1] Unlike other master’s degree programs which typically are earned post-baccalaureate and prior to completion of the doctorate, the LL.M. is typically earned after completing the Juris Doctor degree. Whereas most other master’s degrees are broad-based in their coverage of the discipline, the LL.M. is often narrowly focused on a particular specialty area of the law. According to the Law School Admissions Council, the LL.M. degree can range from 22 to 28 or more credit hours.[2] A survey of Master of Laws programs at other institutions in the SACSCOC region shows that almost all such programs require 22 to 24 semester credit hours.[3] This post-graduate program is of reasonable and sufficient length by regional and national standards.

Certificates

Georgia State offers 15 undergraduate Certificates of less than one year (ranging from 12-18 credits), and one, one-year undergraduate Certificate (45 credits, for Sign Language Interpreting). At the post-baccalaureate level, GSU offers 37 Advanced Certificates (ranging from 12-21 credits).

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Process for the Determination of Program Length

The length of all programs is reviewed when the program is proposed, when changes are made, and on a regular cycle of periodic program review, including external reviews by accreditors.

Program length is initially determined when the appropriate academic department makes a proposal to a college-level curriculum committee for a new degree program. If approved by the college-level committee, the proposal moves on to the next stage in the review process. The proposals are then reviewed by the Committee on Academic Programs Committee (CAP) of the University Senate. The CAP review process is extensive and includes a review of the appropriateness of the length of proposed programs, among many other factors, by either the Undergraduate Sub-Committee or Graduate Subcommittee of CAP. Proposals may be returned to the academic department with a request for revisions, or moved for approval by the full Committee on Academic Programs. Proposals approved by the Academic Programs Committee are then reviewed by the Provost and, if approved, submitted to the Office of Academic Affairs of the University System of Georgia (USG). Finally, proposals approved by this Office are submitted to the Board of Regents of the USG for final approval. At each stage of review of proposed new programs, the length of the program is reviewed. Any changes to program length are reviewed by the faculty of the relevant college.

Impact of Accelerated Completions of Bachelor’s-Master’s Programs on Program Lengths

The accelerated bachelor-master’s programs at GSU are required to go through the same process as all new programs. The college level curriculum committee reviews each one, then the proposal is submitted to CAP for university-level approval. No substantive courses are waived. In every case, the student must have a high GPA, as defined by the graduate program, as well as meet all other criteria for admission to the graduate program. No more then 30 credits may be double counted.

<table>
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<tr>
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<td>B.S. in Physics / M.A.T. Science Education</td>
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CAP Approval & BOR Approval
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**Impact of Dual or Combination Degree Programs on Program Lengths**

Dual programs and combination programs meet the requirements of both degrees.

**Evidence**

1. [2.7.1GSULawBulletin1617_The Basic LL.M](#) [8]
2. Key Facts About the LLM Degree
3. Hensel to McLaughlin 9-15-17
4. Board of Regents Policy Manual _ 3.3
5. [associate_course_catalog_2017_2018](#)
6. [undergraduate_course_catalog_2017_2018](#)
7. Board of Regents Policy Manual _ University System of Georgia 3.8
8. [Academic & Student Affairs Handbook __University System of Georgia 2.3.5](#)
9. [graduate_course_catalog_2017_2018](#)
10. [2.7.1GSULawBulletin1617_The Basic J.D](#) [8]
11. BA-JD
12. BS Physics-MAT Science Education
13. BS Computer Science-MSIS
14. BS Mathematics-MS Actuarial Science
15. BS Mathematics-MSIS
16. BS Mathematics-MS Risk Management
17. BA Applied Linguistics-MA Applied Linguistics
18. BA History-MA History or MHP
19. BA Religious Studies-MA Religious Studies
20. BA Sociology-MA Sociology
21. BA Spanish-MA Spanish
22. BS Computer Science-MS Health Administration
23. BA Music-Master of Music
24. BA French-MA French
25. BA Art History-MA Art History
26. BA Film-MA Communication
27. BA or BS in Geosciences-MS in Geosciences
9.3 The institution requires the successful completion of a general education component at the undergraduate level that:
   a. is based on a coherent rationale.
   b. is a substantial component of each undergraduate degree program. For degree completion in associate programs, the component constitutes a minimum of 15 semester hours or the equivalent; for baccalaureate programs, a minimum of 30 semester hours or the equivalent.
   c. ensures breadth of knowledge. These credit hours include at least one course from each of the following areas: humanities/fine arts, social/behavioral sciences, and natural science/mathematics. These courses do not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession.

(General education requirements)[CR; Off-Site/On-Site Review]

Compliance Status: Compliant

Narrative

All undergraduate programs at GSU that lead to the award of an associate’s or bachelor’s degree include a substantial component of general education coursework that ensures sufficient breadth of knowledge in accordance with all elements of Core Requirement 9.3. Such general education requirements are published in specific detail in GSU’s associate-level[1] and bachelor’s-level catalogs[2] in accordance with recommended options for general education course completions that are most appropriate for specific major fields of study. Such published requirements for degree completion are followed by the Registrar’s Office to confirm earned semester hours of credit in all required courses prior to a student’s graduation and the award of an undergraduate degree.

A Coherent Rationale for General Education

GSU is one of 26 public universities and four-year colleges in the University System of Georgia (USG), all governed by a single Board of Regents (BOR). For many decades, the BOR has required a “Core Curriculum” (i.e., a general education curriculum) for undergraduate transfer programs at all of its member institutions. The BOR’s policy for the Core Curriculum requires an institution to offer comparable areas of general, collegiate-level, lower division study which facilitate ease of undergraduate student transfer without loss of earned credits across member institutions of the USG. In that BOR policy, Areas A through E of the Core Curriculum represent a coherent set of skills and knowledge in the arts and sciences that form a general foundation of learning which complements the specialized learning of a major field of study that is typically pursued at the upper division of a bachelor’s degree program. The coherence of the Core Curriculum is defined in Section 3.3.1 Core Curriculum of the [3]BOR Policy Manual[3] as follows:

The USG core curriculum was developed with the goals of assuring institutional accountability for learning, incorporating learning requirements in global perspectives and critical thinking, allowing institutions some flexibility in tailoring courses to their institutional mission, while ensuring that core

[28] BA Sociology-MA Gerontology
[29] BS Biology-MS Biology
[30] BS Chemistry-MS Chemistry
[31] BS Computer Science-MS Computer Science
[32] BS Neuroscience-MS Neuroscience
[33] BS in Economics, BA in Economics, and BA in Intn'l Econ & Modern Lang + Master of Arts in Economics
[34] BA Political Science-MA Political Science
curriculum courses completed at one USG institution or through eCore, the USG’s designated
online core curriculum, are fully transferable to another USG institution. All core curriculum
requirements must be completed as part of the associate of arts, associate of science, bachelor of
arts and bachelor of science degree programs.
Each institution’s core curriculum shall consist of 42 semester credit hours, with minimum credit
hours in each area of the core as follows:

<table>
<thead>
<tr>
<th>Area</th>
<th>Name</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1</td>
<td>Communication Skills</td>
<td>At least 6 semester hours</td>
</tr>
<tr>
<td>A2</td>
<td>Quantitative Skills</td>
<td>At least 3 semester hours</td>
</tr>
<tr>
<td>B</td>
<td>Institutional Options</td>
<td>At least 3 semester hours</td>
</tr>
<tr>
<td>C</td>
<td>Humanities/Fine Arts, and Ethics</td>
<td>At least 6 semester hours</td>
</tr>
<tr>
<td>D</td>
<td>Natural Sciences, Mathematics, and Technology</td>
<td>At least 7 semester hours*</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>At least 4 of these hours must be in a lab science course.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>*Given the importance of the STEM disciplines, any institution that wishes to drop Area D below 10 hours must make a compelling intellectual case that its core proposal will not lead to students knowing less about the natural sciences, math, and technology. [An example of such a compelling case might be if the institution proposed to put 3 or more hours of math in Area B and 7 hours of natural science in Area D.]</td>
<td></td>
</tr>
<tr>
<td>E</td>
<td>Social Sciences</td>
<td>At least 6 semester hours</td>
</tr>
</tbody>
</table>

The specific learning outcomes for areas A through E of an institution’s core curriculum are approved by the Council on General Education.

Students completing any core curriculum course at one USG institution or through eCore will receive full credit for that course upon transfer to another USG institution within the same major, even if a core area is not completed and even if it means giving transfer credit across areas (e.g., credit of a math course in Area C).

Assessment of the core curriculum by each institution is required as part of their accreditation by the Southern Association of Colleges and Schools and by the USG Comprehensive Program Review process. (BoR Minutes, October 2009, October 2014, October 2015; March 2016)

Section 2.4.4 of the Academic & Student Affairs Handbook of the USG[4] provides additional rationale for ensuring the coherence of Areas A through E of the Core Curriculum across member institutions when it states:

All courses in Areas A–E must be taught at the collegiate level and be broadly focused. They must clearly address the general education learning outcomes of the institution. They must be consistent with the USG’s mission and strategic plan.

**Area A1 Communication Skills**

If offered, ENGL 1101 and ENGL 1102 must be placed in this area. Other approved courses may be placed in this area. See Section 2.4.6[5] for course approval rules.

Effective Fall 2010, for freshmen entering the USG system Fall 2010, students who have earned 60 hours but have not completed Area A1 must enroll in the next course necessary to make
progress toward completing this Area in every semester in which they take classes.

Effective Fall 2011, this hour limit is lowered to 45 hours for freshmen entering the USG system Fall 2011, Spring 2012, and Summer 2012.

Effective Fall 2012, the hour limit is lowered to 30 hours for freshmen entering the USG system Fall 2012 and thereafter.

Institutions are allowed to move to the 45/30 hour limits before they are required to do so. For students with Learning Support requirements in English, taking the required Learning Support course counts as making progress toward completing Area A1.

Area A2 Quantitative Skills

If offered, MATH 1001, MATH 1101, MATH 1111 and MATH 1113 must be placed in this area. MATH 1113 may also be placed in Area D. Other approved courses may be placed in this area. See Section 2.4.6 for course approval rules.

For students majoring in mathematics, physics, chemistry, biology, engineering technology, architecture, computer science, geology, geography (B.S.), forestry, pharmacy, physical therapy, secondary science, or mathematics education, pre-calculus must be the required mathematics course in Area A2 at all institutions. In this document, these majors are collectively referred to as “science programs.”

Institutions may require pre-calculus in Area A2 for majors in agricultural science and environmental science. While students may fulfill this requirement with a math course higher than pre-calculus, institutions may not require them to do so.

A calculus course is required in Area A2 for all engineering majors and for all programs at Georgia Institute of Technology. While students may fulfill this requirement with a math course higher than a first course in calculus, institutions may not require them to do so.

At institutions where trigonometry serves as an immediate prerequisite for Calculus I, the completion of trigonometry will be regarded as completion of pre-calculus in Area A2. Institutions do not need Council on General Education approval to designate a trigonometry course approved for Area A2 as satisfying the pre-calculus standard, but the course catalog and the institution’s listing of Area A2 courses on the Academic Programs website should indicate that the trigonometry course in Area A2 meets the pre-calculus requirement.

Symbolic logic and math for liberal arts may not be used as substitutions for algebra or mathematical modeling in Area A2.

Institutions or programs may grant one semester hour of credit for an Area A2 course to count in Area F or in the general degree requirements.

Effective Fall 2010, for freshmen entering the USG system Fall 2010, students who have earned 60 hours but have not completed Area A2 must enroll in the next course necessary to make progress toward completing this Area in every semester in which they take classes.

Effective Fall 2011, this hour limit is lowered to 45 hours for freshmen entering the USG system Fall 2011, Spring 2012, and Summer 2012.

Effective Fall 2012, freshmen entering the USG system Fall 2012 and thereafter, the hour limit is lowered to 30 hours.

Institutions are allowed to move to the 45/30 hour limits before required to do so. For students with Learning Support requirements in mathematics, taking the required Learning Support
course counts as making progress toward completing Area A2.

**Area B Institutional Options**

These courses must include analytical, historical, critical and/or appreciative material.

**Area C Humanities, Fine Arts, and Ethics**

These courses must include analytical, historical, critical, and/or appreciative material.

**Area D Natural Science, Mathematics, and Technology**

These courses must be introductory and broadly focused. They must be analytic in nature and have a problem-solving component.  
Science programs must require two four-hour laboratory science courses in Area D.  
Science programs may specify a higher level math course in Area D.

Given the importance of natural science, mathematics, and technology, any institution that wishes to drop Area D below 10 hours must make a compelling intellectual case that its core proposal will not lead to students’ knowing less about the natural sciences, mathematics, and technology than under the current core.

An example of such a compelling case might be if the institution proposed to put 3 or more hours of math in Area B and 7 hours of natural science in Area D.

Institutions may have Area D requirements specific to all science programs, but no science program may require that students take a particular science in Area D. See the rules on prerequisites below.

For example, institutions may not require that chemistry majors complete Area D with chemistry courses.

Creative writing and technical communication courses may not be included in Area D.

Institutions or programs may grant one semester hour of credit for an Area D course to count in Area F or in the general degree requirements.

Students in the health professions, including nursing, must fulfill the Area D science requirement with a two-semester laboratory sequence in either physics, chemistry, or biology. The only biology courses that may be used to fulfill this requirement are Introductory Biology (designed for non-science majors) and Principles of Biology (designed for science majors). The Survey of Chemistry sequence (CHEM 1151 and CHEM 1152) has been designed for the Area D health professions track. Health professions majors have the option of taking the Survey of Chemistry sequence or the sequence appropriate for science majors, but they may not fulfill their Area D requirements with chemistry courses designed for non-science majors.

Non-science majors may use the Survey of Chemistry sequence to fulfill the Area D requirements, but it may not be used to fulfill the science requirements for science majors not in the health professions.

**Area E Social Sciences**

These courses must include analytical, historical, critical and/or appreciative material. If course work is used to satisfy the U.S./Georgia history and constitutions requirements, these course(s) must be part of Area E.

In keeping with these BOR and USG policies for the coherence of the Core Curriculum, GSU’s faculty
have established the following general learning outcomes as published in Section 1405 of its undergraduate catalogs:

Learning outcomes are the goals students achieve in their programs of study. They represent the knowledge, skills and attitudes that students should gain to successfully complete the requirements of a course, major, and degree. A special set of general learning outcomes cover the goals for all students at the university. Students begin mastery of the university’s learning outcomes in the core (first two years of study) and continue to develop these skills throughout their major. The learning outcomes for all students are:

**Area A1. Written Communication**
Students produce well-organized written communications that exhibit logical thinking and organization, use appropriate style for audience, and meet conventional standards of usage.

**Area A2. Mathematics**
Students demonstrate the ability to interpret and analyze quantitative information; to apply mathematical principles and techniques; and to use mathematical models to solve applied problems.

**Area B. Institutional Foundations**
Students demonstrate effective critical thinking skills through interpreting, presenting or evaluating ideas.

**Area C. Humanities/Fine Arts**
Students can effectively evaluate the role of the humanities, fine arts, and languages in the human experience.

**Area D. Natural and Computational Sciences**
Students apply scientific and computational reasoning and methods of inquiry to explain natural phenomena and/or analyze quantitative information and solve applied problems.

**Area E. Social Sciences**
Students effectively analyze the complexity of human behavior, and how historical, economic, political, social, and/or spatial relationships develop, persist, and/or change.

Consistent with these learning outcomes, Georgia State University presents a General Education Statement in Section 1410 of the associate-level [1]and bachelor’s-level catalogs[2] that describes the institutional rationale for the core curriculum. It states, “Georgia State’s core curriculum provides students with a broad background in general education and reflects the special mission of this university as an urban research institution with an international, multi-ethnic, and multi-cultural focus.”

A summary of how GSU’s general education requirements overlay with the BOR’s policy on the Core Curriculum is presented as follows:

<table>
<thead>
<tr>
<th>Core Area</th>
<th>Hours</th>
<th>Courses Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1 Written Communication</td>
<td>6</td>
<td>Two 3-hour courses in English composition</td>
</tr>
<tr>
<td>A2 Mathematics</td>
<td>3-4</td>
<td>One 3-hour course in mathematics (if a 4-hour mathematics course is taken, the additional hour is counted in area F)</td>
</tr>
<tr>
<td>B: Institutional Foundations</td>
<td>4</td>
<td>Two 2-hour courses teaching critical thinking skills</td>
</tr>
<tr>
<td>C: Humanities/Fine Arts</td>
<td>6</td>
<td>Two 3-hour course in the humanities, fine arts, and world languages</td>
</tr>
<tr>
<td>D. Natural and Computational Science</td>
<td>11</td>
<td>A sequence of two 4-hour natural science courses with laboratory work appropriate to the student’s intended program of study plus one additional natural or computational science course from a different discipline</td>
</tr>
<tr>
<td>E. Social Science</td>
<td>12</td>
<td>3 required courses in United States History; American Government; and Global Economics, Global Politics, or World History; plus one foundation course in social science</td>
</tr>
</tbody>
</table>
It should be noted that the 42-hour Core Curriculum requirement applies to the majority of GSU’s degree program offerings, including all baccalaureate programs and its transfer A.A. and A.S. degree programs. GSU also offers a small number of career associate degree programs in Dental Hygiene, Nursing and Radiologic Technology which require fewer than 42 hours of general education courses. However, their requirements are substantial at 31 to 37 hours of general education which helps ensure the coherence of those program components as well.

Substantial Component of Degree Completion

Georgia State University offers undergraduate programs at the associate and baccalaureate levels. As noted above, all undergraduate degree programs at GSU include a substantial general education component, called the Core Curriculum. None of GSU’s bachelor’s degree programs require fewer than 30 semester hours of general education. Instead, 42 hours are the minimum required, which can be as much as 35% of a baccalaureate program.

None of GSU’s associate degree programs require fewer than 15 semester hours of general education. Instead, 31 hours is the fewest in the career associate program in radiologic technology, and 42 is the standard in the transfer associate degree programs. The career associate program in nursing requires 35 hours, and the career associate program in dental hygiene requires 37 hours.

Breadth of Knowledge Acquired through the Core Curriculum

Areas A-E of GSU’s Core Curriculum integrate a breadth of knowledge that includes the areas of written communication, mathematics, humanities/fine arts, social/behavioral sciences, and natural science. General education courses are collegiate level and not specific to particular occupations or professions. Furthermore, the three specific areas of study which are required at a minimum in 9.3 are included in GSU’s Core Curriculum requirements.

Students in transfer associate[6] and bachelor degree[7] programs which require 42 semester hours of general education coursework must complete 6 semester hours (2 courses) in Area C, Humanities/Fine Arts, at least one of which (3 hours) must be from the true humanities or fine arts options and no more than one of which can be in a foreign language. At least 14 hours (4 courses plus labs) of mathematics and natural science courses are required which are substantially more than the three hour minimum. Similarly, at least 12 hours (4 courses) are required in the social/behavioral sciences which are also substantially more than the three hour minimum.

Students in the career associate degree program in dental hygiene[8] are required to complete 3 hours in humanities, (PHIL 2030 Introduction to Ethics), 15 hours (4 courses plus labs) in the natural sciences, and 12 hours (4 courses) in the social/behavioral sciences.

Students in the career associate degree program in nursing[9] are required to complete 3 hours in Area C Humanities/Fine Arts excluding foreign language, 15 hours (4 courses plus labs) in mathematics and natural science, and 9 hours (3 courses) in social/behavioral sciences.

Students in the career associate degree program in radiologic technology[10] are required to complete 3 hours in Area C Humanities/Fine Arts excluding foreign language, 15 hours (4 courses plus labs) in mathematics and natural science, and 6 hours (2 courses) in social/behavioral sciences.

The Process for Ensuring General Education Courses Meet Expected Standards

The USG core curriculum was developed with the goals of assuring institutional accountability for learning, allowing institutions some flexibility in tailoring courses to their institutional mission, while ensuring that core curriculum courses completed at one USG institution are fully transferable to another USG institution. The Georgia State Core Curriculum adheres to Area A-E designations established by
the USG. In support of its mission and strategic plan, the university has focused on critical thinking in Area B (institutional options) and requires at least one course that emphasizes global perspectives in Area E.

All courses in the core curriculum have been through the curriculum revision process, described in the GSU Academic Programs Guide. The process includes reviews at the department, college and university levels. Core Curriculum changes also have to be approved by the USG Council on General Education according to Section 2.4.6 of the Georgia Board of Regents, Academic and Student Affairs Handbook[5]. Consequently, GSU’s general education courses not only meet institutional standards but also the standards of the university system. Georgia State University’s Core Curriculum Approval policy describes the institutional procedures for establishing changes to the curriculum that entail revisions or adjustments to GSU undergraduate catalogs, including changes to the general education component. Revisions to the Core Curriculum follow the complex approval process which is examined at departmental, college, university and system levels. Before the Provost can approve changes to the core curriculum, the changes must be approved by the reviewed by the appropriate Regent’s advisory committee and approved by the General Education Council of the Board of Regents.

The last change to the Georgia State University general education component occurred in Spring 2017 and was implemented in the 2017-2018 academic year. This change entailed the addition of Neuroscience 2000, Introduction to Neuroscience, to Area D of the Core Curriculum for non-science majors[11]. Neuroscience 2000 is a 3 credit-hour class that explores how nervous systems work using fundamental concepts gained from experiments in humans and non-human animal models. Topics include how nervous system cells work, how animals’ brains are structured, how sensory stimuli are sensed and perceived, how the nervous system generates animal and human behavior, cognition, and emotion, and the impact of drugs and diseases on nervous systems. Documents that show the process of approval for this courses are provided[12],[13],[14]

Institutional Guidance for Selecting General Education Course Options

Students are initially informed about the general education requirements at orientation when they are guided through the core curriculum by professional advisors from the University Advisement Center. After orientation, every student is assigned to an academic advisor who is responsible for communicating with the student regarding all requirements. This process helps ensure that students complete the components of the core curriculum in a timely manner. All first year students also participate in mandatory advisement to ensure that they are knowledgeable of all degree requirements. Every university undergraduate degree has a “degree plan”[15] that details all requirements for a degree and when they should be completed to finish in 4 academic years. Advisors update and personalize these degree plans[16] to help students stay on track for degree completion, including monitoring the completion of all core curriculum requirements. Most students complete the Core Curriculum requirements during their first two years.

In addition, within each programs’ section of the GSU Associate-Level and Bachelor-Level undergraduate catalogs, the sequence of courses and the prerequisite courses needed to obtain the degree are listed to assist the student with planning their schedule. (an example of a B.A. in political science[17] and an AA Pathway in chemistry[18] are included in the references).

Degree Works [19]is a web-based advising tool which is used to produce an easy-to-read and user-friendly academic evaluation to help students and advisors monitor progress toward degree completion.[20] Degree Works looks at the degree requirements of the Georgia State catalog and the coursework completed to give students and advisors better information in selecting coursework and understanding degree requirements.

Transfer Students

Transfer students to Georgia State University must complete the Core Curriculum as well. Transfer credit is evaluated using the GSU Transfer Equivalence Guide. Credits that do not appear in the guide may be evaluated by appropriate department faculty to see if the course can be substituted for
outstanding requirements according to procedures outlined in 1320.10 of the undergraduate catalog. Any remaining requirements will be satisfied by coursework at Georgia State University. All policies and procedures adhere to the BOR policy on Undergraduate Admissions Requirements for Transfer Students found in Section 4.2.1.3 of the Policy Manual.[21]

The BOR also has a transfer agreement with the Technical College System of Georgia (TCSG) for the purpose of “serving student needs, avoiding duplication of mission, using state resources efficiently, and expanding opportunities for post-secondary attainment in Georgia.” The TCSG comprises 22 technical colleges, each of which is accredited by the SACSCOC. Representatives from each system meet regularly to form a Post-secondary Oversight Council to “assure compliance with this articulation agreement, address other articulation issues if they arise, and encourage the development of programs and policies to support Georgia’s college completion goals.” The current list of transferable courses is provided.[22]

### Evidence

1. 1400 University Degree Requirements and Graduation _ Associate Catalog 2017-2018
2. 1400 University Degree Requirements and Graduation _ Undergraduate Course Catalog 2017-2018
3. Board of Regents Policy Manual _ University System of Georgia 3.3.1
4. Academic & Student Affairs Handbook _ University System of Georgia 2.4.4
5. Academic & Student Affairs Handbook _ University System of Georgia 2.4.6
6. Transfer Students _ Associate Catalog 2018-2019
7. Transfer Students _ Undergraduate Course Catalog 2018-2019
8. Dental Hygiene _ Associate Catalog 2018-2019
9. Nursing _ Associate Catalog 2018-2019
10. Radiologic Technology _ Associate Catalog 2018-2019
11. NEUR_2000_11-28-16
12. USG Council on General Education ActionsTaken04212017
13. CAP agenda December 2016
14. CAP Minutes -12-06-2016
15. degree plan-finance
16. Student Degree Plan
17. B.A. in Political Science _ Undergraduate Course Catalog 2017-2018
18. A.A. Pathway Chemistry _ Associate Catalog 2018-2019
19. Degree Works FAQ
20. anatomy-student degreeworks
22. TCSG_Articulation_List

### 9.4

At least 25 percent of the credit hours required for an undergraduate degree are earned through instruction offered by the institution awarding the degree. *(Institutional credits for an undergraduate degree)*

**Compliance Status:** Compliant

**Narrative**
Georgia State University (GSU) defines its academic residence requirements at the associate's degree level and the bachelor's degree level such that at least 25% of the credit hours required for an associate's or bachelor's degree is earned through instruction offered by GSU.

At the associate degree level, the GSU academic residency requirement ensures that students earn at least 18 hours at GSU to be awarded a Georgia State transfer associate's degree (AACC or ASCC). This represents 30% of the 60 hours required for all transfer associate degree pathways.

The vast majority of associate degrees awarded are transfer associate degrees, as this Spring, 2018 snapshot demonstrates:

<table>
<thead>
<tr>
<th>2018 Associate Degrees</th>
<th>Degrees Awarded</th>
<th>Percentage of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transfer Associate Degrees</td>
<td>762</td>
<td>89.8%</td>
</tr>
<tr>
<td>Career Associate Degrees (Nursing, Dental Hygiene, and Radiologic Technology)</td>
<td>87</td>
<td>10.2%</td>
</tr>
<tr>
<td>Total</td>
<td>849</td>
<td>100%</td>
</tr>
</tbody>
</table>

For the career associate programs, total hours for degree completion range from 71 hours (Nursing) to 77 hours (Dental Hygiene) to 97 or 101 hours (Radiologic Technology). The associate-level academic residence requirement of 18 hours represents 25.4% of the nursing program, and 23.4% of the dental hygiene program. With the exception of the Radiologic Technology program, the career programs require that the professional curriculum is completed in residence (with very few exceptions approved through the college). The calculation is a bit different for the A.S. in Radiologic Technology, because it is a cooperative academic arrangement with either Grady Memorial Hospital or Dekalb Medical. The portion of the student's A.S. in Radiologic Technology offered by Perimeter College comprises all general education courses for the program. For the A.S. in Radiologic Technology, the general education requirement is 31 hours, of which 26 hours must be completed at Perimeter College. For both the Grady and Dekalb arrangements, the 26 hours meets the 25% threshold for SACSCOC for the overall program credit hours of 97 and 101 respectively.

At the baccalaureate degree level, the Georgia State University academic residency requirement ensures that students earn 39 hours at the 3000 or 4000 level in order to be awarded a Georgia State bachelor's degree. This represents 32.5% of the 120 hours required for all but a handful of Georgia State bachelor's degrees and 30.7% of the 127 hours required by the remaining bachelor's degree programs.

GSU’s academic residence requirements are published in its undergraduate catalogs as follows:

Section 1440, Academic Residence Requirement, of the 2018-19 Associate-level Undergraduate Catalog states:[1]

Academic residence is defined as being enrolled in one or more courses at Georgia State University; this is not to be confused with status as a legal resident of the State of Georgia for fee determination purposes. The minimum academic residence requirement for each associate degree is as follows:

- For Associate of Arts and Associate of Science degrees, the candidate must earn 18 semester hours at Georgia State with an average grade of at least a C (2.00 GPA).
- For Associate of Science in Dental Hygiene, Nursing, and Radiologic Technology degrees, the candidate must earn 25% of their semester hours at Georgia State with an average grade of at
least a C (2.00 GPA) and complete all professional curriculum as expected according to program requirements.

Transfer credit, credit by examination, credit by validation, CLEP credit, AP credit, IB credit, and courses specifically excluded by university policy cannot be used to meet the academic residence requirement.

Section 1440, Academic Residence Requirement, of the 2018-19 Bachelor-level Undergraduate Catalog states: [2]

Academic residence is defined as being enrolled in one or more courses at Georgia State University; this is not to be confused with status as a legal resident of the State of Georgia for fee determination purposes. The minimum academic residence requirement for each baccalaureate degree is as follows:

- The candidate must earn 39 semester hours at Georgia State in courses numbered 3000 or above with an average grade of at least a C (2.00 GPA); and
- At least one-half of the hours comprising the major must be taken at Georgia State.

Up to 9 hours of 3000/4000 credit earned at another institution as part of an official Georgia State University joint degree, dual degree, or exchange program may be counted toward the academic residency requirement.

Transfer credit, credit by examination, credit by validation, CLEP credit, AP credit, IB credit, and courses specifically excluded by university policy cannot be used to meet the academic residence requirement.

9.5 At least one-third of the credit hours required for a graduate or a post-baccalaureate professional degree are earned through instruction offered by the institution awarding the degree. (Institutional credits for a graduate-professional degree)

Compliance Status: Compliant

Narrative

Georgia State University (GSU) is in full compliance with this standard for all of its post-baccalaureate degree programs.

GSU outlines specific requirements for every graduate degree in the Graduate Catalog[1] except those offered through the College of Law. Requirements for the post-baccalaureate professional degrees offered in the College of Law can be found in the College of Law Bulletin[2]. All post-baccalaureate graduate, and professional degree programs at Georgia State University are in compliance with the credit hour and residency requirements defined in the Board of Regents Academic and Student Affairs Handbook.[3] In order to earn a graduate degree, students must earn the majority of their graduate program credit hours from Georgia State University, and all transfer hours are subject to college-level approval.

Each college offering graduate instruction maintains strict oversight of its own graduate transfer credit policy and is responsible for ensuring that the transfer credit policy as well as exceptions and appeals

Evidence

[1] 1400 University Degree Requirements and Graduation _ Associate Catalog 2018-2019
[2] 1400 University Degree Requirements and Graduation _ Undergraduate Course Catalog 2018-2019
are in compliance with Standard 9.5. The policies that govern residency requirements and the maximum number of credit hours that can be transferred at the graduate-level are stated in each college’s section of the Graduate Catalog, and are also outlined on transfer credit request forms found on individual college websites and [4] located [5] here [6], [7], [5].

Table 1 shows the maximum number of credit hours allowed by graduate degree programs in each college and what percentage of the total credit hours required by program must be taken at Georgia State University. As shown below, all graduate programs require anywhere between 64.3 percent and 91.7 percent of the total credit hours required by the program to be taken through instruction offered by Georgia State University, which is at least the same if not more of the expected amount in standard 9.5.

| Table 1: Maximum Post-Baccalaureate Transfer Hours Allowed in Each College’s Programs |
|---------------------------------|-----------------|-----------------|-----------------|
| College                         | Degree          | Maximum Transfer Hours Allowed | Minimum Percentage of Hours Earned at GSU |
| Arts[8]                          | All Grad Certificates | 3 semester hours | 80 percent |
|                                 | All Master’s Degrees | 6 semester hours | 83 - 91.7 percent |
|                                 | All Doctoral Degrees | 30 semester hours | 71.2 percent |
| Arts and Sciences[9]             | All Grad Certificates | 3 semester hours | 80 percent |
|                                 | All Master’s Degrees | 6 semester hours | 80 - 85 percent |
|                                 | All Doctoral Degrees | 30 semester hours | 66.7 percent |
| Business[10]                     | All Master’s Degrees | 9 semester hours | 81.3 percent |
|                                 | All Doctoral Degrees | 15 semester hours | 64.3 percent |
|                                 | All Ed.S. Degrees | 3 semester hours | 90 percent |
|                                 | Ed.D. Curriculum & Instruction[13] | 9 semester hours | 79.6 percent |
|                                 | Ed.D. Educational Leadership[14] | 18 semester hours | 66.7 percent |
|                                 | All Doctoral Degrees[15] | 12 semester hours | 66.7 percent |
| Law[16]                          | J.D. Degree | 30 semester hours | 66.7 percent |
|                                 | LL.M. | 26 semester hours | 100 percent |
| Nursing and Health Professions[17] | All Graduate Degrees | 9 semester hours | 75 - 85 percent |
| Policy Studies                  | All Master’s Degrees[18] | 6 semester hours | 80 - 85 percent |
|                                 | Ph.D. in Economics[19] | 15 semester hours | 73.7 percent |
|                                 | Ph.D. in Criminal Justice | 6 semester hours | 89 percent |
|                                 | Ph.D. in Public Policy | 12 semester hours | 79 percent |
| Public Health[20]               | All Grad Certificates | 3 semester hours | 78.6 percent |
|                                 | All Master’s Degrees | 9 semester hours | 81.3 percent |
|                                 | All Doctoral Degrees | 9 semester hours | 85.5 percent |

Each college’s Graduate Studies Office or Office of Academic Assistance is responsible for reviewing and approving requests to transfer graduate credit. Students are expected to consult with their individual program advisors to determine what coursework may be appropriate to transfer and to submit a form indicating the exact courses to be transferred, the total number of hours, and the course equivalents [15-18]. Forms are signed by program advisors and/or chairs and approved and processed...
for placement on the Georgia State University transcript at the college level. All appeals for exception to the published transfer credit policy must be made in writing or submitted via petition form to the appropriate college-level dean’s office, which maintains final authority for approval of any exceptions [COAS[21], COEHD[22]].

Evidence

1. graduate_course_catalog_2017_2018
2. Law_Bulletin_20172018
3. 9.5 BOR Policy - residence req. for grad degrees
4. SPH Transfer of Credit Form
5. AYSPS Graduate Transfer of Credit Request Form
6. CAS Transfer of Credit Form
7. COEHD Transfer of Credit Form
8. Graduate_course_catalog_2017_2018_COTA 10100 Transfer Credit Policy
9. Graduate_course_catalog_2017_2018- COAS 3100 Transfer Credit Policy
10. Graduate_course_catalog_2017_2018_RCB 7080 Transfer Credit Policy
11. Graduate_course_catalog_2017_2018-4_COEHD Transfer Credit
12. Graduate_course_catalog_2017_2018_COEHD 4120 Masters Degree Regulations
13. Graduate_course_catalog_2017_2018_COEHD 4550 PHD Education in Curriculum and Instruction
14. Graduate_course_catalog_2017_2018_COEHD 4650 PHD Educational Leadership
15. Graduate_course_catalog_2017_2018_COEHD 4570 Phd
17. Graduate_course_catalog_2017_2018_NHP 5030 Transfer Credit Policy
18. Graduate_course_catalog_2017_2018-AYSPS 2030 Policy on Transfer Credit at the Masters level
19. Graduate_course_catalog_2017_2018_AYSPS 2070 doctoral Program
20. Graduate_course_catalog_2017_2018_PH 8020 Transfer of Credit
21. COAS GRADUATE PETITION FOR DEVIATION web form
22. COEHD Petition for Waiver or Variance Form

9.6 Post-baccalaureate professional degree programs and graduate degree programs are progressively more advanced in academic content than undergraduate programs, and are structured (a.) to include knowledge of the literature of the discipline and (b.) to ensure engagement in research and/or appropriate professional practice and training. (Post-baccalaureate rigor and curriculum)

Compliance Status: Compliant

Narrative

Georgia State University (GSU) is in compliance with this standard because its graduate degree programs are progressively more advanced and rigorous as a student moves on from undergraduate degree programs to master’s degree and specialist degree programs and on to doctoral programs. As students are engaged in progressively more rigorous and higher degrees, knowledge of the literature of the discipline becomes deeper and more specialized, and expectations for engagement in research and/or professional practice training become greater than at lower degree levels, especially at the
A key factor for ensuring such progressive rigor exists in the curriculum is the presence and engagement of GSU’s graduate faculty. Graduate Faculty hold terminal degrees in their field (typically, the doctorate) and have well-established records of accomplishments in research and/or professional practice. At the undergraduate level, courses and instruction can be developed and taught by faculty who do not have the more rigorous academic preparation and accomplishments of the graduate faculty. In contrast, graduate faculty status is expected for the design and delivery of post-baccalaureate programs. Highly accomplished graduate faculty who typically have completed progressively rigorous degrees in their field or related fields understand the curricular content differences that should exist at the different degree levels and ensure that such commonly accepted differences and practices are incorporated into the GSU curriculum.

Review and Approval of Graduate Programs

(GSU) offers master’s, specialist, doctoral, and post-baccalaureate professional programs. All such program curricula are described and published in the Graduate Catalog[1] and the College of Law Bulletin[2]. The content and rigor of all programs are evaluated by program/department faculty, relevant college committees, and the University Senate’s Academic Program Committee, as well as the Vice President for Academic Affairs, prior to the University System of Georgia’s Board of Regents’ review for approval. The Academic Programs Guide[3] provides detailed information about these processes and facilitates the work of departments and colleges seeking to initiate, alter, or discontinue academic programs. Within the Committee on Academic Programs, the Graduate Council carefully considers the content and rigor of newly proposed programs, as well as substantive changes to existing programs. The Graduate Council consists of Graduate Faculty, Deans, and other graduate program administrators. Current membership of this committee is provided here.[4] Ongoing review of programs occurs through the Academic Program Review process.

At GSU, Graduate Faculty drive the process of creating and implementing graduate programs and engage in cross-university review and approval of these programs. Beyond their disciplinary expertise, faculty are guided by University System of Georgia (USG) expectations. As noted in the One-Step New Academic Program Proposal template[5], faculty must describe the proposed program’s “fit with the institutional mission and nationally accepted trends in the discipline.” Further, the USG requires proposals to include documentation that required internships, assistantships, or field experiences are available to students and details on how students are assigned, supervised, and evaluated within those external placements.

Once program faculty draft a graduate program proposal, incorporation of the relevant literature and research/applied expectations are evaluated by department faculty, relevant college committees, and the University Senate’s Committee on Academic Programs (CAP). Per the University Senate’s ByLaws[6], CAP is charged with “reviewing and recommending university policies concerning curricula, new and existing programs, the deactivation and termination of academic programs” and “assessing academic programs and general education.” Program proposals approved by CAP undergo further review by the university’s Sr. Vice President for Academic Affairs and the USG’s Board of Regents. In the case of proposed doctoral programs, an external review is commissioned by the USG as part of the approval process. The external review is conducted by disciplinary experts at the rank of associate professor or higher who provide feedback on the curriculum’s strengths and weaknesses and whether the curriculum is appropriately rigorous, among other factors (sample external reviews provided[7]).[8]

Graduate faculty within the relevant discipline also lead substantive changes to programs, which undergo the same review and approval process described above. According to published university policy, membership in the Graduate Faculty at GSU takes one of two forms:[9] 1) Graduate Research Faculty; or 2) Graduate Professional Faculty. Members of the Graduate Research Faculty are actively engaged in scholarly research and creative work in their disciplines through which they are expected to generate and disseminate knowledge. Part of this responsibility is to teach research-oriented graduate
courses and direct the research of graduate students. Members of the Graduate Professional Faculty are actively contributing to the profession and part of their responsibilities may include teaching courses in the professional doctorate programs and/or directing the research of students in the professional doctorate programs or theses in applied master’s programs. Graduate Professional Faculty members are expected to demonstrate current knowledge of and involvement with their disciplines. Both graduate faculty memberships require an appropriate terminal degree. These rigorous standards for graduate faculty membership ensure that the literature and research components of graduate programs are overseen by active research specialists in the discipline, and that the literature and professional skills components of graduate programs are overseen by active professional specialists in the discipline.

**Evidence of Progressively Advanced Curriculum**

Each college at GSU has a different configuration of advanced degree programs, and how they comply with this standard. Consequently, each college’s circumstances for compliance will be highlighted below as follows:

**Andrew Young School of Policy Studies.** Each of the departments/schools in the School of Policy Studies offers undergraduate and graduate degrees. Bachelor’s degrees incorporate a combination of a liberal arts education with an upper division study particular to the discipline (e.g., criminal justice, public policy). Graduate degrees require a much greater depth of study within the particular discipline and, in some instances (e.g., Master of Interdisciplinary Studies, concentration in Urban Studies), mastery of an interdisciplinary curriculum. Students in all of the Policy Studies graduate programs are expected to demonstrate working knowledge of relevant theories and the ability to apply those theories to the field through analysis of relevant issues and real-world problems. A research thesis, dissertation, or capstone experience is also required of each graduate degree. Capstone experiences vary by discipline but all involve the in-depth analysis or experience indicative of an advanced degree. For example, in Criminal Justice, non-thesis students are required to complete written and oral critical analyses of scholarly literature, applying their core knowledge to real-world problems and questions within criminal justice and criminology. Students in the Master of Public Administration and Master of Public Policy programs can opt for an applied demonstration (e.g., capstone course, internship, practicum) of their ability to function as professionals in the fields. Capstone courses are project-based typically requiring service delivery assessment, operations analyses, program evaluation, fiscal analyses or policy analysis. Projects vary based on client needs but all require implementing a work plan for evaluating a public problem, collecting and analyzing data, developing findings and recommendations, writing a final report and presenting findings to the client. The Master of Social Work requirements are aligned with the Council of Social Work Education’s Educational Policy and Accreditation Standards, and the Master of Public Administration degree is accredited by the National Association of Schools of Public Affairs and Administration. All doctoral programs require comprehensive exams and dissertation projects.

**Byrdine F. Lewis College of Nursing and Health Professions.** As stated in the Graduate Catalog, the College of Nursing and Health Professions prepares professionals in the areas of Clinical Health Informatics, Nursing, Nutrition, Occupational Therapy, Physical Therapy and Respiratory Therapy. The graduate programs build on undergraduate education and prepare the students for advanced practice, research, and leadership. These programs are deeply specialized, with some (e.g., Masters in Nutrition and Respiratory Therapy, Ph.D. in Nursing) requiring completion of a thesis or dissertation, and other programs mandating a capstone or applied requirement to demonstrate graduate-level competence in the field. For example, the Doctor of Physical Therapy, Master of Occupational Therapy and Certificate in Clinical Health Informatic students do not require a thesis or dissertation, but do require clinical residencies or other opportunities that result in graduates being prepared as clinical experts with advanced competencies in practice, critical thinking, inquiry, and leadership. Numerous programs in this college are accredited. The Doctor of Physical Therapy (DPT) degree program is accredited by the Commission on Accreditation in Physical Therapy Education. The Coordinated Program in Dietetics is accredited by the Accreditation Council for Education in Nutrition and Dietetics
(ACEND). The Integrated Program (IP) in the Division of Respiratory Therapy leading to the Master’s of Health Sciences with a concentration in Respiratory Therapy is accredited for entry into the profession of respiratory care by the Committee on Respiratory Care Education (CoARC).

**College of Arts & Sciences.** Very few of GSU’s baccalaureate degree programs in the arts and sciences include a capstone research project requirement. They focus instead on a general and comprehensive introductory description of the discipline and its component specializations. In contrast, many of GSU’s master’s degree programs in those same academic disciplines include a capstone thesis requirement, necessitating more advanced literature review and research skills than are present at the undergraduate level. In many of those same academic disciplines, the capstone dissertation requirement for doctoral degree completion includes the most rigorous and advanced literature review and research project of all graduate programs in those disciplines. Specializations within an academic discipline are also more available within the graduate degree programs of this college and less so in its undergraduate degree programs. In this college, the Ph.D. program in Psychology is accredited by the American Psychological Association which provides additional external evidence of compliance with national standards of curriculum content and rigor. An example of these progressive advanced requirements from GSU’s undergraduate[10] to its doctoral degree program in the same discipline is provided here.[11]

**College of the Arts.** Each of the three schools within this college offers baccalaureate and graduate degrees. However, expectations differ based on degree type. At the undergraduate level, students are receiving a liberal arts education with some specialized study in art or music. In contrast, graduate students pursuing the Master of Arts, Master of Music, Master of Fine Arts, Master of Art Education, and the Ph.D. in communication are receiving a specialized education designed to prepare them for professional careers. Masters students are expected to complete a research thesis, comprehensive examination or capstone project. The comprehensive examination, required for the Master of Music, assesses the students’ knowledge regarding repertoire, pedagogy, theory, and history, and students are expected to synthesize their knowledge, demonstrating a high level of music understanding. Candidates for some master’s degrees (e.g., the MFA) must also complete an exit exhibition. The exit exhibitions must meet the academic standards of the students’ area of specialization, both in quality of work and design of the show. The Ph.D. in Communication Studies, concentration in Moving Image Studies, is the only doctoral degree offered in this college. It is awarded in recognition of the attainment of independent and comprehensive scholarship in film/media, inclusive of a comprehensive exam and a dissertation. All degree programs in the Ernest G. Welch School of Art and Design are accredited by the National Association of Schools of Art and Design. The School of Music is an accredited institutional member of the National Association of Schools of Music.

**College of Education and Human Development.** In the more professionally-oriented undergraduate programs of teacher education, several field-based practicums are incorporated into the major field of study with a required capstone student teaching experience that leads to professional teacher certification at the entry level of the profession after graduation. State teacher certification as well as relevant experience in the field as a teacher are expected for admission to the master’s program in those disciplines, and advanced-level practicums or research projects are required in those graduate programs. Preparations for specialized certifications are available at the graduate level which are not offered at the undergraduate level. Applied research courses which are not part of undergraduate programs are required in the master’s and specialist levels. More advanced research skills courses are required at the doctoral level in preparation for a Ph.D. research degree in education. Numerous degree programs in this college are accredited by agencies which include the Council for Accreditation of Educator Professionals (CREP), the American Psychological Association, the APA’s Council for the Accreditation of Counseling and Related Education Programs (CACREP), the APA’s National Association of School Psychology (NASP), and the Council on Rehabilitation Education (CORE). Those national program accreditations provide external evidence of compliance with national standards of graduate curriculum content and rigor. An example of these progressive advanced requirements from GSU’s undergraduate[12] to its doctoral degree programs is provided here.[13]

**J. Mack Robinson College of Business.** The advanced academic rigor of Robinson’s Masters degrees, relative to the baccalaureate degree, is guided by their Graduate Program Council, a
committee composed of five faculty members, which has overall responsibility for master’s admission criteria and for recommending changes in the degree requirements and academic regulations of the master’s programs for approval of the faculty of the college. Students pursuing the Master of Business Administration are required to take a capstone course that integrates a broad span of knowledge gained from the required curriculum. The Executive MBA (EMBA) program is designed for professionals who possess significant (approximately seven years or more post-undergraduate degree) professional work experience as well as experience in a management role (managing people, projects, or assets). The purpose of the program is to prepare experienced professionals to better meet the challenges of an ever-changing global business environment. Going well beyond a typical undergraduate degree, the EMBA curriculum is designed to equip students with a broader business perspective, strategic thinking skills, and the executive leadership skills necessary to advance in their career. The Robinson College also offers several specialized master’s and, as these are professional degrees, they come with an industry-based “capstone-like” requirement, as opposed to the research thesis seen in more traditional degrees. Ph.D. studies in the Robinson College are fundamentally different from undergraduate or master’s programs. The Ph.D. student must be self-motivated and work well independently. The program is academically rigorous and students must have exceptional quantitative and verbal skills. Coursework is but one facet of the program. The research component is the heart of the Ph.D. program. The student must be highly motivated to work on research projects independently and with faculty. Students are encouraged to present research papers at national and regional meetings. The successful student is one who not only has excellent academic skills, but a passion for scholarly research. Ph.D. students and those in the Executive Doctorate in Business must complete a dissertation. The J. Mack Robinson College of Business is accredited by the Association to Advance Collegiate Schools of Business. The accounting programs of the college also hold accounting accreditation granted by the AACSB. The Institute of Health Administration is accredited by the Commission on Accreditation of Healthcare Management Education. The Cecil B. Day School of Hospitality Administration is accredited by the Commission on Programs in Hospitality Administration.

School of Public Health. Graduate education in the School of Public Health focuses on both building the science base that underlies public health practice, as well as applying effective interventions that have been demonstrated to improve the public health. Students pursuing the Masters in Public Health are required to demonstrate advanced level understanding of theory and practice through a required practicum (a planned, supervised and evaluated practice experience where graduate professional public health degree students develop skills in basic public health concepts and demonstrate the application of these concepts through a practice experience that is relevant to students’ areas of specialization), as well as a research thesis or capstone project course. The latter requires the integration of knowledge and skills acquired through academic coursework and research. Students enrolled in the Ph.D. program must complete a rigorous set of courses, as well as a comprehensive exam and dissertation. The Council on Education for Public Health (CEPH) Board of Councilors accredited the SPH at Georgia State University.

College of Law. Georgia State offers post-baccalaureate professional programs in the Law (i.e., the J.D. and LL.M.). Since undergraduate degree programs in Law are not offered at GSU or at most other universities, pre-law students pursue a variety of different and appropriate undergraduate majors. Consequently, the three-year J.D. program provides comprehensive course coverage of the Law and law literature. Since this program is a first professional degree, its content emphasis on the literature of court rulings and applied research of legal precedents are central. The development of skills in the practice of law is also reinforced in the curriculum. Such curricular emphases are not typically found in undergraduate programs and reflect an advanced level of study. The post-graduate program in law (i.e., the LL.M) typically adds additional focus and specialization to the J.D. experience, and constitutes an advanced degree in Law beyond the J.D.. Many of GSU’s faculty in the College of Law have J.D and LL.M degrees. The American Bar Association’s (ABA) accreditation of GSU’s post-baccalaureate programs in Law attests to the appropriateness of their curricular design and rigor.

Cross-Listed Courses. Some courses are cross-listed such that they are offered to undergraduate and graduate students jointly. In these cases, the cross-listed courses are numbered consistent with each degree program. For example, a course cross-listed at the 4000 and 6000 levels would be taken by an undergraduate registering for the 4000 level and a graduate student registered at the 6000 level.
However course completion requirements in such instances differ by student level, with graduate students having to meet more rigorous course requirements.

### Evidence

- [1] [graduate_course_catalog_2017_2018](#)
- [2] [Law_Bulletin_20172018](#)
- [3] [Academic Programs Guide](#)
- [4] [Graduate Council Membership](#)
- [5] [ACCELERATEDOne-stepNewAcademicProgramProposalFINALOct32016](#)
- [6] [Senate Bylaws](#)
- [7] [Sample External Review of GSU PHD Biomedical Translational Sciences Program](#)
- [8] [Sample 2 External Review for Georgia State University PhD Translational Biomed](#)
- [9] [Graduate Faculty Policy February 2017](#)
- [10] [College of Art & Sciences undergrad (4020) Syllabus](#)
- [11] [College of Arts & Sciences graduate (6020) Syllabus](#)
- [12] [COEHD 3350 Cross-listed syllabus](#)
- [13] [COEHD 7540 16895 Cross-listed syllabus](#)

9.7 The institution publishes requirements for its undergraduate, graduate, and post-baccalaureate professional programs, as applicable. The requirements conform to commonly accepted standards and practices for degree programs. *(Program requirements)*

**Compliance Status:** Compliant

### Narrative

#### Narrative

Georgia State University (GSU) publishes in its undergraduate and graduate catalogs, its College of Law Bulletin, and on its website detailed requirements for all of its undergraduate, graduate, and first professional (post-baccalaureate J.D.) educational programs. The university’s long history of comprehensive program reviews by peers and national accreditors and its adherence to statewide curriculum policies and procedures within the 26-member University System of Georgia ensures conformity to commonly accepted standards and practices for degree programs in higher education.

#### Publication of Commonly Accepted Undergraduate Program Requirements

GSU has defined requirements for all of its undergraduate programs and the Core Curriculum (general education). Because GSU offers both associate degrees and baccalaureate degrees, these requirements are published in two catalogs: the Associate-Level Undergraduate Catalog[1] and the Bachelor-Level Undergraduate Catalog[2]. The catalogs are publicly available online.

Conformity of undergraduate program requirements to commonly accepted standards and practices is ensured through multiple 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 number of credit hours in 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 SACSCOC Policy Statement on “Distance and Correspondence Education” and the Council of
Regional Accrediting Commissions (C-RAC) “Interregional Guidelines for the Evaluation of Distance Education.” Adherence to the latter is required as an institutional member of the State Authorization Reciprocity Agreement (SARA). Georgia State University was accepted for SARA membership in January 2016.

GSU's common and specific undergraduate degree requirements adhere to University System of Georgia (USG) Board of Regents (BOR) Policy Manual[3] and the USG Academic and Student Affairs Handbook[4]. The general acceptability of GSU’s degree program requirements is reflected in their initial approvals by a single governing and coordinating board across a diverse and large set of public colleges and universities within the USG.

For over three decades, the BOR has promulgated a common framework for general education requirements through its Core Curriculum, which has been implemented at now 26 public colleges and universities in the state, ranging from research universities to colleges offering largely associate degrees. That framework is described in detail in the BOR Policy Manual, Section 3.3.1[5], and the USG Academic and Student Affairs Handbook, Section. 2.4.[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 and Student Affairs Handbook states that each baccalaureate degree must contain 120 semester hours (Section 2.3.1[6]) and that each associate degree must include a minimum of 60 semester hours (Section 2.3.5[7]). Completion of all of GSU's associate degree programs requires 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 9.2.

Internally, approval of new 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 deans, must next review and approve these proposals. Proposals are then considered by the University Senate’s Committee on Academic Programs (CAP). Within the Senate review process, new program proposals and changes to existing undergraduate programs are initially reviewed by the CAP’s Undergraduate Council before consideration by the full CAP. 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 undergraduate study.

Internal approval of new degree programs at all levels leads to submission for external consideration by the Board of Regents. The BOR Policy Manual, Section 3.6.1[8], 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 undergraduate education.

Both traditional and online undergraduate programs are reviewed on a regular basis through two additional mechanisms. Departments offering baccalaureate degree programs undergo Academic Program Review (APR) at least every seven years; associate degree programs undergo APR every five 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 SACSCOC policy statement on “Distance and Correspondence Education” and the C-RAC “Inter-regional Guidelines for the Evaluation of Distance Education”[9] required for institutional affiliation with the State Authorization Reciprocity Agreement (SARA).

Additional evidence of undergraduate program compliance with commonly accepted standards and practices is reflected in GSU’s wide array of national accreditations which were received and are maintained for its educational programs. Program accreditors typically have high standards for curriculum requirements. The table below lists GSU’s undergraduate degree programs that are accredited and the agencies that have granted those accreditations.

<table>
<thead>
<tr>
<th>College or School</th>
<th>Program</th>
<th>Accrediting Agency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Andrew Young School of Policy Studies</td>
<td>Social Work BSW</td>
<td>Council on Social Work Education</td>
</tr>
<tr>
<td>College of Education and Human Development</td>
<td>Teacher Education and Teacher Certification B.S.E.</td>
<td>Council for the Accreditation of Educator Preparation (CAEP), Professional Standards Commission</td>
</tr>
<tr>
<td>Byrdine F. Lewis College of Nursing and Health Professions</td>
<td>Respiratory Therapy B.S.</td>
<td>Commission on Accreditation for Respiratory Care (CoARC)</td>
</tr>
<tr>
<td>Byrdine F. Lewis College of Nursing and Health Professions</td>
<td>Nursing B.S.</td>
<td>Commission on Collegiate Nursing Education (CCNE)</td>
</tr>
<tr>
<td>School of Public Health</td>
<td>Public Health B.S.</td>
<td>Council on Education for Public Health (CEPH)</td>
</tr>
<tr>
<td>J. Mack Robinson College of Business</td>
<td>Business Administration BBA</td>
<td>Association to Advance Collegiate Schools of Business (AACSB)</td>
</tr>
<tr>
<td>J. Mack Robinson College of Business</td>
<td>Accounting BBA</td>
<td>Association to Advance Collegiate Schools of Business (AACSB)</td>
</tr>
<tr>
<td>Perimeter College</td>
<td>Nursing A.S.</td>
<td>Accreditation Commission for Education in Nursing (ACEN)</td>
</tr>
<tr>
<td>Perimeter College</td>
<td>Dental Hygiene A.S.</td>
<td>Commission on Dental Accreditation (CODA)/American Dental Association (ADA)</td>
</tr>
<tr>
<td>College of the Arts</td>
<td>Art BFA, B.A.</td>
<td>National Association of Schools of Art and Design (NASAD)</td>
</tr>
<tr>
<td>College of the Arts</td>
<td>Music BM</td>
<td>National Association of Schools of Music (NASM)</td>
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**Publication of Commonly Accepted Graduate Program Requirements**

Georgia State University awards post-baccalaureate graduate degrees at the master’s, specialist, and doctoral levels. Program requirements for the completion of each graduate degree are available in the Graduate Catalog[10] and on the university’s website, organized by colleges. The Graduate Catalog is updated annually by the University Registrar, with input from each college’s Office of Academic Assistance or Graduate Services Office. Students can access the Graduate Catalog on the web by viewing a web version or downloading an Adobe Acrobat version. The online catalogs can be searched using the Table of Contents or by entering a word or phrase into the Search area. Archived copies of prior Graduate Catalogs (2007-2017) are available on the GSU website.

The university’s multi-level process for program creation and ongoing evaluation ensures that program
requirements conform to commonly accepted standards and practices. In the case of new programs or substantive changes to existing programs, policies set forth by the University System of Georgia’s Board of Regents (BOR) also guide the processes.

At GSU, Graduate Faculty assume primary responsibility for creating and implementing post-baccalaureate programs and engage in cross-university review and approval of these programs. Beyond their disciplinary expertise, faculty are guided by University System of Georgia (USG) expectations. As noted in the One-Step New Academic Program Proposal template[11], faculty must describe the proposed program’s fit with “nationally accepted trends in the discipline.” Once program faculty draft a proposal for a new graduate program, the curriculum undergoes review at multiple levels including, the department(s) housing the program, relevant college committees (e.g., the college’s Graduate Council), and the University Senate’s Committee on Academic Programs (CAP). Per the University Senate’s Bylaws, CAP is charged with “reviewing and recommending university policies concerning curricula, new and existing programs, the deactivation and termination of academic programs” and “assessing academic programs and general education.” Program proposals approved by CAP undergo further review by the university’s Vice President for Academic Affairs and the BOR. In the case of proposed doctoral programs, an external review is commissioned by the BOR as part of the approval process. The external review is conducted by disciplinary experts at the rank of associate professor or higher who provide feedback on the curriculum’s strengths and weaknesses and whether the curriculum is appropriately rigorous, among other factors (sample external[12] review [13]provided [14]).

Graduate faculty within the relevant discipline also lead substantive changes to programs, which undergo the same review and approval process described above. Per the USG, significant modifications to programs require a rationale for curriculum modification and a comparison between the current curriculum and modifications proposed (see Substantive Change/Program Modification Form [15]).

The quality of existing graduate and professional programs is considered during the home department’s Academic Program Review. Occurring every seven years, each department must participate in a process that involves preparation of a self-study, evaluation by a team of external reviewers who conduct a site visit, analysis and review by faculty governance and administrative bodies of the university, and development and implementation of an action plan.

Beyond these processes, several of GSU’s graduate and professional programs have specialized accreditations, which guide the course curriculum and other program requirements. Maintaining accreditation requires a rigorous internal and external review process, including whether requirements conform to commonly accepted disciplinary expectations. The table below lists GSU’s graduate degree programs that are accredited and the agencies that have granted those accreditations.

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<td>Public Administration MPA</td>
<td>National Association of Schools of Public Affairs Administration (NASPAA)</td>
</tr>
<tr>
<td>Andrew Young School of Policy Studies</td>
<td>Social Work MSW</td>
<td>Council on Social Work Education</td>
</tr>
<tr>
<td>College of Arts and Sciences</td>
<td>Psychology (Clinical) PhD</td>
<td>American Psychological Association (APA)</td>
</tr>
<tr>
<td>College of Education and Human Development</td>
<td>Communication Disorders M.S.</td>
<td>American Speech-Language-Hearing Association (ASHA)</td>
</tr>
<tr>
<td>Department / College</td>
<td>Program Name</td>
<td>Accreditation Body</td>
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</tr>
<tr>
<td>Education and Human Development</td>
<td>Clinical Mental Health Counseling M.S., PhD</td>
<td>Council for the Accreditation of Counseling and Related Education Programs (CACREP)</td>
</tr>
<tr>
<td>College of Education and Human Development</td>
<td>Counselor Education and Supervision (Counselor Education and Practice) PhD</td>
<td>Council for the Accreditation of Counseling and Related Education Programs (CACREP)</td>
</tr>
<tr>
<td>College of Education and Human Development</td>
<td>Counseling Psychology PhD</td>
<td>American Psychological Association (APA)</td>
</tr>
<tr>
<td>College of Education and Human Development</td>
<td>Rehabilitation Counseling Education M.S.</td>
<td>Council on Rehabilitation Education (CORE)</td>
</tr>
<tr>
<td>College of Education and Human Development</td>
<td>School Counseling MEd</td>
<td>American Psychological Association (APA) and Council for the Accreditation of Counseling and Related Education Programs (CACREP)</td>
</tr>
<tr>
<td>College of Education and Human Development</td>
<td>School Psychology PhD</td>
<td>American Psychological Association (APA) and National Association of School Psychologists (NASP)</td>
</tr>
<tr>
<td>College of Education and Human Development</td>
<td>Teacher Education and Teacher Certification M.A.T., MEd, Ed.D., PhD</td>
<td>Council for the Accreditation of Educator Preparation (CAP), Professional Standards Commission</td>
</tr>
<tr>
<td>Byrdine F. Lewis College of Nursing and Health Professions</td>
<td>Respiratory Therapy M.S.</td>
<td>Commission on Accreditation for Respiratory Care (CoARC)</td>
</tr>
<tr>
<td>Byrdine F. Lewis College of Nursing and Health Professions</td>
<td>Nutrition and Dietetics M.S.</td>
<td>Accreditation Council for Education in Nutrition and Dietetics (ACEND)</td>
</tr>
<tr>
<td>Byrdine F. Lewis College of Nursing and Health Professions</td>
<td>Physical Therapy DPT</td>
<td>Commission on Accreditation in Physical Therapy Education (CAPTE)</td>
</tr>
<tr>
<td>School of Public Health</td>
<td>Public Health MPH, PhD</td>
<td>Council on Education for Public Health (CEPH)</td>
</tr>
<tr>
<td>School of Law</td>
<td>Law JD</td>
<td>American Bar Association (ABA) and Association of American Law Schools (ALA)</td>
</tr>
<tr>
<td>J. Mack Robinson College of Business</td>
<td>Business Administration MBA, MS, MIB, MPA, MSRE, MTx, PhD, MAS, MHA, MSHA, MSISAC, EDB</td>
<td>Association to Advance Collegiate Schools of Business (AACSB)</td>
</tr>
</tbody>
</table>
Publication of Commonly Accepted First Professional Degree Program Requirements in Law

Georgia State University College of Law offers outstanding programs. The requirements for the J.D. are outlined in the Law Bulletin[16] and the curriculum is described on the website of the law school[17]. These requirements meet and maintain commonly accepted practices for the BOR as well as ABA and ALA standards for accreditation.

Surrounded by business, government, nonprofit and cultural organizations, Georgia State Law provides an ideal environment for gaining practical experience and engaging in interdisciplinary research and collaboration, especially for those seeking an LL.M. (master of laws). Individuals seeking an LL.M. to enhance practice opportunities, to qualify for careers in teaching or government service, or to broaden legal horizons, may fine-tune their legal expertise in Health Law, Intellectual Property, Environmental and Land-Use Law, and general legal knowledge. Foreign-trained lawyers completing and LL.M are allowed to take the Georgia Bar exam. GSU's LL.M program is open to any law graduate (e.g., J.D., LL.B., B.L., B.A. in Law and Society) and its requirements conform to commonly accepted practices. The requirements for the LLM are published in the Law Bulletin[18] and on the law school’s website[19].

Evidence

[1] Associate_course_catalog_2017_2018_1400 Degree Requirements and Graduation
[2] Undergraduate_course_catalog_2017_2018_1400 Degree Requirements and Graduation
[4] Academic & Student Affairs Handbook __ University System of Georgia 2.4
[5] BOR Policy Manual (3.3.1 Core Curriculum)
[6] Academic & Student Affairs Handbook __ University System of Georgia 2.3.1
[7] Academic & Student Affairs Handbook __ University System of Georgia 2.3.5
[8] BOR Policy Manual (3.6.1 Creation of Academic Programs)
[9] C-RAC Guidelines
[10] Graduate Program Curriculum by College
[13] UTMB Galveston Review of GSU PHD Biomedical Translational Sciences Program
[14] Marci’s response to TBMS
[15] substantive_change_curricular_form
[16] JD Curriculum from Law_Bulletin_20172018
[17] law.gsu.edu-JD Curriculum
[18] LLM Curriculum from Law_Bulletin_20172018
Section 10 Educational Policies, Procedures, and Practices

10.1 The institution publishes, implements, and disseminates academic policies that adhere to principles of good educational practice and that accurately represent the programs and services of the institution. (Academic policies)

Compliance Status: Compliant

Narrative

Georgia State University (GSU) has thorough and comprehensive processes for establishing, publishing, disseminating, and implementing academic policies that adhere to principles of good practice and that accurately represent the programs and services of the institution. The institution is guided in that process by well-established, system-wide, academic policies of the Board of Regents of the University System of Georgia. Those BOR policies help to ensure commonly accepted educational practice across the public universities and colleges in Georgia. GSU’s academic policies are typically applicable and implemented, regardless of GSU’s instructional location or mode of instructional delivery.

Published and Disseminated Academic Policies

The Board of Regents of the University System of Georgia (BOR USG) publishes academic policies to be followed by the 26 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 SACSCOC policies and guidelines as confirmed by consistently successful reviews of the USG institutions.

The governing board’s academic policies are general in nature, often permitting institutional customization within their prescribed parameters. The BOR’s academic policies include topics such as academic calendars, grading systems, creation and elimination of academic programs, and academic advisement.

GSU academic policies comply with both SACSCOC 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, include section 1300 University Academic Regulations and 1400 University Degree Requirements and Graduation. These academic policies focus on topics such as computer access, academic calendars, new student orientation, placement testing, transfer credit, registration procedures, immunizations, course withdrawals, grading system, academic honesty, student complaints, degree requirements, application for graduation, and graduation ceremonies.

The catalogs are available online, providing around-the-clock access to students and the public. There are catalogs for each degree level at the University:

- Associate-Level Undergraduate Catalog [1300][3] [1400][4]
- Bachelors-Level Undergraduate Catalog [1300][5] [1400][6]
- Graduate Catalog [1300][7]
- College of Law Bulletin[8]
Additionally, academic policies of Georgia State University are made available through three publicly available online resources. The Student Handbook[9] includes the Student Code of Conduct[10] with specific policies such as academic honesty, disruptive behavior, non-discrimination, alcohol and drugs, and sexual misconduct. The Faculty Handbook[11] includes policies on teaching and student interaction, such as course syllabi or technology, as well as personnel policies, such as faculty hiring or equal opportunity. These policies can also be found in the University Policy Library[12] along with administrative policies related to employment and fiscal operations.

Faculty routinely reference key academic policies such as those pertaining to the Americans with Disabilities Act and academic honesty in their course syllabi. Examples can be found here[13],[14]

Departments partner with University advisement and DegreeWorks to help students adhere to university and program academic regulations and policies.[15]

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 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, GSU’s recent institutional consolidation 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[16]):

- Make statutes, rules, and regulations for faculty governance and for that of the students;
- Provide such committees as may be required;
- Prescribe regulations regarding admission, suspension, expulsion, classes, courses of study, and requirements for graduation; and
- Make such regulations as may be necessary or proper for the maintenance of high educational standards.

The faculty shall also 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,[17] the University Senate, in keeping with the bylaws and policies of the Board of Regents, exercises 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 may 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 has 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 agreement cannot be reached, the matter will be referred to the Board of Regents through the Chancellor for review pursuant to pertinent policies of the Board.

Three University Senate standing committees have responsibility for University-level academic policies as described below: the Committee on Academic Programs, the Committee on Admissions and Standards, and the Faculty Affairs Committee. The Administrative Council, an affiliate body of the University Senate described below, has responsibility for advising the President on administrative policies. Each year, the Provost appoints a Policy Advisory Group to oversee the formation and review of university policies by means of the Policy on Policies.[18]

The Committee on Academic Programs[19] is composed of the Senior Vice President for Academic Affairs and Provost; Vice Provost for Academic Affairs and Senior Vice President for Student Success; the academic deans of the Colleges of Arts and Sciences, the College of the Arts, Perimeter College, the J. Mack Robinson College of Business, the College of Education and Human Development, the Byrdine F. Lewis College of Nursing and Health Professions, the College of Law, the Andrew Young School of Policy Studies, the School of Public Health, and the Honors College; one student who is a member of the Senate; two staff senators; and at least twenty-seven (27) faculty senators, 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 College of Nursing and Health Professions, the College of the Arts, the College of Law, and the School of Public Health; with the remaining members selected 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[20] 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 College 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 Faculty Affairs Committee[21] 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 College 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 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.

**Academic Policy Applicability Across Campus Locations and Modes of Instructional Delivery**

All academic policies are applicable to all Georgia State students, regardless of location or instructional mode. The exception is that, for students engaging in fully online pathways at Perimeter College, the university currently charges a differential tuition rate (an “e-rate”). However, that rate is being discontinued. Until Academic Year 2018-2019, the Board of Regents' policy on Tuition for Distance Learning Courses and Programs permitted institutions in the University System of Georgia to charge differential tuition rates (i.e., “e-rates”) to distance learners enrolled in fully online pathways or programs (defined as 95% or above online). [Evidence: BOR Agenda, Jan. 11, 2017[22]]. The policy specified that, as long as the e-rate was between the rate charged to in-state students and the rate charged to out-of-state students, it did not need BOR approval. As of its January 11, 2017 meeting, the Board of Regents began the process of discontinuing differential e-rates, over a three-year elimination period. Currently, Perimeter College’s Online Campus offers students enrolled in fully online pathways an e-rate of $135 per credit hour, compared to $92.67 per credit hour for in-state students and $350.87 per credit hour for out-of-state students. Students are notified of the e-rate in in-person advising and via the web[23]. Effective Fall, 2018, the e-rate will be reduced from $135 to $121 per student credit hour. The remaining differential will be eliminated by Fall, 2020, at which point distance learners inside the state of Georgia will pay the in-state rate, and distance learners outside of Georgia will pay the out-of-state rate. A number of new online master’s programs had made plans to charge students the differential e-rates when the BOR announced it was discontinuing them. Hence, there are no students outside of Perimeter College who currently pay an e-rate.

**Examples of Academic Policy Implementation**

Substantive Change Policy[24]
Creating New Degree Programs and Majors[25]
Academic Honesty[26]
Hardship Withdrawal[27]

**Evidence**

[2] Academic & Student Affairs Handbook _ University System of Georgia 2.0
[3] 1300 University Academic Regulations _ Associate Catalog 2017-2018
[4] 1400 University Degree Requirements and Graduation _ Associate Catalog 2017-2018
[5] 1300 University Academic Regulations _ Undergraduate Course Catalog 2017-2018
[6] 1400 University Degree Requirements and Graduation _ Undergraduate Course Catalog 2017-2018
[7] 1300 University Academic Regulations _ Graduate Course Catalog 2017-2018
The institution makes available to students and the public current academic calendars, grading policies, cost of attendance, and refund policies. *(Public information)*

**Compliance Status:** Compliant

**Narrative**

Georgia State University (GSU) publishes current academic calendars, grading policies, cost of attendance, and refund policies on publicly accessible websites. The University System of Georgia Board of Regents (USG BOR) maintains policies related to academic calendars, grading policies, tuition and fees, and refund policies. GSU maintains relevant policies aligned with the USG BOR, publishing them in the online catalogs and the website of the Office of the Registrar. Because academic calendars, grading policies, cost of attendance, and refund policies are disseminated through web-based documentation, these policies are accessible to faculty, students, and other constituents regardless of their location or mode of delivery for their respective programs.

**Academic Calendars**

A rolling multi-year academic calendar is published on the GSU website. The Academic Calendar is developed by the Committee on Admissions and Standards, which includes representation from each college. Annual updates are submitted to the Provost for approval. GSU makes the approved, official academic calendar available through the catalogs, and various websites including the GSU website home page, and the Office of the Registrar.

**Grading Policies**

GSU follows the BOR’s grading system, as required for all USG institutions. A 4.00 grade point average system, calculated to and truncated at two decimal places, is used. Other symbols, as defined
in the GSU Grading Policy[9] are also used but are not included in the determination of the grade point average.

**Cost of Attendance**

GSU follows the BOR’s policy on tuition and fees[3], as required for all USG institutions. Tuition and fees are outlined on the GSU[10] [10]website[11]. Additionally, GSU provides a Cost[12] [12]Calculator [13] to help incoming undergraduate and graduate students estimate their total financial investment in an education.

**Refund Policies**

GSU’s practices for determining refunds on institutional charges and other mandatory fees adhere to policies approved by the USG BOR.[4] Procedures for obtaining refunds are posted by the Office of Student Financial Services[14].

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**Evidence**

[1] Board of Regents Policy Manual _ University System of Georgia 3.4 Academic Calendar  
[4] Board of Regents Policy Manual _ University System of Georgia 7.3.5 Refunds  
[5] Semester Calendars & Exam Schedules  
[6] Senate Committee on Admissions and Standards  
[7] Academic Calendars through Catalogs and Schedules web page  
[8] Academic Calendars on GSU Website  
[9] GSU Grading System Policy  
[10] GSU Atlanta Tuition and Fees on website  
[12] GSU Cost Calculator on website  
[13] Graduate Programs Cost Calculator on website  
[14] Refunds on GSU website  
[15] Withdrawal Refund Schedule on GSU website

10.3 The institution ensures the availability of archived official catalogs, digital or print, with relevant information for course and degree requirements sufficient to serve former and returning students.  
(Archived information)

**Compliance Status:** Compliant

**Narrative**

Georgia State University (GSU) provides archived official catalogs with relevant information for course and degree requirements sufficient to serve former and returning students. Access to current and archived annual undergraduate and graduate catalogs can be easily obtained by inserting “catalog” in the search feature of the GSU website to identify the desired link. The 2003 – 2004 academic year was the launch date for GSU’s online catalogs, and a 15-year history of digital catalogs is publicly available on the Enrollment Services website[1]. On that same website and for a comparable period of time prior to GPC’s institutional consolidation with GSU in 2016, Georgia Perimeter College’s catalogs are also available in PDF downloads. If content from older catalogs is required, an email request specifically stating the information requested may be sent to Enrollment Services, and within 5-7
business days the request will be processed. These earlier catalogs are original print versions, and the specific content requested will be copied for mailing purposes.

Evidence

[1] enrollment.gsu.edu-Archived Catalogs

10.4 The institution (a.) publishes and implements policies on the authority of faculty in academic and governance matters, (b.) demonstrates that educational programs for which academic credit is awarded are approved consistent with institutional policy, and (c.) places primary responsibility for the content, quality, and effectiveness of the curriculum with its faculty. (Academic governance)

Compliance Status: Compliant

Narrative

Faculty Membership and Their Central Role in Academic Governance

University faculty membership consists of full-time professors, associate professors, assistant professors, principal senior lecturers, senior lecturers, lecturers, clinical professors, clinical associate professors, clinical assistant professors, clinical instructors, research professors, research associate professors, research assistant professors, professors of practice, academic professionals, and instructors, who do not hold temporary, limited-term, part-time, or visiting appointments. It also includes the President, the Provost, vice presidents, administrative and academic deans, and Dean of Libraries. Appropriately credentialed librarians are members of the University Faculty.

GSU 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 general governance of the university at all administrative levels through representation on university, college, and departmental committees and councils. This participation in governance is consistent with the Board of Regents Policy Manual 3.2.4 [1], which specifies faculty role in governance, including through a senate. At GSU, faculty members from all colleges and departments participate in university-level governance, either directly by serving on the University Senate and its committees or indirectly by electing colleagues to represent them. The University Statutes[2] and Senate Bylaws[3] are the university-level policies that provide for the internal governance of GSU. Additional policies outline faculty roles in governance at the college and department levels.

Governing Board and University System Policies

Faculty responsibility for the curriculum is prescribed and enacted through a combination of system-, university-, college-, and department-level policies, procedures, and structures. The University System of Georgia Board of Regents Policy Manual 3.2.4[1] stipulates that:

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. . .
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.

The faculty of GSU use a robust system of policies and procedures to fulfill these responsibilities as they relate to the content, quality, and effectiveness of the curriculum.
Relevant University-Level Policies

The two primary university-level policies on the responsibility and authority of faculty in academic and governance matters are the University Statutes[2] and Senate Bylaws[3].

Several articles of the University Statutes specify the role of the faculty in academic and governance matters at the university level. Article VI Section 1[4] specifies the membership of the University Senate, including the role of the faculty:

The University Senate shall consist of the President, who shall be the presiding officer, the Senior Vice President for Academic Affairs and Provost, the vice presidents, the deans of the several colleges and schools, the Dean of Libraries, chief administrative officers of the academic units (as defined in Article VIII, Section 1 of the Statutes) and, on the recommendation of the Senior Vice President for Academic Affairs and Provost, the President may appoint eleven (11) additional faculty or officers of administration after consultation with the Executive Committee of the Senate; a faculty member for each ten (10) members of the university faculty, or fraction thereof, for each academic department, discipline (in Perimeter College), school, and institute within the several colleges and schools; a representative for each ten (10) members of the university faculty, or fraction thereof for the University Library, fifteen (15) staff representatives, and twelve (12) students.

Article VI Section 2[4] specifies the duties and functions of the University Senate:

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.

The Senate Bylaws constitute the rules and regulations governing the conduct and procedures of the University Senate in the performance of those duties authorized and empowered by the University Statutes and the Policies of the Board of Regents of the University System of Georgia. The bylaws specify the committees of the University Senate, the duties of those committees, and the membership of those committees (including the minimum number of faculty members on each committee and the balance of representation from the colleges), among other matters.

To address consolidation, Georgia State University's University Statutes and Senate Bylaws were modified so that the faculty of Perimeter College participate in all academic and governance matters on the same terms as all other GSU college faculty.

University Senate

The University Senate is an integral part of the governance of GSU. It is a body with representation from faculty, administration, staff, 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, 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, and special committees. Much of the work of the Senate is done through these committees and their sub-committees; most issues have been discussed and materials disseminated among senate committees and other stakeholders before reaching the floor of the Senate. This permits the work to flow smoothly on the Senate floor, as illustrated in representative minutes of the University Senate. The continuity, volume, and quality of faculty contributions to academic and governance matters are illustrated through the Enacted Committee
Proposals of the Admissions and Standards Committee. Minutes of each of the Senate’s committees are posted on the Senate website and provide further evidence of the faculty role in academic and governance matters.

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 GSU. In Fall 2015, Georgia Perimeter College faculty prepared for full integration into the GSU University Senate by electing representatives to that body. Perimeter College representatives to the University Senate began their work in January 2016.[5]

Executive Committee of the University Senate

The Executive Committee of the University Senate consists of the President, the Senior Vice President for Academic Affairs and Provost (who serves as Vice-Chair), and seven elected members who are also elected members of the University Senate. These elected members are commonly faculty members. The seven members are elected by secret ballot by the University Senate annually during the last Senate meeting of the academic year. The bylaws prohibit any college from having more than two representatives on the Executive Committee. In the first three academic years following the consolidation of GSU and Georgia Perimeter College in 2016, 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 vote-getters, the Perimeter College senator with the most votes will replace the senator who receives the seventh-most votes. After that period, a Perimeter College senator may be elected to the Executive Committee on the same terms as senators from any other college.

The responsibility and authority of the faculty in academic and governance matters are enacted as the Executive Committee performs three functions. First, the Executive Committee functions as the governing body of the University Senate. The Senate Executive Committee sets the agenda of the full University Senate meetings and receives and disseminates reports of all standing committees prior to meetings of the full Senate. Second, the members of the Executive Committee also serve as members of the Administrative Council, an advisory body to the President on all administrative policies of the University. The Administrative Council is an affiliate group of the University Senate that 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. Third, the members of the Executive Committee also constitute an advisory committee of the faculty that the President may consult. The requirement that a Perimeter College senator be a member of this multi-functional Executive Committee provides an ongoing voice for Perimeter College in academic and governance matters throughout the three years following consolidation.

Provisions in the University Statutes for Faculty Role in College Governance

The University Statutes specify the responsibility and authority of the faculty in academic and governance matters at the college level and provide for appropriate organization. Article X Section 2[6] specifies:

Subject to the Bylaws and Policies of the Board of Regents and to the policies of the University Senate on all matters affecting general university policy, and subject to minimum requirements as may be established for the University, the faculty of each college or school shall have the authority and duty to determine the entrance requirements for its own students; to prescribe and define courses of study for them; to set requirements for degrees, diplomas, and certificates; to enact and enforce rules for the guidance and government of its students; and in general, to exercise jurisdiction over all educational matters within the college or school.

The University Statutes Article X Section 6[6] provides for the organization of this faculty authority and duty at the college level:
Regarding matters within its jurisdiction, the faculty of each college or school shall have the power to set up rules governing its own procedure and to adopt bylaws and regulations. On call of its dean, each faculty shall hold at least one (1) meeting during each academic semester. Minutes of all such meetings shall be sent by the dean or a representative to each faculty member of the college or school, to the Senior Vice President for Academic Affairs and Provost and to the President. Special meetings may be called by the dean and must be called upon petition of twenty (20) percent of the faculty eligible to vote; the petition shall specify the purpose of the meeting. Adequate notice shall be given of any faculty meeting.

College-Level Policies

In accordance with the University Statutes, the colleges have established governance policies, procedures, and faculty organizations specific to their particular needs and concerns. Published college bylaws detail the role of faculty in academic and governance matters. Such bylaws constitute the rules for the governance of the faculty of the colleges as provided in the University Statutes and enable the faculty of the colleges to implement the authority granted to them by the University Statutes. These college bylaws supplement and are subject to the University Statutes and the policies of the Regents of the University System of Georgia. Examples of such college bylaws include those of the College of Education and Human Development,[7] the Byrdine F. Lewis College of Nursing and Health Professions,[8] the College of Arts & Sciences,[9] the J. Mack Robinson College of Business,[10] the Andrew Young School of Policy Studies,[11] the School of Public Health,[12] and Perimeter College.[13] These bylaws are most commonly disseminated through public-facing college websites or college intranets.

As outlined in these policies, faculty play critical roles in a wide range of academic and governance matters, often through committees dedicated to Academic Affairs, Faculty Affairs, Promotion & Tenure, Planning, Student Affairs, Diversity, and Research and Scholarship. A representative example of a college-level faculty committee structure ensuring faculty role in governance is the College of Education and Human Development Faculty Governance Structure[14]. Faculty role in academic and governance matters is evidenced by the minutes of the Curriculum Committee of the College of Arts and Sciences.[15]

Department-Level Policies

Some departments have established governance policies, procedures, and faculty organizations specific to their particular needs and concerns. Published department bylaws and other governance policies detail the role of faculty in academic and governance matters. As illustrated through the Bylaws of the Department of History,[16] the Department of Philosophy,[17] and the Neuroscience Institute,[18] such policies specify the roles of faculty in academic and governance matters through an Executive Committee; standing committees; faculty director positions overseeing matters such as mentoring, undergraduate studies, graduate studies, and programs and research; department and committee meetings; and the delineation of the department chair responsibilities to consult with faculty on policy and personnel matters. Faculty role in academic and governance matters is evidenced by the minutes of a faculty meeting of the Department of Criminal Justice and Criminology[19] and the two faculty meetings[20] of the Department of Public Management and Policy[21], both in the Andrew Young School of Policy Studies. These minutes indicate the functions of department-level faculty committees in areas of undergraduate programs, graduate programs, and faculty hiring, and robust faculty discussion and actions on departmental bylaws and numerous curricular items.

Role of Faculty and Academic Administration in Approval of Programs

GSU’s policies and procedures require faculty and administrative approval of all new educational programs and modification of existing programs, including the General Education program (core curriculum). Review begins at the level of the unit (or units) offering the educational program or proposal, and any new program, program modification, deactivation/termination, or substantive change
to a program must first be approved by the unit, the head (chair or director) of the unit, and the Dean of the college responsible for administration of the program[22]. In most cases, this initial review also requires approval by a college’s faculty or a designated college faculty committee. After approval at the college level, all new programs (degrees, concentrations, certificates, minors) and modifications to existing programs (deactivation, external instructional sites, substantive changes, dual and joint degrees) are subject to a further and broader faculty review in the GSU Senate by the Committee on Academic Programs (CAP).

Responsibility for the Program Approval Process

Article VII, Section 6 of GSU’s Senate bylaws[3] describes the role of faculty and administrators serving on CAP in the academic affairs of the university. According to GSU’s bylaws, CAP’s duties include:

1. developing long-range plans for the academic affairs of the University;
2. reviewing and recommending of university policies concerning curricula, new and existing programs, the deactivation and termination of academic programs, and the core curriculum;
3. assessing academic programs and general education;
4. approving courses having a university-wide designation;
5. advising the Senior Vice President for Academic Affairs and Provost on graduate and undergraduate matters, including the promotion, development, and coordination of graduate and undergraduate education.

While CAP is the faculty/administrative body charged with responsibility for academic programs, the committee always operates to ensure compliance with other required department, college, and university system levels of review and approval, as documented by the examples provided below.

CAP’s membership is comprised of elected faculty and staff senators and college and university administrators, and is broadly representative of the university. According to the GSU Senate bylaws[3], CAP’s membership includes a minimum of 27 elected faculty senators (with proportional representation required from every college), two staff senators, a student Senator, all college deans, the Senior Vice President for Academic Affairs and Provost, and the Senior Vice President for Student Success.

CAP reviews programs to ensure consistency with GSU policy, SACSCOC policy, and Board of Regents (BOR) policy, and ensures that all levels of faculty and administrative approval have been satisfied before submission to the GSU administration[22]. After CAP approves a proposal for a new educational program or program modification, the committee chair submits approval in writing to the Senior Vice President for Student Success, the Senior Vice President for Academic Affairs and Provost, and the Associate Provost for Institutional Effectiveness. The Provost, on behalf of the President, submits proposals for notification or approval to the BOR or SACSCOC, as required.

Process and Procedures for Developing and Approving Educational Programs

The institutional procedures and policies governing development of new educational programs or the modification of existing programs are outlined in detail on CAP’s website[23], which is coordinated and maintained by CAP and the offices of the Senior Vice President for Student Success and the Associate Provost for Institutional Effectiveness. The website includes a Review Process List[24] with links to templates specifying all information required for proposals to initiate, alter, or discontinue programs. The Review Process List also describes all necessary steps in the approval process.

See for example, the guidelines for securing approval of new degree program proposals as described in CAP's review process list:

1. Materials should be considered and approved by the originating academic department. Approval by the departments at this stage, including any formal vote, should be noted as specified in the documents.
2. Concept Papers and proposals require the approval of the dean of the college responsible for the administration of the new program. Individual colleges may elect to require that program
documents first be reviewed or formally considered by college faculty, a college undergraduate or graduate committee, or some other college-level body. Approval at this stage, including any formal vote, should be noted as specified in the program documents.

3. The dean should send approved materials to the Vice Provost and SVP for Student Success and to the chair of the University Senate Committee on Academic Programs. The Vice Provost will review for compliance with Georgia Board of Regents (BOR) policies and will ask the Associate Provost for Institutional Effectiveness to do the same for Southern Association of Colleges and Schools (SACS) requirements. Depending on the nature of the proposed program, the vice provost may ask others to review the documents as well. For example, if the program involves collaboration with an international partner institution, the Associate Provost for International Affairs will also be asked to review the Concept Paper and/or proposal.

4. If found to be in good order, the Vice Provost will notify the chair of CAP that the document is ready for committee consideration. If problems are found, the Vice Provost will contact the college dean to resolve the issues before initiating University Senate deliberations.

5. Within CAP, the document initially will be deliberated on by a subcommittee, most typically the Undergraduate Council or Graduate Council (depending on the level of the program being considered). The subcommittee may elect to invite the proposing parties to attend a meeting at which the Concept Paper or proposal is discussed. The subcommittee will then make a recommendation to CAP. At a meeting to which the proposing parties will be invited, CAP will deliberate and vote on the Concept Paper or proposal. At both the subcommittee and full committee levels, requests may be made to the proposing parties for changes to be made to the proposal.

6. The chair of CAP will notify the Vice Provost and the Associate Provost for Institutional Effectiveness in writing of the recommendation of CAP.

7. The Provost, on behalf of the President, will then make the decision on whether to forward the Concept Paper or proposal for the new degree program or major to the Board or Regents. If the Provost’s recommendation is positive, the Vice Provost will submit to the USG office (Assistant Vice Chancellor for Academic Programs) via the designated online process.

8. If the Concept Paper has been submitted, then it will undergo a preliminary review through the system office. After the review has concluded, an institution will be sent notification indicating whether a formal proposal is invited. If this is the case, the college and unit will be notified that they may proceed with the development and submission of the full proposal.

9. Upon receipt at the System Office, a new program proposal will be posted on the web[25] for information and institutional feedback. The system office review is based on the criteria for evaluation. The Office of Academic Programs will also consult the appropriate Regents Advisory Committee (disciplinary committee) for additional review of the curriculum. The program review staff will make a recommendation regarding acceptance of the proposal to the University System Chief Academic Officer & Executive Vice Chancellor.

10. As part of the process for reviewing proposals, the Office of Academic Programs will disseminate to all University System of Georgia institutions, on a regular basis, a list of program proposals under consideration, and will invite interested parties to request a copy of proposals for review and comment. Information received through this process will be considered in evaluating proposed programs.

11. If accepted for consideration following system office and system-wide review, the proposal will be submitted to the Board of Regents for a formal vote. The university will receive written acknowledgement of the results of the board vote.

12. Normally, the program can be officially added to the university curriculum (i.e., added to the record of official programs in the Banner system) after return acknowledgment of BOR approval from the USG, provided that necessary substantive change reporting and approvals are secured from SACSCOC prior to program implementation. (A copy of the official University System acknowledgement will be forwarded to the originating college(s) upon receipt by the Vice Provost.)

13. Proposing parties should be aware that the USG/BOR may request additional information from the proposers during the review process and, at times, request that the proposers appear before the Board of Regents to answer questions. Proposing parties also should be aware that this entire approval process can take over a year.
As CAP’s guidelines indicate, new degree program proposals also require approval at the university system level by the BOR, which further requires recommendation for approval by the University President, the Chancellor, and the University System Committee on Academic Affairs. University-system policy for the approval of new programs and templates for new program proposals are outlined in the USG Academic and Student Affairs Handbook[26] and the USG website[27].

Examples of the application of GSU’s review and approval processes are provided here for the creation of two new degree programs (the Master of Interdisciplinary Studies with a concentration in Biotechnology Enterprise and the Bachelor of Science in Public Health[28]); a new graduate certificate (Applied Philosophy[29]); a new Bachelor of Interdisciplinary Studies concentration (Chinese Studies [30]); a new University-level course (COOP 2000[31]); and deactivation of a degree program (Master of Arts in German Language and Literature[32]).

**Process for the Development, Evaluation, and Improvement of Curriculum and Student Learning**

GSU has a prescribed a faculty-driven set of review procedures for assessing the content, quality, and effectiveness of the curriculum. When the addition or modification of a course or program is first proposed at the department level, curriculum content, credit hours awarded, and course requirements are reviewed and approved by faculty as the proposal advances through department-, college-, and university-level review processes.

Faculty roles in these review processes are detailed through the University Senate's online Academic Programs Guide[33]. This collection of webpages details the proposal and review process for each of 17 curricular processes; an index is provided through the curricular Review Process List. A representative approval process, used for making changes to the Core Curriculum, provides for faculty review at the department, college, and university levels.

At the university level, the University Senate's standing Committee on Academic Programs (CAP) provides robust faculty involvement in curriculum review. As detailed on the Committee on Academic Programs' website, CAP is comprised of appropriate academic administrators and at least twenty-seven (27) faculty senators. CAP's duties include:

1. developing long-range plans for the academic affairs of the University;
2. reviewing and recommending of university policies concerning curricula, new and existing programs, the deactivation and termination of academic programs, and the core curriculum;
3. assessing academic programs and general education;
4. approving courses having a university-wide designation;
5. advising the Senior Vice President for Academic Affairs and Provost on graduate and undergraduate matters, including the promotion, development, and coordination of graduate and undergraduate education."

As appropriate, curriculum and program changes that are approved by CAP are brought forward to the full University Senate as motions or information items so that curriculum changes involve the full faculty via their representation on the University Senate.

The minutes of a CAP meeting[34] document the significant responsibility of faculty at the university level for the creation, modification, and termination of programs to maintain an effective and high-quality curriculum. The role of faculty at the department and college levels in the proposal and review of such curricular changes is evidenced by the Proposal for Degree Program Concentration in Legal Studies submitted to the CAP following review and approval by the department- and college-level faculty and appropriate department- and college-level faculty committees.

**College- and Department-Level Policies and Structures Ensuring Faculty Responsibility for the Curriculum**

The authority of the faculty of the colleges and the schools for the curriculum is established by the
University Statutes Article X Section 2[6]:

Subject to the Bylaws and Policies of the Board of Regents and to the policies of the University Senate on all matters affecting general university policy, and subject to minimum requirements as may be established for the University, the faculty of each college or school shall have the authority and duty to determine the entrance requirements for its own students; to prescribe and define courses of study for them; to set requirements for degrees, diplomas, and certificates; to enact and enforce rules for the guidance and government of its students; and in general, to exercise jurisdiction over all educational matters within the college or school.

Accordingly, colleges have established committees, comprised primarily of faculty, that review, propose, and recommend curricular changes to ensure the continued quality and effectiveness of the curriculum. Colleges have variously named these committees Curriculum Committee, Academic Program Committee or Council, Academic Affairs Committee, and Assessment and Evaluation Committee. The faculty membership and duties of these committees are defined in College bylaws. Examples of such college bylaws include those of the College of Education and Human Development, [7] the Byrdine F. Lewis School of Nursing and Health Professions,[8] the College of Arts & Sciences, [9] the J. Mack Robinson College of Business,[10] the Andrew Young School of Policy Studies,[11] the School of Public Health,[12] and Perimeter College.[13]

The typical charge of these committees is illustrated by the Curriculum Committee of the College of Arts and Sciences:

The Curriculum Committee receives and reviews proposals for any changes in course offerings and curricular requirements and forwards proposals it deems appropriate to the full faculty for approval. The committee also has the power to review the curricular offerings and requirements of the college and to make appropriate recommendations to the dean and to the faculty. In addition, the committee may authorize experimental courses on a trial basis and share its assessment with the faculty.

The college-level policies and procedures that faculty use to carry out their curricular responsibilities are commonly posted on college websites or intranets. An example includes J. Mack Robinson College of Business’ Procedures for Consideration of Proposals from Academic Units Requiring Approval of Faculty.[35]

Departments also have established committees, comprised primarily or exclusively of faculty, that review, propose, and recommend curricular changes to ensure the continued quality and effectiveness of the curriculum. The faculty membership and duties of these committees are defined in department bylaws or other department documents. Examples of such faculty committee structures publicized through departmental bylaws include the Undergraduate Studies Committee and Freshman Studies Committee established through the Bylaws of the Department of History[16] and the Graduate Program Committee and the Undergraduate Program Committee established through the Bylaws of the Neuroscience Institute.[18] As seen in these bylaws, departments often designate faculty director roles in the areas of Undergraduate Programs and Graduate Programs in order to provide additional levels of faculty leadership in the areas of curricular content, quality, and effectiveness.

**Periodic Cycles Ensuring Faculty Responsibility for Effectiveness and Quality of Curriculum Annual Assessment**

Faculty carry out their responsibility for the quality and effectiveness of the curriculum through several additional processes. One is the annual student learning assessment process. 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. Overall responsibility for assessment at Georgia State lies with the Committee on Academic Programs (CAP) of the University Senate, and 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 and student learning. As emphasized by the Office of Institutional Effectiveness, one of the characteristics of effective assessment is that it is "faculty-owned."

This annual assessment process catalyzes and informs curricular changes and program quality improvements in the final phase commonly called "closing the loop." Faculty responsibility for closing the loop and connecting assessment to curricular revision is evidenced by the Annual Assessment Report for the BA, BBA, and BS in Economics submitted October 2014[36], which details faculty plans to redesign lower-division and capstone courses, among other curricular changes, in response to assessment findings.

**Academic Program Review**

Faculty also carry out their responsibility for the quality and effectiveness of the curriculum through the academic program review process. This periodic process is required by system-level policy as detailed in the USG Board of Regents Policy Manual 3.6.3[37]:

> Each USG institution shall conduct academic program review on a periodic basis. Consistent with efforts in institutional effectiveness and strategic planning, each USG institution shall develop procedures to evaluate the effectiveness of its academic programs to address the quality, viability, and productivity of efforts in teaching and learning, scholarship, and service as appropriate to the institution's mission. Institutional review of academic programs shall involve analysis of both quantitative and qualitative data, and institutions must demonstrate that they make judgments about the future of academic programs within a culture of evidence. Planning and conduct of academic program reviews shall be used for the progressive improvement and adjustment of programs in the context of the institution’s strategic plan and in response to findings and recommendations of the reviews. Adjustment may include program enhancement, maintenance at the current level, reduction in scope, or, if fully justified, consolidation or termination. (BoR Minutes, April 2010)

> Except for programs requiring a formal accreditation review, an institution’s cycle of review for all undergraduate academic programs shall be no longer than seven (7) years, and for all graduate programs no longer than ten (10) years. . . . Institutions must also review career Associate degrees, Associate of Arts in a specific discipline/major, and Associate of Science in a specific discipline/major every five (5) years. . .

At GSU, every program beyond the associate level is reviewed every seven years.

At the department level, faculty have central responsibility for academic program review through participation on the department's academic program review committee. Faculty members on this committee collect data, prepare the Self-Study Report, and bring it to the full faculty for deliberation, amendment, and final approval. Faculty responsibility for the review of curriculum quality and effectiveness through academic program review is evidenced in the Self-Study for Program Review of the Department of Criminal Justice in the Andrew Young School of Policy Studies[38] and the Self-Study for Program Review of the Department of Psychology in the College of Arts & Sciences.[39] In the former example, faculty responsibility for this process is detailed in the opening section; in section C through the strategic prioritization of the redesign of the undergraduate curriculum, the redesign of the graduate curriculum, and the proposal of a PhD program in criminal justice; and in section D, which documents the review of curriculum quality through student learning outcomes, assessment, and programmatic changes. Similarly, in the latter example, faculty responsibility for this process is detailed at both the undergraduate and graduate levels (see pages 3-5, 10-11, and 31).

At the university level, faculty have central responsibility for academic program review through participation on the Academic Program Review Committee. This is a sub-committee of the Committee on Academic Programs (CAP), one of the standing committees of the University Senate. The Academic Program Review Committee is charged with reviewing each unit's self-study materials and drafting a report for consideration and approval by CAP.
Specialized Disciplinary Accreditation

Faculty also carry out their primary responsibility for the quality of the curriculum, including its currency, relevancy, and rigor, through specialized disciplinary accreditation processes. As indexed through the Office of Institutional Effectiveness, some 50 degree programs with such specialized accreditation are located in 9 of Georgia State University's colleges: the Andrew Young School of Policy Studies, the College of Arts & Sciences, the College of Education and Human Development, the Byrdine F. Lewis College of Nursing and Health Professions, the School of Public Health, the College of Law, the J. Mack Robinson College of Business, Perimeter College, and the College of the Arts. The role of faculty for the review of curriculum quality and effectiveness through such specialized disciplinary accreditation processes is evidenced by a relevant excerpt from the accreditation report submitted by the College of Arts and Sciences for the continuing accreditation of the Clinical Psychology Program Self Study for the American Psychological Association; faculty roles are elaborated in Standard IV: Faculty[40].

Evidence

[1] Board of Regents Policy Manual _ University System of Georgia 3.2.4
[2] University Statutes
[3] Senate Bylaws
[4] ARTICLE VI THE UNIVERSITY SENATE
[8] bylaws College of Nursing and Health Professions
[9] Bylaws-College-of-Arts-and-Sciences
[10] Bylaws Robinson College of Business
[12] Bylaws - School of Public Health
[13] ByLaws of the Faculty Perimeter College Georgia State University
[14] College-of-Education-and-Human-Development-Faculty Governance Structure
[15] Undergraduate Council Minutes 10_31_17
[16] ByLaws Department of History
[17] Bylaws Department of Philosophy
[18] Bylaws Neuroscience Institute
[19] CJC_AYSPS_Sample_Faculty Meeting Minutes 0127
[20] PMAP Faculty Meeting Minutes - October 13 2016
[21] PMAP Faculty Meeting Minutes - October 27 2016
[22] CAP Review process for new degree programs
[23] Committee on Academic Programs Website
[24] Senate Committee on Academic Programs (CAP) review process
[25] USG New Degree Proposal
[26] Academic & Student Affairs Handbook _ University System of Georgia
[27] Academic Programs _ University System of Georgia
[28] MIS Biotech Enterprise Prospectus 050115 SUBMITTED
[29] GCert_Applied Philosophy_Proposal
10.5 The institution publishes admissions policies consistent with its mission. Recruitment materials and presentations accurately represent the practices, policies, and accreditation status of the institution. The institution also ensures that independent contractors or agents used for recruiting purposes and for admission activities are governed by the same principles and policies as institutional employees. (Admissions policies and practices)[Off-Site/On-Site Review]

Compliance Status: Compliant

**Narrative**

Georgia State University (GSU) is in compliance with this standard. The university’s admissions standards are consistent with its board-authorized institutional missions, both primary and secondary. The university’s recruitment materials accurately represent the policies, practices and accreditation status of the institution. And the university does not employ independent contractors or agents used for recruiting prospective students or engaging in admissions activities.

**Consistency with Institutional Mission**

The Board of Regent’s (BOR) decision in 2015 to consolidate Georgia Perimeter College, a largely associate-level institution operating with access admission standards, with GSU, a selective research university with a comprehensive array of bachelor’s and graduate programs, resulted in a “blended functional” mission for GSU within the University System of Georgia. That blended mission, which was approved by the governing board, is described in Section 2.10, Institutional Mission, of the BOR Policy Manual.[1] According to BOR policy, GSU retained its selective research university mission in its existing nine colleges as its primary function and added a secondary function as a state college offering associate degrees with an access mission through its newest and tenth college, Perimeter College. In the USG, the state college mission is largely associate degree and access admissions oriented. To preserve the integrity of its dual mission focus at the undergraduate level, GSU has two separate undergraduate catalogs and separate standards for undergraduate admissions processing. One is for the associate programs and access admission standards of GSU’s Perimeter College and the other is for the baccalaureate programs and selective admission standards of GSU’s other colleges. University and individual college admissions policies are all guided by and commensurate with Georgia State’s blended mission function as will be demonstrated in the sections below.

**Undergraduate Admissions**

Georgia State’s main campus in downtown Atlanta, Georgia (Fulton County) is home to nine of its ten colleges, the university’s baccalaureate and graduate educational programs, and most of the university’s research and public service programs. Those nine colleges support the university’s baccalaureate, graduate, and first professional degree programs. The university’s tenth college,
Perimeter College, has its academic administrative home on Georgia State’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 university’s associate degree and certificate programs in which access and opportunity admission standards apply. That access mission is accurately conveyed in a second undergraduate catalog specifically for GSU’s Perimeter College and its associate degree programs and applies equally to programs delivered in traditional or online modes.

Consistent with its mission, Georgia State University admissions requirements and procedures are publicly available at admissions.gsu.edu [2] and in the Georgia State Catalogs for prospective students at the Associate[3], Bachelor[4], and Graduate[5] levels. The website and catalogs are updated annually. The three admissions portals on the university’s website publish detailed university and program policies of the requirements for completing applications for admission. The three catalogs publish detailed university and program minimum standards for admission. These policies and procedures are clear and reasonable.

Access admission standards for GSU’s associate degree programs are outlined in the undergraduate catalog- associate level:

“Georgia State University welcomes applications from all qualified individuals regardless of race, color, sex, religion, creed, age, sexual orientation, gender, disability, national origin or immigration status. Admission is based on a number of factors, depending upon level of entry and previous educational experience. Admission and placement decisions are made by the Office of Undergraduate Admissions using criteria approved by the University Senate and developed in accordance with policies of the Board of Regents of the University System of Georgia. Admission decisions are based on factors such as, but not limited to, an applicant’s academic record, test scores (ACCUPLACER, SAT or ACT), circumstances, good conduct and character.”

Selective admission standards are outlined in the undergraduate catalog- bachelor’s level:

“Georgia State University welcomes applications from all qualified individuals regardless of race, color, sex, religion, creed, age, sexual orientation, gender, disability, national origin or immigration status. Admission is based on a number of factors, depending upon level of entry and previous educational experience. Admission and placement decisions are made by the Office of Undergraduate Admissions using criteria approved by the University Senate and developed in accordance with policies of the Board of Regents of the University System of Georgia. Admission decisions are based on factors such as, but not limited to, an applicant’s academic record, test scores, optional essay and letter of recommendation, circumstances, good conduct and character. Georgia State guarantees admission to all qualified applicants by Board of Regents standards.”

**Perimeter College**

Prior to Fall 2018, Admission decisions were based on factors such as, but not limited to, an applicant’s academic record, test scores (ACCUPLACER, SAT or ACT), circumstances, good conduct and character. For Fall 2018, the Board of Regents released new guidelines that allowed Georgia State to change the way students are evaluated and admitted to Perimeter College. The guidelines place more emphasis in the evaluation of an applicant on the high school grade point average and the courses they complete. The high school gpa is calculated using the 17 required high school units.


Admission decisions will be based on an applicant’s academic record, circumstances, good conduct and character and when necessary standardized test scores (ACCUPLACER, SAT or ACT)

1. GPA only admission policy (Test optional)
   1. >=3.2 - Full admission into collegiate level coursework
   2. 2.5–3.19 - Default placement into co-requisite English and math courses
(Language will be added to the acceptance letter indicating student can opt in for testing for collegiate readiness by taking either ACCUPLACER, SAT or ACT.)

2. Minimum test scores (ACCUPLACER, SAT, or ACT) will still be required for admission of the following populations:
   1. Non-traditional students[8]
   2. Students submitting GED scores
   3. Freshmen with high school GPAs below 2.5

The data support this change in the admissions policy for PC. 73.4% of PC students admitted for fall 2017 had high school GPAs of 2.5 or higher (69.4% for fall 2016). Removing the test requirement for this group eliminates a costly and time consuming additional step for the majority of PC applicants, and allows the institution to more closely align with its access mission. Typically, ~25% of PC admitted students have high school GPAs between 2.0 and 2.5, and the minimum test scores currently required for admission will remain in place for this group.

Atlanta

Admission decisions are based on factors such as, but not limited to, an applicant’s academic record, test scores, optional essay and letter of recommendation, circumstances, good conduct and character. Georgia State guarantees admission to all qualified applicants by Board of Regents standards. Students who do not meet minimum admission requirements are offered admission to Perimeter College. For Regular Admission to the Atlanta campus student must have a minimum of a 2.75 gpa, Freshman Index greater than or equal to 2500 and SAT must be at least 430 on Verbal/Critical Reading and 400 on Math or an ACT of 17 on English and 17 on Math.

Students who do not test college-ready are admitted but required to take learning support courses. As of Fall, 2018, all learning support courses will be offered in the co-requisite format, which has been shown to produce better outcomes for students. The impact of the differential approach to admissions between Perimeter College and the other colleges offering baccalaureate degrees can be seen clearly in the comparison of the number of associate-level students taking learning support courses (LSP) vs. the number of baccalaureate students taking such courses. In the following table, the associate-level students are taking LSP courses at PC, while the baccalaureate students are taking them at the Atlanta campus.

<table>
<thead>
<tr>
<th>Learning Support (LSP) Headcounts</th>
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</thead>
<tbody>
<tr>
<td>LSP Type</td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td>Foundations</td>
</tr>
<tr>
<td>ATL</td>
</tr>
<tr>
<td>Total Headcount</td>
</tr>
<tr>
<td>Co-Req</td>
</tr>
<tr>
<td>ATL</td>
</tr>
<tr>
<td>Total Headcount</td>
</tr>
</tbody>
</table>

Admission to four-year baccalaureate is selective and competitive. That difference in admissions standards is accurately conveyed in the university catalogues for associate's and bachelor’s programs. Those standards apply equally to programs delivered through traditional or online learning modes.

Evidence of the existence of selective admissions for baccalaureate students can be seen in the following chart showing undergraduate admissions for Fall, 2017 score for the Atlanta Campus.

<table>
<thead>
<tr>
<th>Term</th>
<th>Campus</th>
<th>Status</th>
<th>Applied</th>
<th>Accepted</th>
<th>Denied</th>
<th>Enrolled</th>
</tr>
</thead>
<tbody>
<tr>
<td>FA</td>
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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.[9] 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 Senior Vice President for Student Success, coordinate and administer all functions related to college admissions and records. Additionally, the Enrollment Management Committee[10] chaired by the Provost, meets on an annual basis to evaluate the undergraduate admissions enrollment goals and to see if admission standards and/or goals should be adjusted to meet overall enrollment goals.

In late 2015, Georgia State University (GSU) reached out to AdmitHub with a major challenge. The university was grappling with runaway summer melt that had increased from 12% to nearly 19% in a few short years, and knew that text messaging was the best way to engage the current generation of students, but didn’t know how to manage personalized conversations with every admitted student with existing staff on a reasonable budget.

In 2016, GSU partnered with AdmitHub[11] to become the first US college to employ a Mascot bot to support students through the enrollment process. To help scale Georgia State’s personalized student communication plan, AdmitHub created “Pounce” - a custom Mascot bot for GSU admissions. Pounce was designed to help students by sending timely reminders about enrollment tasks, collecting key survey data, and answering students’ questions[12] instantaneously.

Perimeter College students interested in gaining access to the bachelor programs only need to complete and submit the online Transition Application[13] to have their records transferred from the associate degree track of Perimeter College to the bachelor degree track on the GSU Atlanta Campus. However, due to the substantive differences in university admission standards between the associate and bachelor programs, eligibility standards for seamless transition processing from GSU’s Perimeter College into one of GSU’s other colleges 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
- Positive record of student conduct

Exceptions for Special Talents

Students with special talents who do not meet the university admission standards are considered through a special talent admissions review process.[14] Applications for students in this category are
reviewed by a University Senate Subcommittee which makes a recommendation to the Provost for Academic Affairs.

**Graduate and Professional Admissions Policies**

GSU provides information to prospective graduate and professional students on the university website [2], as well as in the graduate catalog[5] and the Law Bulletin[15], including information specific to each graduate and professional program. The website provides details about policies, procedures, deadlines (where applicable), and next steps for admitted students. In most cases, the central Graduate Admissions office processes graduate applications, disseminating completed application materials to graduate program departments and faculty for review. Programs in the School of Public Health (MPH, Ph.D.) and select programs in the School of Nursing and Health Professions (Masters in Occupational Therapy, Doctorate of Physical Therapy) and College of Education and Human Development (Masters in Communication Science and Disorders) rely upon alternative application processes (e.g., common application systems, such as the Public Health Application Service (SOPHAS), Common Application System (CAS)). Additionally, executive programs within the College of Business (Executive Doctorate in Business, Executive Masters in Business Administration) accept applications directly. Graduate faculty from each graduate or professional program and, in some instances college deans, hold responsibility for admission decisions.

Data on graduate admissions in the table below shows adherence to selective admissions.

<table>
<thead>
<tr>
<th>Graduate Applicant</th>
<th>SU 2018</th>
<th>SU 2017</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applied</td>
<td>1,338</td>
<td>1,418</td>
<td>-80</td>
</tr>
<tr>
<td>Accepted</td>
<td>671</td>
<td>680</td>
<td>-9</td>
</tr>
<tr>
<td>Enrolled</td>
<td>480</td>
<td>459</td>
<td>21</td>
</tr>
<tr>
<td>Denied</td>
<td>188</td>
<td>170</td>
<td>18</td>
</tr>
<tr>
<td>Pending</td>
<td>409</td>
<td>521</td>
<td>-112</td>
</tr>
</tbody>
</table>

**Recruitment Materials and Presentations Accurately Represent the Practices, Policies, and Accreditation Status of the Institution.**

Recruitment materials provide a comprehensive review of the University and the programs of study offered. In addition, materials provide an overview of the campus, student population, social activities and academic supports. Content is updated on a yearly basis and printed material and electronic information is evaluated for consistency. In addition, specialized content is drafted for various audiences such as high school guidance counselors[16], students accepted at the university[17], P.C. [18]parents of accepted students[19], transfer students[20], and international students[21]. The wide array of recruitment materials used at GSU undergo extensive review before publication by the enrollment management leadership team which includes the Associate VP of Admissions, the Associate VP for Student Retention, the Director of the Advisement Center, the Director of Student Success programs, the Registrar, the Director of International Student and Scholar Services, the Director of Student Financial Services, the Director of Student Accounts, the Director of Enrollment Services Technology, and the Director of University Career Services. This leadership team meets monthly under the direction of the Senior Vice President for Student Success.

Additional means of recruitment practices include:

- Quick Facts[22] provides a summary of Georgia State University including academic units. Quick Facts[23] (Atl Campus) and (P.C.[24]) materials are available for potential students.
- Scholarships[25] provides a summary of major scholarships at GSU. Information includes eligibility requirements, awards, amount and deadline for application.
Admissions staff send out recruitment emails to students. GSU Atlanta[26] GSU Perimeter Campus[27]

Besides written and web-based materials[28], the Office of Admissions participates in numerous recruiting sessions. Trained staff members visit public and private high schools[29], as well as hold sessions for home schooled students. In 2017, the Office of Admissions launched an out-of-state recruitment plan to attract students from major metropolitan areas. The Office of Admissions has attended or is scheduled to attend recruitment events in Chicago, Illinois; Washington, D.C.; Baltimore, Maryland; Houston, Texas; Dallas, Texas; San Antonio, Texas; New Orleans, Louisiana; Charlotte, North Carolina; Raleigh, North Carolina; Saint Louis, Missouri; Memphis, Tennessee; Nashville, Tennessee; Philadelphia, Pennsylvania; Newark, New Jersey; Tampa, Florida; Orlando, Florida; Jacksonville, Florida; Birmingham, Alabama; Long Island, New York and New York City. The Office of Admissions has also increased recruitment in the neighboring states of North Carolina, South Carolina, Tennessee, Alabama and Florida by attending both high school college fairs and visits and community college fairs and visits.

In addition to these sessions, outreach is provided to specialized groups of prospective students. A website is available for military personnel[30] and their families, which contains financial information and connection to the Veteran’s Administration. Admissions staff attend outreach activities that are targeted for special populations.

One of the best ways to see what Georgia State University has to offer is through attending campus visitation programs. Campus visit programs provide prospective students with in-depth information about Georgia State’s programs, admissions, campus housing and financial aid.

Panther Preview[31] is recognized as the primary campus visit program and the official University Open House for prospective students. This campus-wide effort involves a variety of faculty, staff, and students. Prospective students have the opportunity to experience the Georgia State academic environment through attendance of sample classes taught by Georgia State faculty members. Additional opportunities include meeting with representatives from our academic colleges, campus and residence hall tours, application workshops, information sessions led by financial aid and university career services, lunch in dining facilities, and much more. Panther Preview highlights the features and benefits of a Georgia State University undergraduate education.

In addition to Panther Preview, the Office of Admissions hosts the following visit programs:

Honors College Visit Days: An invitation for a special visit day that includes an Information Session, Honors College and Campus Tour, and Lunch for students interested in and eligible for the Honors College. Recommended Requirements: Students with a minimum 1250 SAT score (verbal and math combined) or minimum 28 ACT composite, and a 3.5 GPA or higher (College Prep Curriculum courses only).

Panthers Up Close: Held twice per academic year (Columbus Day in the fall and Presidents’ Day in the Spring). This is an event for high school students (especially juniors and seniors) that explores the advantages, benefits and excitement of attending college in downtown Atlanta at Georgia State University.

Prospective Student Area Events: Admissions Counselors host prospective events in their specific territories

Financial Aid Nights: Financial Aid nights are held for to learn more about financial aid options and resources.

Starbucks Visits: one-on-one visits at local coffee houses or restaurants for prospective families and their admissions counselor

Pounce Into Georgia State: An event for admitted students where they will have the opportunity to
explore academic interests, student advisement options, and other pertinent next steps for admitted students. Additional opportunities include information session led by University Housing and tours of our campus residence halls: Piedmont North, the University Commons, Freshman Hall, and the Lofts.

Scholarship Day: Scholarship competition day for admitted students who are also prospective Honors college students.

Goizueta Scholars Day: Scholarship opportunity for students of Hispanic/Latino heritage who demonstrate leadership and service to the Hispanic/Latino community. Students compete for scholarships and are evaluated on a number of criteria to include:

- Leadership
- Community Service
- Extracurricular, school and community-related activities/participation
- Financial Need
- High School GPA
- The Goizueta Foundation Scholarship Essay
- SAT or ACT scores
- Personal Resume

Accepted Student Reception: Next Steps Event for Accepted but not Enrolled Students

Graduate Programs

Dr. Lisa Armistead has served as Georgia State University’s inaugural Associate Provost for Graduate Programs since the office’s founding in July 2014. This office partners with graduate students, faculty, administrators and staff to identify and expand upon best practices for graduate and professional programs in more than 100 fields of studies across nine colleges, schools and institutes. Beyond collaborations with graduate programs in these units, Dr. Armistead’s team serves as the administrative home to initiatives for the university’s postdoctoral associates and fellows.

With a mission to grow Georgia State’s graduate programs, this office helps to consolidate and distribute best practices for recruitment and enrollment, and partners with faculty to build innovative new graduate programs. Key to program growth and the smooth recruitment, admissions, and enrollment of graduate applicants, Dr. Armistead instituted a consolidated approach to process applications for most of the university’s graduate programs and supports efforts to market them in collaboration with graduate admissions staff across Georgia State.

The Graduate Programs office is also using an innovative approach to graduate recruitment through a data-driven process to identify potential graduate students, point them to programs of interest, and provide an easy way to apply for programs at Georgia State. Dr. Armistead is leading efforts to support progression to graduate degree completion through the coordination of graduate policies and procedures, a new university-wide graduate student orientation, writing workshops for completing graduate theses and dissertations, workshops promoting professional development, and assistance with scholarship and fellowship applications along with Georgia State’s own fellowships targeting degree completion.

While the Office of Graduate Programs does some graduate student recruiting, each individual college, school, and department engages in its own recruiting for graduate students. Examples of recruitment materials and websites are provided below:

Graduate recruitment flyer samples  Graduate recruitment brochure

College of Arts & Sciences - Recruitment website  J. Mack Robinson College of Business - Recruitment Website
College of Education and Human Development - Recruitment Website\[36\] College graduate admissions website\[37\]

School of Public Health - Recruitment Website\[38\]

Byrdine F. Lewis School of Nursing and Health Professions - Recruitment Website\[39\]

Andrew Young School of Policy Studies - Recruitment Website\[40\]

College of Law - Recruitment Website\[41\] FAQ material\[42\]

College of the Arts Recruitment Website\[43\]

Institute for Biomedical Sciences Recruitment Website\[44\]

Online Program Recruitment: flyer\[45\] for on line Criminal Justice graduate program

### Evidence

1. Board of Regents Policy Manual _ 2.10
2. admissions.gsu.edu-admissions requirements web page
3. 1100 Undergraduate Admissions _ Associate Catalog 2017-2018
4. 1100 Undergraduate Admissions _ Undergraduate Course Catalog 2017-2018
5. 1100 Graduate Admissions _ Graduate Course Catalog 2017-2018
6. Getting Started at Perimeter flier
7. Associate Degree Admissions
8. Non-Traditional Freshmen at PC - Admission
9. senate.gsu.edu-Admissions Standards
10. EMG minutes and handouts April 10 2018
11. AdmitHub Marketing Material for GSU
12. Copy of GSU 2018 Campaigns
13. Transition to the Atlanta Campus from Perimeter College
14. Special Talent Admissions
15. Admissions pages from Law_Bulletin_20172018
16. High School Counselor Flier
17. Accepted Student Brochure
18. PC Accepted Student Brochure
19. Accepted Parents Brochure
20. ADM_Transfer_Brochure_BPH
21. Intl Accepted Brochure
22. Quick Facts - Georgia State University
23. Georgia State Quick Facts Flier
24. PC Quick Facts Flier 5_18
25. admissions.gsu.edu-Scholarships
26. Sample Recruitment Emails for Georgia State Atlanta Campus_
27. Sample Recruitment Emails for Perimeter College
28. Social Media Marketing Examples
10.6 An institution that offers distance or correspondence education:
   a. ensures that the student who registers in a distance or correspondence education course or program is the same student who participates in and completes the course or program and receives the credit.
   b. has a written procedure for protecting the privacy of students enrolled in distance and correspondence education courses or programs.
   c. ensures that students are notified in writing at the time of registration or enrollment of any projected additional student charges associated with verification of student identity.

(Distance and correspondence education) [Off-Site/On-Site Review]

Compliance Status: Compliant

Narrative

Georgia State University is in full compliance with all three elements of this standard pertaining to distance education. Commonly accepted procedures are in place to verify the identity of distance learning students, and options are provided for instructors and students that incur no additional cost for identity verification. A policy is under development that specifically ensures the protection of the privacy of students enrolled in distance education courses and programs. GSU does not offer any correspondence courses or programs.

(a) Ensuring Valid Student Identity

The Board of Regents of the University System of Georgia requires all students applying to Georgia State University to provide verification of their lawful presence in the United States before their admission to the university can be finalized. In order to do so, all students enrolling at GSU including those involved in distance education must present proof of identity in the form of government issued ID.

To ensure that a student who registers for an online course is the same student who participates in and completes a course, Georgia State University requires the use of a secure login and password. After
having verified their identity, Georgia State provides students a unique identifier, called the CampusID. (See: Computer Account Policy[1], CampusID Info[2], CampusID Website[3]) The CampusID and its associated password are required to access both the course registration system and the university-provided learning management system, the primary online environment used to provide online courses. Student access is revoked after a period of non-use, immediately upon expulsion, or at the request of the Dean of Students.

Each CampusID is accompanied by a strong 10-digit alpha-numeric password for secure log-in. The password must be changed every 120 days. Previous passwords may not be reused. Reminders of expiration and password requirements are generated automatically. To ensure the security and privacy of a student’s CampusID, students are required to setup security questions when selecting a password to accompany their CampusID. The security questions present a form of identity challenge that must be satisfied before changes can be made to a student’s CampusID password. Additional security and privacy policies will be included in the new Online Student Privacy Policy, currently under development (referenced in section 10.6b below). (See: CampusID Guide[4])

**Online Access with Secure Login and Password:**

To register for courses at Georgia State, students must use their secure CampusID and password to log into GoSOLAR[5], the university course registration system.

To access the university-provided online learning environment (iCollege), each distance learning student enters their CampusID and password, the same identifier and password used for accessing the course registration system. (See: iCollege Guide[6], iCollege Website[7]) This combination of CampusID and password identifies the student to the system on each subsequent course visit. Content and activities that are external to the LMS and may or may not be centrally managed by the University are connected to the primary online learning environment or LMS using an industry standard called LTI (Learning Tools Interoperability)[8] to ensure that connections are standardized and secure across platforms. The LTI standard allows students to use their CampusID credentials to move seamlessly from the LMS to the external system without the need to re-authenticate.

Each semester, when new courses are created in the registration system, a corresponding course is created in the LMS. Only students who have registered in a course are allowed access to the LMS version of the course. If a student drops the course or withdraws, they are removed from the LMS course within three business days.

**Testing Identity Verification:**

Faculty have two technology-based solutions to verify student identity in online, proctored testing scenarios. The first, Respondus Monitor[9], uses a secure browser along with a webcam to lock students into a browser session during an online test which prevents the opening of other applications and web browser sessions while also using the webcam to record the student as they are taking the exam. At the start of the exam, students have to show a valid ID that is part of the recording process. The recording is then available for faculty to review. This option is available through an integration with our primary LMS. The use of Respondus Monitor has no financial cost for the student. The second solution is ProctorU[10]. ProctorU is a live, online proctored testing experience. Students signup and pay a fee to use the ProctorU service for a test during a specific period of time designated by their faculty. A live proctor watches the student during the testing period through a web cam. Students must present the proctor with a valid ID at the start of the testing session. Faculty are notified by the proctor of any testing irregularities.

Additionally, if faculty request that their online students take their assessments in a face-to-face proctored setting, GSU provides several testing locations[11]. To use these locations, students must register for a time slot during the allotted test time, present their university identification card, and successfully login to their online class to take their assessment. If a student is unable to attend an
exam at one of Georgia State’s campuses in person, they may register to take their exam at an off-site proctored location[10]. Further criteria for the identification and selection of an off-site location and related fees will be included in the forthcoming Online Proctored Testing Policy.

(b) Policies to Protect the Privacy of Digital/Distance Learners

Georgia State University protects the privacy of all students and their education records and complies with federal and state guidelines regarding information security whether students are enrolled in distance education courses or attending classes on campus.

A new Online Student Data Protection Policy is under development to clarify and detail the specific privacy protections that are afforded for online students, in light of industry best practices, federal regulations, and the European Union’s General Data Protection Regulation, which went into effect on May 25, 2018.

Georgia State abides by the University System of Georgia’s policy on Appropriate Use of Information.[12] This policy applies to all university administrative staff, faculty members and students. It states that every member of the university community will respect the privacy and personal rights of others.

Further, the university has produced an Information Systems Ethics[13] policy that outlines in greater detail the responsibilities of the university to maintain and respect the privacy of all students. The university seeks to preserve individual privacy and does not routinely monitor individual usage except under specific circumstances outlined in the policy.

The university administers student educational records in accordance with the provisions of the Family Educational Rights and Privacy Act, also known as the Buckley Amendment or FERPA. This regulation provides that the student has a right of access to student educational records maintained by the university or any department or unit within the university, subject to certain exceptions outlined in this regulation. This regulation also protects the confidentiality of personally identifiable information in student records.

Except to the extent allowed by applicable law, personally identifiable information contained in a student educational record will not be disclosed. A copy of this regulation is maintained by the University Registrar, and is incorporated into the GSU FERPA Records Access Policy[14]. Further, the university informs new instructors of FERPA requirements during GSU’s new faculty orientation[15], and provides additional information regarding FERPA within the Faculty Handbook[16]. These regulations apply equally to online, distance, off-campus, and on-campus programs and entities.

Georgia State University abides by all FERPA requirements related to student privacy for both on campus and distance education students. Students are informed of their rights under FERPA during student orientation[17], on the Registrar’s website[18], and in the Student Code of Conduct[19].

In summary, Georgia State University employs strict, standard security measures, policies, standards and guidelines in ongoing efforts to protect student privacy and information resources, including student records.

(c) Disclosing Extra Fees for Identity Verification


There are other distance education testing options available to faculty that might require students to pay a fee. ProctorU which is an online, live proctoring service requires students pay a sliding scale fee based on the length of the exam being proctored. Face-to-face proctoring at alternative testing facilities can also be arranged by mutual agreement between the faculty, student, and testing coordinator. The student is then responsible for the fees imposed by the alternative testing facility.
Information regarding identification verification and testing fees is disclosed on the university website [20]. A new policy regarding providing this information at the time of registration and in the related course syllabus will be included in the new Online Proctored Testing Policy.

**Responsibilities for Policy Implementation and Compliance**

Policies regarding system access and user privacy, including the management CampusID and Password usage, are maintained and enforced by Instructional Innovation and Technology, the university’s central Information Systems department.

Policies regarding access to student information are maintained and enforced by the Office of the Registrar.

Services related to the provisioning of the Learning Management System, online proctoring systems and the in-person proctoring labs are provided by the Center for Excellence in Teaching & Learning.

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**Evidence**

- [1] Computer Accounts Policy
- [2] CampusID Info
- [3] CampusID Website
- [5] GoSOLAR
- [6] iCollege Guide
- [7] iCollege Website
- [8] LTI
- [9] Respondus Monitor
- [10] Remote Location Proctoring
- [11] Proctored Lab
- [12] USG Appropriate Use
- [13] Information Systems Ethics
- [14] FERPA
- [15] Faculty Orientation
- [16] Faculty Handbook
- [17] Student Orientation
- [18] Registrar
- [19] Student Code of Conduct
- [20] ProctorU Live Online Proctoring

**10.7** The institution publishes and implements policies for determining the amount and level of credit awarded for its courses, regardless of format or mode of delivery. These policies require oversight by persons academically qualified to make the necessary judgments. In educational programs not based on credit hours (e.g., direct assessment programs), the institution has a sound means for determining credit equivalencies. *(Policies for awarding credit)*

**Compliance Status:** Compliant

**Narrative**
Narrative

Georgia State University (GSU) publishes and implements policies for determining the amount and level of credit awarded for its courses. These policies are clearly published and are overseen by faculty appropriately credentialed in their field.

GSU has a comprehensive curriculum revision process that applies to all associate, baccalaureate, graduate, and professional level courses at the university. The curriculum for all programs is developed by the faculty and approved by all appropriate governing bodies to ensure that it is appropriate and consistent with good practices in higher education. Such governing bodies include faculty and/or academic officers at the college and university level, the University Senate, and the Board of Regents (BOR).

Credit Hour Calculation for Undergraduate and Graduate Courses

GSU has policies related to assigning the amount and level of credit for undergraduate and graduate courses. Semester credit hours are granted as outlined in the Assignment of Credit Hours Policy housed in the Georgia State University Policy Library.[1]

The standard for a one semester credit hour course is one class hour (50 minutes) of direct instruction and a minimum of two class hours (100 minutes) of out-of-class student work/student academic engagement activities each week during the standard semester (15 weeks). This equates to a total of 750 minutes of direct instruction and 1,500 minutes of out-of-class student work per standard semester (15 weeks). A course offered in fewer than 15 weeks shall contain the same total hours (contact hours, preparation time, content, and requirements) as the same course offered in the standard 15-week semester. Courses offered online are identical in content to courses taught in classrooms. Therefore, the credit hour calculations for online course offerings are equivalent to the expectations for student effort described above.

Definition of Credit Hour

As a member of the University System of Georgia, GSU operates on a semester calendar. Per system policy[2], a minimum of 750 minutes of direct instruction or its equivalent is required to award each semester hour of credit.

GSU determines and monitors the credit hours for all courses regardless of format, session length, instructional method (online, hybrid, and traditional face-to-face), and at all instructional locations—on and off-campus instructional sites. The attached shows course extractions from the Banner system demonstrating Credit Hours. Associate[3], Undergraduate [4], Graduate[5], Law [6] These documents identifies the term in which a course was offered, the CRN number for the course, the subject code, course number, section number, course title, number of credit hours, the term part code and description, the beginning and end times for the course, the days the course was held, the start and end dates for the course, and instructional code and description, and the campus code and description.

GSU follows the policies and procedures for determining credit hours set by the BOR University System of Georgia. Section 3.4.1 of the Board of Regents Policy Manual[2] requires that a “minimum of 750 minutes of instruction or equivalent is required for each semester credit hour.” Furthermore, the Board of Regents requires that a semester be no less than fifteen (15) calendar weeks in length.

The University Senate provides further specification. Senate policy notes that the BOR policy applies to “all learning environments, including, but not limited to, classrooms, laboratories, studio, field experiences, internships, practica, clinical rotations, independent study, online environments, and distance learning formats.” In addition to 750 minutes of instruction for each credit hour, the Senate policy requires a minimum of 1,500 minutes of out of class student work or equivalent for each credit hour.
The clock schedule and related policies reflect state and federal guidelines, with a minimum of 12.5 contact hours for each credit earned. The clock schedule is adhered to within each college by a specified college scheduler. As confirmation of clock hour policy implementation, we have attached the University clock schedule that outlines the contact hours of instruction based on credit hours. The attached outlines the University Clock Schedule.[7]

GSU follows federal guidelines in defining the credit hour:

1. One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or
2. At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

GSU adheres to the BOR policies on academic activities:

3.4.1 Semester System
- All USG institutions shall be on the semester system (BOR Minutes, December, 1995).
- The academic year shall consist of two (2) regular semesters, each not to be less than fifteen (15) calendar weeks in length, excluding registration.
- A minimum of 750 minutes of instruction or equivalent is required for each semester credit hour.

3.4.2 Uniform Academic Calendar
- Institutions will have two (2) semesters, each with fifteen (15) instructional weeks.
- All institutions, with the exception of the Medical School at Georgia Regents University, shall begin and end classes during prescribed periods. The prescribed dates for starting and ending classes can be found in the Academic Affairs Handbook.
- Each institution will determine all other necessary dates for the semester, including the possibility of flexible scheduling within and between semesters. Each term must be separated by a minimum of one (1) day.

GSU also maintains and adheres to policies governing the conversion of credit hours following standard accepted practices for the articulation of credit through the advisement and admissions processes.

The Transfer Admission Guarantee or (TAG) is an agreement between GSU and certain two-year colleges or universities that prepare students to meet certain standards to be guaranteed acceptance as transfer students. If the student meets the requirements of the TAG program at his or her previous school, the student is guaranteed acceptance as a transfer student to GSU; however, TAG does not guarantee acceptance to a specific program or major, as each program may have additional requirements and/or standards. The general requirements to qualify for TAG are as follows:

- Complete 60 units transferrable to Georgia State University and all courses listed on the required course pattern on the Intent to Transfer form with grades of C or better.
- Maintain a cumulative 2.7 GPA.
- Meet the conditions of the Georgia State University Code of Student Conduct.
- Apply for admission by the Transfer deadline, and submit all required documents.

When an applicant is accepted for undergraduate transfer admission, courses completed with grades of C or better (D grades discussed below), which parallel the curriculum of GSU (exclusive of developmental, vocational, occupational courses, etc.) will be accepted for transfer credit. Such credit must have been earned at institutions of higher education with full accreditation by a regional association of colleges and schools, and where appropriate, the Commission on Colleges.

The determination of how transfer credit may be used to satisfy the specific course requirements for a
A maximum of 12 semester hours of D grades may be applied toward degree requirements. The 12 semester hours include both resident credit (earned at Georgia State) and transfer credit. Transfer credit will not be given for English composition courses with grades of D. Additional restrictions in acceptable D grades may be included in certain degree programs. Be sure to check the description of your planned degree program in the current General Catalog. Typically, 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.

Because the university has a minimum residence requirement, the amount of transfer credit applicable to a degree program may be further limited. Georgia State University does not grant credit for College-Level General Educational Developmental Tests. 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. Some credit may show up with a 1099, 2099, 3099, or 4099 number. If you receive credit with this number, this means we did not have an exact course to transfer your course to, however, we did give you credit for the transfer course. (For example: BIOL 2099, or HIST 1099) Student may have these courses reviewed by the department.

Academic departments determine class offerings and schedules. Common meeting days are Monday/Wednesday, Tuesday/Thursday, Monday/Wednesday/Friday. GSU offers courses throughout the day, evenings, and on weekends. GSU's semester schedule includes a mandatory final exam within the 15 week semester. GSU offers the majority of courses during a full session. GSU also offers two mini-meter sessions within the full fall and spring terms, which meet 7.5 weeks. During the summer term, the University offer a 3 week summer May-Mester and 6 and 7 week sessions as well. Meeting times are adjusted to meet contact hours based on credit hours assigned to the course. The creation of the classes must adhere to calculation guidelines regardless of the length of the session.

The institution awards academic credit for coursework taken on a noncredit basis only when there is documentation that the noncredit course work is equivalent to a designated credit experience.

GSU awards academic credit for prior learning as detailed in the Admissions (1100) [8] and Course Credit (1320) sections of the undergraduate catalog. [9] In the case of academic credit for correspondence or extension programs, students may apply no more than 30 semester hours of work earned through these means toward the requirements for an undergraduate degree. Students must obtain the permission of the dean of their college, or the designated college representative, prior to taking correspondence courses to be applied toward the completion of the degree program. As specified in the undergraduate catalog, sections 1320.40-1320.80[9], knowledge gained through experiential learning and other means is evaluated for possible college credit through examination, including the Advanced Placement Program (AP), the College Level Examination Program (CLEP), and the International Baccalaureate Program (IB). Other standardized exams or special departmental examinations may be approved for credit. As noted in section 1320.90[9], the granting of credit for massive open online courses taken at other institutions is governed by the rules for transfer credit (see section 1320.10[9]) and credit by examination.

At the graduate level, programs do not award academic credit for work taken on a noncredit basis. Requirements may be waived (and replaced with electives) in the case of prior experience/activities but course credit is not provided.

GSU has sound and acceptable practices for determining the amount and level of credit awarded for courses, regardless of format or mode of delivery.
Curriculum Review Process

GSU faculty develop and approve curricula for all academic programs. The amount and level of credit is determined by university faculty through the curriculum approval process. There are two main processes whereby curriculum proposals are approved. All proposed courses and programs offered at GSU go through identical approval processes regardless of method of instruction. New online courses and programs must meet the same requirements as classes offered through face to face instructions. Additionally, any new online or distance education degree requires the approval of the Board of Regents, as do all new degree programs.

Curriculum is approved through the University Senate Sub-Committee, Committee on Academic Programs (CAP) following the university curriculum approval process. The attached describes the University Curriculum Approval Process.[10]

GSU’s core curriculum is guided by the principles and framework for the core curriculum established by the BOR, as outlined in Section 2.4 in the Academic Handbook of the Board of Regents of the University System of Georgia.[11] All proposals for changes or additions to the GSU core curriculum must be in writing and must adhere to the principles, framework, and format established by the BOR in the Academic Handbook. By University Senate Bylaws, proposals for changes and additions to the core curriculum will be considered at the Senate level by the Undergraduate Council (a subcommittee of the Committee on Academic Programs) and by the Committee on Academic Programs (CAP) before being forwarded to the Provost. It is the policy of the CAP to consider only those proposals which have the prior written approval and support of the academic department/unit and College responsible for the delivery of the course in question.

By BOR regulations, changes and additions to the core curriculum that are approved by GSU must then be approved at the Board of Regents level before they can take effect. Departments/units that are considering proposing changes or additions to the core curriculum are urged to discuss the proposal with their College Dean and with the Chair of CAP.

Each course is approved to earn a certain amount of credit hours. A credit hour is defined as the amount of work necessary to meet intended learning outcomes to earn a Carnegie unit via direct instruction and/or other academic activities monitored via instructional tools used for hybrid and online course offerings. One semester hour is equal to no less than 12.5 contact hours for each credit earned. A clock hour is equal to the Carnegie hour, not less than 50 minutes.

Evidence

[1] Assignment of Credit Hours Policy GSU
[3] Class Schedule Listing Associate
[4] Class Schedule Listing
[5] Class Schedule Listing Graduate
[6] Class Schedule Listing Law
[8] Admissions Section 1100 of Undergraduate Catalog
[9] Course Credit Section 1320 of Undergraduate Catalog
[10] senate.gsu.edu-Review Process List

10.8 The institution publishes policies for evaluating, awarding and accepting credit not originating from the institution. The institution ensures (a.) the academic quality of any credit or coursework recorded on its transcript, (b.) an approval process with oversight by persons academically qualified to make the
necessary judgments, and (c.) the credit awarded is comparable to a designated credit experience and is consistent with the institution’s mission. *Evaluating and awarding academic credit*

Compliance Status: Compliant

**Narrative**

Georgia State University follows commonly accepted university practices for evaluating, awarding, and accepting credit not originating from the institution. GSU ensures the academic quality of such credit through processes that validate the comparability of such credit to credits originating from the institution, thereby ensuring consistency with GSU’s educational mission, and by engaging academically qualified persons when necessary to make judgments of credit worthiness. GSU publishes policies governing the awarding and accepting of such credit from several sources including transfer institutions, results of standardized examinations, completion of recognized curricula at high levels of performance, and military experience on a limited basis. GSU policies routinely exclude the awarding of credit for prior learning assessments, experiential learning, professional certifications, and noncredit programs. The policies regulating the awarding of such credit are available to the campus community via multiple media: the GSU Catalogs (Associate[1] and Bachelor’s[2] and Graduate[3]), the website for admissions[4] and advising[5], the college websites for graduate admissions[6] and the GSU Testing Center[7].

As is also 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.

**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[2] and Associate catalog[1], when an applicant is accepted for undergraduate 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 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 Colleges and Schools

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[8][8] 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.

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 of the Associate’s and Bachelor’s catalogs)

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
- 3000 College of Arts and Sciences
- 4000 College of Education and Human Development
- 5000 Byrdine F. Lewis College of Nursing and Health Professions
- 7000 Robinson College of Business
- 8000 School of Public Health
- 10000 College of the Arts
- Perimeter College

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 website of transfer course equivalency, 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.

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. An example of an review form for the college of business can be viewed here. 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. In order to maintain consistency for all students, courses that are articulated for one student from another institution are added to the transfer catalog in the Banner system as often as applicable.

The D Credit Grade Restriction applies to both resident and transfer credit. (See Section 1450 of the Associates[24] and Bachelor’s catalogs.[25])

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.

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 Undergraduate 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. The full list AP tests, acceptable scores for credit, and the GSU course credit awarded is published in the undergraduate catalogs (1320.50)[2] and is provided 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 Undergraduate 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 many College-Level Examination Program (CLEP) subject exams, but does not award credit for the General Exam. A complete list of acceptable CLEP tests and the GSU course credit awarded for each is published in the undergraduate catalogs (1320.60) [2]and is provided in the supporting documents.[26] 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. A sample of GSU credit that will be awarded is as follows:

Exam = Georgia State Course Credit

American Literature (with essay) = Engl 2130

Analysis and Interpretation of Literature (with essay) = Engl 2140

College Credit for Military Training

GSU does not award academic credit for experiential learning, other than that which is described here on a limited basis 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:
   1. A Navy Seal may receive credit for swimming.
   2. A medic may receive credit for first aid.
   3. 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 Undergraduate Credit for International Baccalaureate (IB) Examinations

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 5, 6 or 7 and Higher Level 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 of acceptable IB exam scores for specific GSU course credits is published in the undergraduate catalogs (1320.70) and is provided in the supporting documents.[27]

SL = Standard Level

HL = Higher Level

Anthropology:
GSU Does Not Award Academic Credit for Professional Certificates or Other Non-credit Programs

GSU does not award academic credit for any professional certificates earned on a non-credit basis or for any other form of non-credit program.

GSU Does Not Award Academic Credit for Prior Learning Assessments or Experiential Learning

GSU makes no provisions for the award of academic credit for prior learning assessments or experiential learning.

GSU Takes Responsibility for the Quality of All Course Work on its Transcripts

The 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.

Evidence

[1] 1300 University Academic Regulations _ Associate Catalog 2017-2018
[2] 1300 University Academic Regulations _ Undergraduate Course Catalog 2017-2018
[3] 5000 _ Graduate Course Catalog 2017-2018
[4] admissions.gsu.edu-Transfer Students
[5] advisement.gsu.edu-Credits
[6] Prepare - Graduate Programs
[7] GSU Testing Center
[9] Departmental petition form Psychology
[10] 1400 University Degree Requirements and Graduation _ Associate Catalog 2017-2018
[11] 1400 University Degree Requirements and Graduation _ Undergraduate Course Catalog 2017-2018
[12] 2000 Andrew Young School of Policy Studies _ Undergraduate Course Catalog 2017-2018
[13] 3000 College of Arts and Sciences _ Undergraduate Course Catalog 2017-2018
[14] 4000 College of Education and Human Development _ Undergraduate Course Catalog 2017-2018
[15] 5000 Byrdine F. Lewis School of Nursing and Health Professions _ Undergraduate Course Catalog 2017-2018
[16] 7000 J. Mack Robinson College of Business _ Undergraduate Course Catalog 2017-2018
[17] 8000 School of Public Health _ Undergraduate Course Catalog 2017-2018
[18] 10000 College of the Arts _ Undergraduate Course Catalog 2017-2018
[19] advisement.gsu.edu-Equivalency Charts
[21] Petition for Credit Transfer English
[22] Biology_Transfer_Evaluation_Form_2014
[23] RCB transfer_credit_review
[24] 1450 University Degree Requirements and Graduation _ Associate Catalog 2017-2018
[25] 1450 University Degree Requirements and Graduation _ Undergraduate Course Catalog 2017-2018
10.9 The institution ensures the quality and integrity of the work recorded when an institution transcripts courses or credits as its own when offered through a cooperative academic arrangement. The institution maintains formal agreements between the parties involved, and the institution regularly evaluates such agreements. (Cooperative academic arrangements)

Compliance Status: Compliant

Narrative

Georgia State University (GSU) ensures the quality and integrity of the work recorded when an institution transcripts courses or credits as its own when offered through a cooperative academic arrangement. Georgia State maintains formal agreements between the parties involved, and the institution regularly evaluates such agreements.

Per the Resource Manual potential cooperative academic arrangements fall into several categories, which will be addressed in turn below. Each of the cooperative academic arrangements was approved by SACSCOC as a substantive change at the time of launch, according to the requirements of the SACSCOC policy on Substantive Change for SACSCOC Accredited Institutions.

Geographical or denominational consortia. Although Georgia State is a member of the Southern Region Education Board, it does not participate in any consortial arrangement for instruction through SREB.

Agreements involving joint and dual academic awards. Georgia State offers two dual degrees and one joint degree, under the definitions in the SACSCOC policy on Agreements Involving Joint and Dual Academic Awards.

Joint degree:

Since 1997, Georgia State’s Andrew Young School of Policy Studies and Georgia Institute of Technology’s School of Public Policy have offered a joint doctoral degree in Public Policy[1], designed to prepare a “steady stream of exceptionally competent policy analysts and design specialists, policy evaluators, and policy implementation experts.” The degree enables students to focus on policy in one of several arenas: the environment, health, science and technology, or urban and regional economic development. The proposal, which was approved by the Board of Regents, references both the mission of the University System of Georgia and of Georgia State University, as well as Georgia State’s strategic plan. The proposal clearly lays out the program curriculum, the responsibilities of both institutions, the criteria for selection of program faculty, and oversight over the curriculum. Each institution transcribes its own degree program, applying earned credit from the partner institution as transfer credit, as the redacted transcript[2] shows.

Dual degrees:

1. Georgia State’s College of Law entered into an agreement in 1997 with Georgia Institute of Technology to provide the legal instruction in a JD/MCRP dual degree[3] program. The program is administered by an Administrative Committee consisting of the Associate Dean for Academic Affairs of the Georgia State College of Law, the Program Director of the City and Regional Planning Program of the Georgia Institute of Technology College of Architecture, and one additional faculty member from each institution, designated by their respective deans. The Administrative Committee approves the program of study and degree requirements, subject to the requirements of each institution, and the committee also coordinates advertising and recruitment. Applicants must meet the admission requirements of both institutions and
be independently admitted into the two separate degree programs. Hours taken at Georgia Institute of Technology are transcripted by GSU as transfer credit, as the redacted transcript [4] shows. The agreement may be subject to review at the end of each academic year by either institution, and the review is coordinated by the Administrative Committee.

2. Georgia State’s Perimeter College offers a career associate degree in Radiologic Technology in association with two local hospitals, Grady Memorial [5] and Dekalb Hospital [6]. Per the Memoranda of Understanding, which were signed in 2018, each participating hospital's program is jointly overseen by two Perimeter-appointed faculty members: a tenured faculty member with oversight over the Perimeter-taught general education component, and an adjunct faculty member who oversees the clinical portion of the curriculum. Perimeter offers over 25% of the credits transcripted toward the degree, consisting entirely of general education credits to cover the student’s Core Curriculum requirements, while each hospital offers the remaining credits. The hospital credits are received as a block toward GSU’s degree audit upon receipt by GSU of the graduation transcripts from the hospital. Since the total credit hours for each program varies slightly (97 for DeKalb and 101 for Grady), the credit hour residency requirement is 25 earned hours for DeKalb students and 26 earned hours for Grady students. A student’s GSU transcript [7] indicates completion of the professional curriculum at DeKalb or Grady as a block of credits under Perimeter’s Special Programs code. Georgia State has direct oversight of the portion of the curriculum it offers. The hospital facility agrees to maintain the specialized accreditation for the clinical part of the program. An advisory group comprised of faculty from Perimeter College and the hospital facility perform joint oversight of the program. Faculty hired to teach in the clinical part of the program must meet SACSCOC guidelines equivalent to an adjunct instructor. The agreement is periodically evaluated in relation to the access mission of a state college, and the career orientation of the career associate’s degree.

Statewide distance education agreements. Georgia State’s Department of Political Science participates in a statewide distance education agreement among 11 institutions from the University System of Georgia (USG). Institutions in this agreement collaborate to provide an online European Union Studies Certificate program[8]. As the executed agreement shows,[9] Georgia State joined the EU program in 2016. Credits earned from institutions in the consortium are transcripted as transfer credit, as the redacted transcript [10] shows. The agreement clearly describes the responsibilities of the USG and of participating institutions. Among other things, the USG’s director of the program is responsible to assure the quality of instruction by “Review[ing] the applications of potential instructors to identify those academically qualified and best suited to teach EURO courses.” After selection of the instructor, the program director “will provide a copy of the instructor’s academic transcript to every institution which assigns him/her as instructor of record (IOR) for that term.” For the institution’s part, Georgia State assigns a faculty administrator of the program who, among other things, assures that the certificate’s courses are appropriate to the institution’s level, identifies courses and faculty appropriate to the certificate and provides faculty credentials to the USG program coordinator, ensures that the program’s courses are approved by Georgia State through the regular course approval process in relation to the institutional mission, updates this information annually, assesses the program and courses, confers completed certificates, and transcripts conferrals. The original MOU was updated and reviewed[11] as of July 1, 2018, and will become active when all institutions sign. This consortial agreement complies with all requirements of the SACSCOC policy on Distance and Correspondence Education, including among others, verification of student identity in testing, protection of student privacy, notification of fees, and accurate reporting of headcount enrollment in the Institutional Profile.

Study abroad agreements: Georgia State does not have any study abroad programs for which it transcripts credits taught by non-GSU faculty as its own.

Contractual instruction: NA

Contracts where ‘coaching,’ curricula, testing, or other traditional functions are provided by a third party: If a distance education student cannot be tested through one of Georgia State’s testing facilities, the student may use an electronic proctored testing service (Respondus Monitor [12] or Proctor U[13]), or in
rare cases another testing facility. Please see Principle 10.6 for details.

*High school dual-credit programs where the institution does not have control over faculty assignments:* Georgia State offers no high school dual-credit program in which it cedes control over faculty assignments to another institution.

**Review in relation to the institutional mission**

Georgia State ensures the quality of programs and courses offered through cooperative academic arrangements by undertaking the same rigorous assessment of student learning in such programs and courses as would be done in wholly GSU-sponsored education. If an agreement has not been reviewed in the five years prior to a unit's Academic Program Review, it is reviewed during APR in relation to the university’s mission and strategic plan, and the Associate Provost for Institutional Effectiveness is notified. Faculty hired to teach in these programs must meet all requirements described in Principles 6.2.a and 6.2.b. Care is taken in the negotiation of agreements to ensure that the partner institution assures Georgia State of its adherence to SACSCOC standards, where applicable, and in every case to high standards of quality for instruction, program administration, and student support. Such agreements are evaluated regularly by the participating unit (whether it is a department, college, or other unit). The process for awarding institutional credits for the portion of any cooperative academic arrangement provided by GSU instructors is the same as is described in Principle 9.4 for undergraduate degrees, or Principle 9.5 for graduate/professional degrees. The process for evaluating and awarding academic credit more generally, including in the case of cooperative academic arrangements, is described in Principle 10.8.

**Evidence**

[1] Pages from Bd of Regents proposal
[2] Official Transcripts for Affected Programs_Redacted - PhD
[3] JD-MCRP Degree Program
[5] MUOGRADY
[6] MUODEKALB
[9] EU Studies Program MOU_2018
[12] Respondus Monitor
[13] ProctorU Live Online Proctoring
Section 11 Library and Learning/Information Resources

11.1 The institution provides adequate and appropriate library and learning/information resources, services, and support for its mission. *(Library and learning/information resources)*

Compliance Status: Compliant

**Narrative**

The governing board categorizes Georgia State University (GSU) as one of four “Research Universities” in the 26-member University System of Georgia in Section 2.10 on Institutional Mission of the Board of Regents Policy Manual. As such, GSU’s educational programs are not only comprehensive in nature, but also graduate-dominant. A wide array of research-oriented doctoral programs is offered along with a first professional degree program in Law. Such programs require access to a strong research library. GSU’s Carnegie “Basic” classification is Doctoral Universities: Highest Research Activity, reflecting an extensive mission in basic and applied research. That institutional mission also requires access to a strong research library.

Following consolidation with Georgia Perimeter College (GPC) in 2016, GSU now also supports the programs of its Perimeter College (PC). In the current Carnegie “Basic” classification, GPC was in the category of Associate's Colleges: High Transfer-Mixed Traditional/Nontraditional. The institutional mission of serving the students, faculty, and staff of this open access institution are met by the research library, consolidation has required that the library also ensure support of less-prepared students, more online learners, and programs not offered on the downtown campus (e.g. dental hygiene and pre-engineering).

GSU’s institutional mission is supported by adequate and appropriate library and learning/information resources, services, and programs in two fundamental dimensions. First, the institution has established and annually funds a strong research library that serves all of its educational programs and the university’s research mission. This includes access to resources of other institutions regionally, nationally, and globally, through consortial arrangements and resource sharing agreements. Membership in the Center for Research Libraries and HathiTrust provide additional, extensive collections of materials in support of research. Additionally, GSU’s faculty and students also have access to and full borrowing privileges at all of the state’s other premier research university libraries as well as the libraries of all other public universities and colleges in Georgia. Such access and privilege comes as a function of GSU’s membership in the statewide GALILEO Interconnected Libraries (GIL) network and Georgia’s virtual library, *GeorgiA Library LEarning Online (GALILEO)*.

In Georgia, a university’s strength in this regard is no longer dependent solely upon its own accumulated library resources. Under GIL and GALILEO for the past 20 years, all public institutions of higher education share the benefits of each other’s accumulated library resources across the entire University System of Georgia. In essence, GIL and GALILEO have a multiplier effect on the depth and breadth of any one research library’s resources, making the question of adequacy of such resources for particular educational programs or research interests moot.

**Missions of the University Library and the Law Library**

The provision of library and related learning/information resources is a joint responsibility of the Georgia State University Library (hereafter University Library) and the Law Library of the College of Law.

The mission of the Georgia State University Library is to “provide resources and services that enhance student learning and success, inspire creative expression, enable the creation of new knowledge, and facilitate informed dialogue.” The library’s vision is to “be looked to as a national model of the innovative research library: the intellectual commons of the University, a valued partner in student
success, and an integral component of the University research community.” This mission and vision[1] are the driving forces behind the library’s new “Strategic Intentions[2]” document, completed in 2017, which aligns University Library goals with the university’s strategic plan.

The Law Library provides information resources, services, and expertise in support of student learning and faculty teaching, research, and service. The Law Library also provides information resources and services to the broader University community, the legal community, and to the public.

Administration and Professional Librarian Staffing of GSU’s Libraries

The Georgia State University Library and the Law Library employ qualified faculty and staff who assist and support faculty and students in all research areas and educational programs, at all locations and online. As the organizational chart[3] reflects, administrative oversight for the University Library is the responsibility of the Dean of Libraries. Oversight of the Law Library is the responsibility of the College of Law’s Associate Dean for Law Library and Information Services. 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. See Standard 11.2 for details on the qualifications of library faculty and staff.

Funding of the GSU Libraries

GSU makes a substantial financial investment in the operations of its libraries each year. In FY 2018, the budget for libraries was more than $15 million, with more than $6.2 million for collection development. It should be noted that the state allocates other operating funds to the University System of Georgia to administer the statewide GIL and GALILEO initiatives which benefit GSU faculty, students, and staff.

**FY 2018 Budget**

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>University Library</th>
<th>Law Library</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personnel Services</td>
<td>$7,292,688</td>
<td>$1,002,238</td>
</tr>
<tr>
<td>Travel</td>
<td>$ 127,700</td>
<td>$12,000</td>
</tr>
<tr>
<td>Operating Supplies and Expenses</td>
<td>$ 435,153</td>
<td>$55,000</td>
</tr>
<tr>
<td>Collections</td>
<td>$5,348,091</td>
<td>$885,000</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>$13,203,632</td>
<td>$1,954,238</td>
</tr>
</tbody>
</table>

Additional funds available to the University Library during FY 2018 included student fee revenue, supplemental funding received from university administration, and donor funds available from restricted and unrestricted donor gifts and endowment income.

The student library fee is set at $5/student/semester. The budget estimate for this revenue was $360,000. This funding supports 4.5 FTE late evening staff, subscription to popular online resources, and student-oriented improvements to the facility, including reupholstered and replaced furniture.

For each of the past several years, the library has received a midyear reallocation of just over $700,000 from university administration. This funding goes to support the collection.

As of spring 2017, when the Georgia State University Foundation calculated endowment revenues available for use in FY2018, the University Library had 26 endowments with a combined principal value of more than $6.5 million. These endowments provided $276,197 in revenue for FY 2018, bringing the spendable operating balance to $512,562. The University Library has a number of additional, non-endowed funds. As of July 2017, these funds had a spendable balance of more than $187,000, with more than half in the unrestricted GSU Fund for the University Library.
Library Facilities

The University Library is comprised of six (6) libraries, including the main research library at the
downtown Atlanta campus (identified as Library North and Library South in the table below) and the
libraries at the Alpharetta, Clarkston, Decatur, Dunwoody, and Newton off-campus locations. The Law
Library is located in the College of Law building in downtown Atlanta. The libraries[4] are located either
in the heart of downtown Atlanta or at points north and east in the Metropolitan Atlanta area, within a
range of 10 to 45 miles from the largest facility in downtown Atlanta. 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.

Library Facilities – Age and Size

<table>
<thead>
<tr>
<th>Facility</th>
<th>Opened</th>
<th>Size (sq. ft.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>University Library</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Library North</td>
<td>1966/1969</td>
<td>179,500</td>
</tr>
<tr>
<td>Library South</td>
<td>1988</td>
<td>122,515</td>
</tr>
<tr>
<td>Alpharetta</td>
<td>2010</td>
<td>1,800</td>
</tr>
<tr>
<td>Clarkston</td>
<td>1993</td>
<td>97,000</td>
</tr>
<tr>
<td>Decatur</td>
<td>1972</td>
<td>9,794</td>
</tr>
<tr>
<td>Dunwoody</td>
<td>2002</td>
<td>37,600</td>
</tr>
<tr>
<td>Newton</td>
<td>2009</td>
<td>8,800</td>
</tr>
<tr>
<td>Law Library</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Law</td>
<td>2015</td>
<td>50,817</td>
</tr>
</tbody>
</table>

All campus libraries provide walk-up service desks[5] with professional and other staff with appropriate
education or experience in library and learning/information resources. At each library location,
personnel provide multiple services at a central, one-stop service point, including checking out books,
media, reserves, and equipment needed by student, faculty, and staff, as well as providing general and
specific research help.

Evidence of the popularity of the libraries can be seen in the gate counts for each facility. Note that the
Law Library does not capture a count, as the College of Law has a common entry point on the main
level with no separate entry gates into the library facility on the 5th and 6th floors.

Gate Counts

<table>
<thead>
<tr>
<th>Facility</th>
<th>Gate Count (FY 2017)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Atlanta</td>
<td>1,415,490</td>
</tr>
<tr>
<td>Alpharetta</td>
<td>20,712</td>
</tr>
<tr>
<td>Clarkston</td>
<td>201,745</td>
</tr>
<tr>
<td>Decatur</td>
<td>47,969</td>
</tr>
<tr>
<td>Dunwoody</td>
<td>349,635</td>
</tr>
<tr>
<td>Newton</td>
<td>43,296</td>
</tr>
</tbody>
</table>

Common features in all library spaces include computer workstations[6] for student, faculty, and staff.
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. Each facility also
provides secure network access, including access to the wireless network.

The downtown 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 the main campus, Library North and Library South. The buildings are connected on floors 2 – 5 with a beautiful bridge that provides generous, light-filled study spaces.

In 2014, CURVE[7] (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 group work spaces with large monitors and high-end computers for working with large images and datasets. Special Collections & Archives is 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 in Dahlberg Hall (2,894 sq. ft.) and Urban Life (approx. 2,000 sq. ft.)

The Atlanta campus library’s primary users are the students, faculty, and staff engaged in the educational and research programs of the downtown GSU campus. 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; 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; and a virtual reality lab. These library facilities [8] are available to all students, faculty, and staff of Georgia State University.

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, research data services, digital library services, special collections and archives, and institutional repository including journal hosting.

In response to the extreme popularity of the facility and to plan for future growth in use, in special collections, and in services offered, the University Library, in cooperation with Facilities Management, contracted in 2017 with an architectural firm, Pfeiffer Partners, to conduct a facilities master plan[9]. The plan, completed late summer of 2017, provides guidance for shifting the focus of the library from a collection-centered space to a student-centered facility.

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. It is located on the 5th and 6th floors[10] of the recently completed (2015) College of Law building. The library’s workstations provide access to electronic collections, including databases unique to legal education and only available in the Law Library. 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, student services, legal research instruction, interlibrary loan, and student law journal support.

The five suburban 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 Alpharetta library is located on the first floor of the AA building. The Clarkston library occupies the top three floors of the four-story CL building. The Decatur library
occupies a portion of the third floor of the SA Building and was renovated in 2015. The Dunwoody library occupies the lower two floors of the three-story LRC building. The Newton library is located on the third floor of the 2N building.

The primary users for each branch location are the students, faculty, and staff at that location. Each library provides access to the larger GSU community and the people residing in nearby neighborhoods. Each library provides laptops, tablets, and calculators for checkout.

### Seating, Computers, and Study Rooms

<table>
<thead>
<tr>
<th>Facility</th>
<th># Seats</th>
<th># Workstations</th>
<th># Workstations in Classroom(s)</th>
<th># Group Study Rooms</th>
</tr>
</thead>
<tbody>
<tr>
<td>University Library</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Atlanta</td>
<td>1,921</td>
<td>392</td>
<td>78</td>
<td>60</td>
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<tr>
<td>Alpharetta</td>
<td>36</td>
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<tr>
<td>Clarkston</td>
<td>400</td>
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<tr>
<td>Decatur</td>
<td>158</td>
<td>29</td>
<td>21</td>
<td></td>
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<tr>
<td>Dunwoody</td>
<td>265</td>
<td>42</td>
<td>24</td>
<td>6</td>
</tr>
<tr>
<td>Newton</td>
<td>143</td>
<td>24</td>
<td>3</td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>Law Library</td>
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<tr>
<td>Law</td>
<td>445</td>
<td>21</td>
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<td>27</td>
</tr>
</tbody>
</table>

### Library and Collaborative Collection Resources

The Library provides learning and information resources that are consistent with the needs of academic programs offered at each degree level. Each library location maintains a print collection for onsite and circulating use. All GSU students, faculty, and staff have access to the print collections held at all library locations. Access to the print collection is enhanced with a courier service that runs three times per week and delivers requested materials among the libraries. Students, faculty, and staff have off-campus access, 24 hours a day, 7 days a week, to the rich information on the University Library’s website[11] and vast array of online collections and resources.

The libraries house and provide access to a physical collection of more than 1.8 million volumes, 807 current subscriptions to physical periodical and serial titles, and access to more than 75,000 serial titles published in digital form. The libraries provide access to over 400 online databases[12], 305 licensed directly and 100 made available through the GALILEO statewide consortium. Together, the online database collections provide access to over 10,000 full-text periodicals. Other collection features include access to approximately 700,000 electronic books, over 30,000 e-media titles, and a non-book media collection with more than 45,000 items in various formats.

**University Library**

**ScholarWorks @ Georgia State[13]** is the Library’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 includes 5,437 Electronic Theses and Dissertations (ETD) produced by GSU students, and 1602 documents which reflect the scholarly output of GSU faculty.

**Digital Collections[14]** are comprised of rare or unique resources from the University 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 Georgia State’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. The Uprising of ’34 collection was recently digitized with a grant from the National Historical Publications and Records Commission (NHPRC), and an NHPRC-funded project to digitize the papers of M.H. Ross is currently underway. Digitized collections are also exposed more broadly through the Digital Library of Georgia and the Digital Public Library of America.

Special Collections & Archives[15] is housed within the Atlanta Campus Library and is staffed by a department head, an assistant department head, five archivists, and five support staff. The department houses more than 20,000 linear feet of manuscript materials and a rare book collection. 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 (Johnny Mercer Collection, Popular Music Collection); the second wave of the women’s movement (Donna Novak Coles Georgia Women’s Movement Archives; Lucy Hargrett Draper Collections on Women’s Rights, Advocacy, and the Law); LGBTQ activist and advocacy activities in Georgia and the Southeast (Gender and Sexuality Collections); 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. In addition, the collection contains over 8 million photographs, primarily documenting twentieth century Atlanta. Most notable is the photo morgue of the Atlanta-Journal Constitution, as well as photographs by the Lane Brothers, Tom Coffin, and Tracy O’Neal. The department also houses the Georgia State University Archives, consisting of records of university offices, deliberative bodies, and organizations, as well as resources on Georgia State history, including the history of the former Georgia Perimeter College. The university’s rare books are also housed in Special Collections and Archives and includes over 1,700 titles including five incunables and a significant collection of Joel Chandler Harris titles. The collection is primarily focused on the urban south with some titles from British literature.

All users can access archival holdings information and some digital content through the library catalog 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.

GALILEO Interconnected Libraries[16] (GIL) provides access to the library collections of all University System of Georgia (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 a universal online catalog, GIL Find[17] (using the Ex Libris Primo interface), and built on a single integrated library automation system (Ex Libris Alma) shared by member libraries. Alma is the integrated library management system for acquiring, cataloging, discovering, and circulating the collections of the libraries in the 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[18] 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.

GeorgiA Library LEarning Online (GALILEO[19]) provides anywhere/anytime electronic access to over 100 databases, indexing thousands of periodicals, newspapers, and scholarly journals with more than 10,000 journal titles provided in full-text. GALILEO serves USG institutions, technical colleges, public K-12 schools, and some private universities and K-12 schools. These resources are funded by the state of Georgia and supported by the USG Office of Information and Instructional Technology. Off campus access to GALILEO databases is available via password to currently enrolled students, faculty, and staff.
Beyond GALILEO resources, the University Library licenses electronic access to 305 full-text and index databases, which include streaming audio and video, e-books, and digitized primary resources such as historical newspapers and oral histories. Library holdings are searchable through the library’s online catalog, which is available to students and faculty no matter their location—on campus or off campus and face-to-face or online. The library’s online catalog contains records for print and electronic books and journals, and other physical holdings such as maps, and audio and visual materials. The library’s discovery tool[20], which uses the EBSCO Discovery Service, provides users with the ability to perform combined searches of the library catalog, e-journals, databases, and the library’s electronic theses and dissertations. Through the library’s website, Georgia State users can access all databases and e-journals available to them. From off-campus, databases can be accessed through a proxy server that authenticates GSU users to use the library’s licensed online resources from anywhere and at any time.

*Atlanta Regional Commission on Higher Education (ARCHE[21]).* In addition to collections the library owns and licenses, and those available through GALILEO and GIL Express, Georgia State users have access to a wide range of materials throughout the Atlanta area. Interlibrary use of private college library collections in the Atlanta metropolitan area is available based on an agreement[22] with the *Atlanta Regional Commission on Higher Education (ARCHE).* Georgia State University also has a separate reciprocal borrowing agreement with Emory University, which allows currently enrolled students and currently employed faculty to borrow from Emory’s Woodruff Library. Outside these collections, access is available through interlibrary loan [23] via ILLiad. ILLiad is the web-based system that provides an online form for GSU students, faculty and staff to request, from libraries world-wide, materials not owned by the University Library or available through GIL Express. ILLiad enables students, faculty and staff to initiate, modify or cancel requests, track the status of a request, request renewals, and, to view their request history online.

The GSU Library is a member of the *Center for Research Libraries (CRL[24]).* More than 200 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.

The Regents Academic Committee on Libraries (RACL), including Georgia State, joined *HathiTrust*[25] in 2018. Georgia State University students, faculty, and staff can now download more than 6 million public domain and rights-cleared works in the database. Researchers at GSU now have access to the HathiTrust Research Center for data mining. The University Library is in conversation with Disability Services about the additional services available to students with registered print disabilities.

*Law Library*

The Law Library collection comprises 270,879 titles:

<table>
<thead>
<tr>
<th>Item type</th>
<th># of titles</th>
</tr>
</thead>
<tbody>
<tr>
<td>Physical books</td>
<td>74,637</td>
</tr>
<tr>
<td>Digital books</td>
<td>187,084</td>
</tr>
<tr>
<td>Electronic serials</td>
<td>5,120</td>
</tr>
<tr>
<td>Physical serials</td>
<td>2,948</td>
</tr>
<tr>
<td>Physical media</td>
<td>985</td>
</tr>
<tr>
<td>Digital media</td>
<td>105</td>
</tr>
</tbody>
</table>
The Law Library, like the University Library, participates in the statewide GALILEO Interconnected Libraries (GIL) catalog. The collection is 100% cataloged and organized using the LC classification system. The Law Library is a depository for federal documents and selects 2.88% of U.S. Government Publishing Office print publications. The print government documents are fully integrated into the collection and are classified with LC call numbers.

**Adequacy and Relevancy of Resources**

*University Library*

The organization of the library promotes an environment of collaboration with the university community for the development and ongoing assessment of collections. Each 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 for teaching, research, and public service. Subject librarians[26] serve as dedicated points of contact within the library for GSU academic departments. The Collection Development department has overall responsibility for insuring that the library’s collection maintains its relevancy to the university community’s information needs. In this role, the department head for collection development oversees the collection development activities of the subject librarians and is responsible for insuring a collection that serves undergraduates, graduates, and faculty, across disciplinary lines. A reference librarian at the Dunwoody campus library serves as the collection coordinator for the Perimeter campus libraries, working with the collection development department at the Atlanta campus library to collect in and support the curricular needs of two-year students who are served at Perimeter College. Subject librarians on the Atlanta campus are responsible for understanding the research and teaching interests of faculty and the curricular needs of students in order to develop and maintain collection development policies[27] in their disciplines that reflect these information needs. Following these policies, subject librarians evaluate, prioritize and select appropriate materials for the library collection within existing budget constraints. These policies are also used to assess and update the library’s approval plan for monographs, which insures relevant and appropriate level materials, such as University press books, are automatically received on a regular basis and added to the collection. Collection policies are reviewed periodically and updated, and are used in the selection and de-selection of materials. The library evaluates the quality and usage of electronic collections annually to insure their relevance to campus initiatives and student and faculty needs.

As part of the university’s Academic Program Review process, a report on the adequacy of library resources in support of the program under review is provided. The subject librarian for the program undertakes an evaluation of current library holdings and produces a written report of findings that is included in the program’s self-study documentation.

Special projects have given the University Library opportunities to gather input about its resources. A database review project[28] was organized in 2016 to obtain feedback from the academic departments to insure the library was subscribing to databases that were relevant to the academic programs and research needs of the university community. The subject librarians reviewed and ranked databases, communicating with their departments about the project, and worked within their subject areas to develop recommendations for cancellation of databases due to irrelevancy, low use, or high cost. A continuing resources review project is planned for Spring 2018 to assess serials, in order to maximize the impact of the limited funds available for subscriptions in all disciplines.

*Law Library*

Collection management responsibilities are based on a collaborative model in which all librarians review slips from Hein and YBP as well as other proposed purchases and cancellations. The library’s collection development policy[29] provides guidelines for selecting, purchasing, renewing, cataloging, advertising, and canceling electronic titles.

Through a combination of print and online formats, the Law Library has a solid core collection of primary legal sources and secondary sources of scholarly interest to faculty and students. Interlibrary
loan services (with a consistently high fill rate) or on-demand purchasing, fill in any gaps in the collection. Westlaw, LexisNexis, Bloomberg Law, HeinOnline, Fastcase, and other databases provide faculty members and law students with complete access to reporters, codes, treatises, and international materials. Public access LexisNexis Academic and LexisNexis Shepard’s, as well as print materials, provide attorneys and public patrons with access to all primary materials in the core collection.

The Reading Room, is the Law Library's institutional repository archiving the scholarship and history of the College of Law. In addition, the Reading Room preserves publications of the College of Law's Centers, the Georgia State University Law Review, the Journal of Comparative Urban Law and Policy, and is a selective repository of Georgia Business Court Opinions from 2004 to the present.

Within the past few years, budgetary necessity has narrowed the scope of print holdings by targeting collection building in fields of interest to the faculty, clinics, and centers. The shift to electronic resources also supports the research preferences of College faculty and students.

User-Focused Support and Services

Access to library staff, resources, and services is essential for students and faculty, no matter their location or need. The University Library publishes its operating schedules[30] for in-person/walk-in access and services. Online library services such as interlibrary loan, GIL Express, and electronic course reserves are available all day, every day, and all users benefit from ubiquitous access to high-quality information resources. The libraries offer orientation sessions and instruction[31] on accessing on-site and electronic resources, use of borrowing and loan programs, special collections and archives, and research assistance.

Each campus library provides computer workstations for use by students, faculty, and staff to ensure access to journal articles, ebooks, digitized collections, videos, 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. The Atlanta and Perimeter College campus libraries all offer laptops and other equipment for checkout.

Library staff are available to all users through a variety of means, both virtually and in person. 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, copyright, and publishing; introduce information resources at faculty meetings; and produce scholarly publications and presentations. Library faculty deliver instruction[31] 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. In addition to these services, librarians at the Law Library teach several semester long graded classes including Research Methods in Law (a required 1L course); Advanced Legal Research; Georgia Legal Research; and Foreign, Comparative, and International Legal Research. Beginning in Spring 2019, they will also teach courses in Legal Technology Competencies and Law Practice Technology.

The University Library provides library services for online learners[32] that are equivalent to those provided to on-campus students. Online students can access university-licensed and GALILEO databases from off-campus[33], access e-reserves, check the status of books that have been checked out, and make interlibrary loan requests 24/7. Additionally, students can access library help through phone calls[34], live chat reference[35], and email[36]. Phone conferences and online meetings, tailored to the students' schedules, can be arranged to provide one-on-one assistance. GIL Express [18] is a service by which 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[37] are provided on the library’s website so students can learn how to search for library materials.
The Law Library offers a Personal Librarian service to facilitate student support. Each incoming first-year (1L) student is assigned a personal librarian from the Law Library. Librarians and students are paired so that the student has contact with a librarian in addition to their librarian professor in Research Methods in Law. The Law Library also has a Student Advisory Committee that provides feedback to the library on student services.

In collaboration with the Office of Disability Services, the libraries 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 hardware and software for users with disabilities.

**Relevant Library Memberships**

The GSU Library is a member of the Association of Southeastern Research Libraries, the Center for Research Libraries, the Coalition for Networked Information, the Digital Library Federation, Ex Libris Users of North America, HathiTrust (effective 2018), Portico, and SPARC (the Scholarly Publishing and Academic Resources Coalition). The Law Library holds membership in the American Association of Law Libraries (AALL), the Southeastern Chapter of AALL, the Atlanta Law Libraries Association, the Center for 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, the Chinese and American Forum on Legal Information and Law Libraries, the International Association of Law Libraries, and OASIS.

**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 2016-2017 academic year, the University Library saw a combined total of more than 2 million visits by users. Users checked out more than 160,000 items, along with nearly 67,000 equipment loans (laptops, calculators, tablet computers, etc.). 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 University Library takes assessment of student needs and learning seriously and is involved in numerous and ongoing assessment activities[38] throughout the year. These include staffing feedback tables and conducting face-to-face surveys both within and outside of the library buildings and conducting formal online surveys such as our 2015 Student Technology Needs Survey. Established in 2012 at the Atlanta campus library, the Student Library Advisory Council (SLAC) exists to provide the library with a student perspective on the library’s services, resources, facilities, and policies. The University Library also seeks feedback through observation data and effectively uses social media and an online feedback gathered from its homepage. In addition, it regularly tracks library usage and circulation patterns and gathers both gate counts and demographic data on users based on recorded entrances into the Atlanta library. The Springshare suite of services includes the LibCal module that demonstrates how students utilize more than 60 group study rooms and specialized lab facilities such as CURVE, the Collaborative University Research and Visualization Environment operated by the Library.

Assessment activities during the 2016-2017 academic year included “5 Days to Have Your Say[39]” (an opportunity to students to post sticky notes with responses to prompts on large posters. Library Administration responded to themes in the comments with a series of blog posts. Also during the year, the Assessment and User Experience Librarian conducted focus groups on each of the branch campuses. The University Library conducted a large-scale survey of undergraduates[40] in FY2018.

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. The Law Library also utilizes an annual student survey, the Law School Survey of Student Engagement (LSSSE), and an electronic Suggestion Box which is open to any patron.

The Research Instruction Services Librarian leads the Student Advisory Council which meets two to three times each semester to provide student feedback on library programs, facilities, the website, and more. Some of the changes made in response to the Advisory Council are the installation of a hot/cold water fountain, chargers for electronic equipment available for borrowing, purchasing of suggested resources, increased hours during exam periods, and changes to the library cleaning schedule.

The Spring 2018 Law Library Survey consisted of 19 questions that covered topics such as library resources, circulation, reference, interlibrary loan, the library website, and checkout items. Some significant findings include that 75.56% of respondents visit the library at least every day they have class, 73.47% use print library resources, 81.63% use electronic library resources, and 85.71% use open study spaces within the library. Students responding to the survey indicated that the heaviest time of usage is noon-5pm, Monday through Friday.

The Law Library's Coordinator of Faculty Services consults with each faculty member regarding their research interests, research and teaching needs, and delivery preferences. The Coordinator of Faculty Services supervises 3 - 5 specially trained graduate research assistants to support faculty research needs. The Coordinator also provides individual training to faculty GRAs targeted at the faculty member's specific research interests. The Coordinator of Faculty Services serves on the College of Law's Faculty Development Committee and, as a member of that committee, helped the College of Law submit a successful application to join the prestigious Order of the Coif, recognizing exceptional faculty and student scholarship.

**National Accréditor Affirmations of Library Adequacy**

Many of GSU's educational programs are nationally accredited by at least a dozen agencies. Those national accreditors include:

- Andrew Young School of Policy Studies - Public Management & Policy
  - Network of Schools of Public Policy, Affairs, and Administration Social Work
  - Council on Social Work Education

- Byrdine F. Lewis College of Nursing & Health Professions - Department of Nutrition
  - Academy of Nutrition & Dietetics
  - Accreditation Council for Education in Nutrition and Dietetics Physical Therapy
  - Commission on Accreditation in Physical Therapy Education Occupational Therapy
  - National Board for Certification in Occupational Therapy (initial accreditation) Nursing
  - Commission on Collegiate Nursing Education

- College of the Arts - Music
  - National Association of Schools of Music

- College of Education & Human Development
  - Georgia Professional Standards Commission
  - Council for the Accreditation of Educator Preparation

- College of Law
  - American Bar Association

- Robinson College of Business - Cecil B. Day School of Hospitality Administration
  - Accreditation Commission for Programs in Hospitality Administration MBA/MHA - WellStar Program (a part of the SACSCOC 5th Year visit)

- School of Public Health
  - Council on Education for Public Health
Each of those accrediting agencies has standards for library and learning resources that GSU’s accredited programs have met. This is additional external confirmation of GSU’s compliance with CR 11.1.

Other Learning/Information Resources

As the 2018 Resource Manual suggests in its Notes for CR 11.1, GSU offers a variety of other learning/information resources that are described and documented thoroughly in Core Requirement 12.1 (e.g., computer labs, writing center, curriculum labs, etc.). As a result, those resources will not be described and documented under CR 11.1, which would be redundant.

Evidence

[2] Strategic_Intentions_2017-2021
[3] University_Library_Organizational_Chart
[4] Library_Facilities
[5] Service_Desks
[7] CURVE
[8] Special_Spaces_Atlanta
[10] LawLibrary_FloorMap
[11] Georgia_State_University_Library_Homepage
[12] List_of_Databases
[13] Scholarworks_at_Georgia_State
[14] Digital_Collections
[15] Special_Collections_and_Archives
[16] GIL_About
[17] GIL_Find
[18] About_GIL_Express
[19] GALILEO_About
[20] EBSCO_Discovery_Service
[21] ARCHE_Members
[22] ARCHE_Interlibrary_Loan_Guidelines
[23] Interlibrary_Loan
[24] Center_for_Research_Libraries
[25] HathiTrust
[26] Subject_Librarians_by_Area_of_Coverage
[27] Collection_Development_Policies
[29] Law_Library_Collection_Development_Policy
[30] Library_Hours
[31] Library_Instruction
11.2 The institution ensures an adequate number of professional and other staff with appropriate education or experiences in library and/or other learning/information resources to accomplish the mission of the institution. *(Library and learning/information staff)*

**Compliance Status:** Compliant

**Narrative**

GSU libraries have an adequate number of professional library faculty and appropriately trained support staff as is documented below. To qualify as a professional librarian at GSU with library faculty status, an individual has to hold an ALA-accredited master’s degree in library science or a graduate degree in a relevant discipline. GSU’s roster of professional librarians and support staff confirms appropriate academic and experiential qualifications for the positions held by all library personnel. Professional development opportunities are available, especially for the library faculty. Adequacy of professional librarian and support staffing is also documented.

**Administrative and Professional Librarian Qualifications**

*University Library leadership*

The Dean of Libraries provides leadership for the University Library, a unit with 49 faculty members and 78 staff distributed across six locations. The responsibilities of the dean include: strategic planning of library services in support of the university’s strategic plan, building a diverse and engaged team of library professionals, promoting the work of the library to the campus and the larger community, generating resources through fundraising and advocacy, and management of the library’s budget and foundation accounts in alignment with the library’s strategic plan.

Dean Jeff A. Steely has credentials appropriate to his position. He possesses a Master’s of Library and Information Science from the University of Texas at Austin, where he also completed all requirements, except the thesis, in pursuit of a Doctor of Education in Higher Education Administration. Prior to joining GSU as dean of libraries in December 2015, he served in administrative roles of increasing responsibility over a period of 16 years at Baylor University, concluding with more than three years as associate dean and director of Central Libraries. Mr. Steely has served in a variety of professional roles, including a term as president of the Library Leadership and Management Association (2015-2016). He frequently speaks at professional conferences on emerging research library trends.

The Associate Deans provide leadership to library departments and in collaboration with the Dean engage in overall planning and management of the University Library. Associate Dean Laura Burtle possesses a Master’s of Science in Library Science and a Juris Doctorate. She is responsible for Scholarly Communications and Digital library services and has served in increasingly responsible administrative roles since 2003. Associate Dean Bryan Sinclair is responsible for the library Public Service areas. He has been in this role since 2010 and has prior experience in a similar position at the University of North Carolina Asheville. He earned a Master of Library & Information Science and an
M.A. in Religion Studies. Associate Dean Tammy Sugarman is responsible for the Technical Services and Collection Development functions in the library, and has worked in the capacity since 2008, with increasing responsibility including acting as Interim Dean. She has a Master’s in Information degree as well as a Master’s in History.

The Library Administrative Officer, Mr. Duncan, CPA, has three decades of experience in nonprofit organizations in the areas of finance and human resources management. He possesses a B.S. in accounting, an MBA in strategic management and public policy, and a DBA in management and leadership. As administrative officer, he oversees human resources, business services, and facilities for the University Library and, along with the associate deans, serves on the dean’s senior leadership team.

Department Heads are responsible for the management of each department. The Department heads have Master’s degrees in library science, and several have additional subject expertise.

Law Library leadership

Kristina L. Niedringhaus, Associate Dean for Library and Information Services and Associate Professor of Law, has written and presented on topics including legal research, teaching methods, legal technology, and law library management. She joined the College of Law from Cleveland-Marshall College of Law at Cleveland State University, where she was director of the law library and associate professor. Niedringhaus currently serves as the Vice President of the board of directors of the Center for Computer-Assisted Legal Instruction (CALI), President of the Southeastern Chapter of the American Association of Law Libraries, and Chair of the Editorial Board for AALL Spectrum – the professional magazine for members of the American Association of Law Libraries. She has also served as vice chair/chair-elect of the Society of Academic Law Library Directors, and as chair of the Computing Services Special Interest Section of the American Association of Law Libraries. Throughout her career, Niedringhaus has taught first-year legal research and Advanced Legal Research. She previously served as associate librarian at Georgia State Law in the early 2000s.

The Associate Director for Public Services oversees public services activities including Circulation and Reference services, interlibrary loan, stacks maintenance, and facilities management. Margaret Butler joined the College of Law in 2010 as the Associate Director for Public Services. Prof. Butler has a B.A. and J.D. from the University of Oregon, an M.L.S. from Queens College, and an M.S. (Education) from Brooklyn College. Prior to coming to GSU, Butler worked as an international law reference librarian and professor of legal research at New York Law School. Butler teaches Research Methods in Law to both first year and LLM students and Advanced Legal Research. Butler is well-regarded in the profession, serving on several professional association committees, including as Chair of the Section on Social Responsibilities of the American Association of Law Libraries.

Professional credentials of the faculty

Presently, 54 of 56 full-time librarians hold an ALA-accredited master's in library science or its equivalent. The remaining two librarians have Master’s degrees appropriate to their respective positions, and both are in the process of further enhancing their qualifications, one seeking the M.L.I.S. and the other finalizing a Ph.D.

In addition to the library degree, nearly half of the librarians have additional degrees that provide the knowledge to support research in the disciplines. For example, a librarian with a Ph.D. in history supports history research, a librarian with a J.D. supports copyright and publishing on campus, and librarians with Master's and Ph.D. degrees in the social sciences provide research data services. Altogether, twenty-one librarians hold an additional master's degree, three possess a Ph.D., and six in the Law Library and one in the University Library hold a J.D. degree. These library faculty members have an average of 15 years of professional experience, with an average of 9.9 years as librarians at Georgia State. The academic and experience credentials of those library faculty are provided in the supporting documentation[1]. That roster also includes the current job title of each professional librarian.
When gaps develop in campus needs and librarian expertise, hiring decisions focus on those needs rather than simply filling behind a departed librarian with a new hire with the same expertise. As a result of strategic planning, the University Library is creating new positions that address emerging needs of the university. New or reworked positions resulting from this process have included:

- **Assistant Director of Development** (staff position filled spring 2018) – To support the Community Engagement goals of the strategic plan and increase the Library’s development success, the Library seeks to hire a professional to manage donor stewardship.

- **Digital Preservation Archivist** (filled fall 2017) – Emerging from the work of the Content Task Force, this position fills a skills gap in the Special Collections & Archives team. With an expanding digitization portfolio and the need to capture born-digital documents, this position will ensure the Library follows best practices in the management of digital information of enduring value.

- **Digital Scholarship Librarian** (filled fall 2016) – Identified as a need before formal strategic planning was completed, this position provides an opportunity for the Library to play a leadership role on campus in the diffusion of emerging forms of scholarship.

- **Health Informationist** (search in process, spring 2018) – A vacancy in a science-oriented subject librarian position provided the opportunity to support the emerging effort to better coordinate the many programs on campus in the field of health.

- **Library Technology Projects Manager** (filled fall 2017) – This leadership position was reworked and renamed to target the skills most needed within the Digital Library Services department. The Library seeks a professional who is effective at project management.

- **Quantitative Data Specialist for the Social Sciences** (filled spring 2018) – A vacant, data-oriented position provided the opportunity to address goals emerging from the Research Life Cycle Task Force. With existing strengths in qualitative research and GIS, the Research Data Services team hopes to round out its expertise and meet a clear campus need for training in the area of quantitative research tools.

- **Student Success Librarian** (filled fall 2017) – Emerging from the work of the Library Instruction Outcomes and Assessment Working Group and the Student Success Task Force, this position is designed to bring greater coherence and impact to the library instruction program, especially in the first two years of associate and bachelor degree programs.

Additionally, the University Library revised the responsibilities of existing team members to advance their careers and address issues raised in the strategic planning process:

- **Collection Development Librarian** – This position will help consolidate some of the collection development duties traditionally part of the subject librarians’ responsibilities in order to free their time for creative new approaches to the liaison role.

- **Online Learning Librarian** – Based on a recommendation from the Student Success Task Force, the portfolio of one subject librarian was modified to provide expertise in the implementation and use of technology in the delivery of library instruction.

- **Research Data Services Team Leader** – A library faculty member expanded her duties to provide leadership and coordination, bringing together a team to meet identified campus needs in the area of quantitative and qualitative research and visualization tools.

Examples of the job descriptions[2] of faculty from across the organization reflect the qualifications required for the diverse responsibilities of the library faculty. GSU’s professional librarians are well qualified.

**Library Support Staff Qualifications**

The University Library employs 77 support staff (65 FTE) and 32 FTE student assistants and the Law Library employs 7.5 FTE support staff and 4.2 FTE student assistants. Front-line customer service staff who check out books, assist with technology, and provide basic reference assistance are essential to library functions. Para-professional staff in the Perimeter libraries provide more in-depth reference assistance to two-year students. Staff in Digital Library Services work as programmers, developing
applications for library patron use and provide systems support for library computing. In technical services, staff process materials orders and payments, catalog books, assist with licensing electronic databases and journal subscriptions, and manage interlibrary loan. Nonprofessional staff support the work of the Law Library in both public and technical services. Throughout the libraries, staff provide administrative support. Professional staff manage human resources, budget, and operations.

All applicants for permanent library staff positions are screened by the GSU human resources office to ensure that all candidates meet established criteria for their USG job titles. Therefore, all employees possess appropriate academic and experiential qualifications. Library support staff have an average of more than fourteen years of relevant experience, with an average of more than nine years of consecutive service in the university’s libraries, as documented, along with their job titles, in the staff roster provided in supporting documentation[1]. Twenty-six support staff have master’s degrees, and 67 have bachelor’s degrees. The support staff is well-qualified for their positions.

Opportunities for Professional Development of the Librarians and Support Staff

University Library

Library faculty and staff receive funding to attend professional conferences and other professional development relevant to their areas of expertise. For example, library faculty attend conferences sponsored by the American Library Association, EDUCAUSE, Art Libraries Society of North America (ARLIS), and IASSIST ((International Association for Social Science Information Services and Technology). Staff attend the Access Services Conference, the Georgia Libraries conference, and development events like Code4Lib. Twice a year, the library holds a sharing event, where employees who went to conferences share highlights of interest to the organization.

The University Library distributes professional development allocations from the library’s budget, based on a formula, to department heads. Additional funds are managed centrally in support of library priorities. The University Library also has two endowments, established by retired librarians, that support professional development. One endowment is specifically for faculty development and the other for staff. The latter fund has provided support to ten staff working on library Master’s degrees. Of these ten, at least eight have completed their degrees and at least seven have moved into professional positions (one at GSU).

The library collects and posts information about webinars and campus training events on a central calendar, and library faculty and staff are encouraged to attend. These postings include numerous development opportunities provided by ASERL, CRL, SPARC, and other organizations to which the library belongs.

Law Library

All librarians and staff have a variety of professional development opportunities supported by the Law Library. Some of these include online training; state, regional, and national conferences; and memberships in professional organizations. Law Library faculty attend and present at conferences such as the American Association of Law Libraries (AALL), CALI, the Southeastern Chapter of AALL, the American Association of Law Schools, the Southeastern Association of Law Schools, and the Atlanta Law Libraries Association. Staff attend the Access Services Conference, the Georgia Libraries conference, and other in-person training events. Additional training and professional development is provided to library faculty and staff through webinars, online training, and memberships in professional organizations.

Adequacy of Library Staffing

Regular personnel reviews
New employees undergo an evaluation before moving from probationary to permanent status. As mandated by the University System of Georgia Board of Regents, all library faculty and staff undergo an annual evaluation. This provides an opportunity to review performance, provide feedback for ongoing development, set goals for the coming year, and address any deficiencies. Additionally, library faculty are evaluated by their peers in structured reviews every three years. The purpose of this review is to evaluate performance against standards for the faculty rank and measure progress toward promotion. All librarians who are hired into the entry rank are required to successfully complete an application for promotion after four years. Those who are unsuccessful in this promotion process receive a terminal contract, allowing for a graceful departure while also allowing the organization to seek a replacement professional who meets the standards of the Library’s faculty.

The University Library’s Associate Deans and the Dean are additionally evaluated through an administrative review process every three years. The associate dean process is internal to the library. The dean’s triennial review is a process managed by the University Senate. These reviews provide for the ongoing development of the senior leadership of the library.

Law Library faculty are also evaluated as College of Law faculty on an annual basis. Law Library faculty promotion, with the exception of the Associate Dean, is governed by the College of Law’s Promotion and Reappointment of Law Librarians document. Law Library are provided a structured review in their second year of employment and every five years, or earlier if requested, to evaluate their progress toward promotion. Law Library faculty who enter at the lowest rank may apply for promotion between 2 and 5 years from hire. If promotion is not received after 5 years, a one-year terminal contract is granted.

The Associate Dean’s promotion and reappointment are governed by the College of Law’s Promotion and Reappointment for Clinical Faculty document. The Associate Dean has security of position through a five-year, presumptively renewable, contract as required by the American Bar Association Standards for Accreditation. In 2017-2018 the Associate Dean was reviewed for reappointment and promotion. Reappointment and promotion to Full Professor were recommended by the College of Law faculty and Dean.

Feedback from library users

The University Library provides mechanisms for ongoing communication with its users. A Student Library Advisory Committee provides regular feedback from the student perspective and a Senate Library Committee provides a forum for faculty feedback.

The library conducts various surveys and focus groups with faculty and students. On the most recent survey, a spring 2018 student survey[3], students rated overall satisfaction with the University Library with an average rating of 5.1 on a six-point scale, with 6 being high/very satisfied. Students indicated that they were generally satisfied with services provided by librarians.

Subject-specialist (Atlanta[4] and Law) and reference (Perimeter) librarians are assigned to each academic department to provide support for the academic programs offered at the university and a ready mechanism for two-way communication between librarians and faculty in the departments. Recently, the dean has accompanied subject specialists on visits to some departments. While initially intended to get input from faculty on the University Library’s facility master plan, these meetings have also provided an opportunity for faculty to pose questions and concerns, and for the library to provide information. Feedback from department chairs and faculty has been very favorable, so we plan to build on this model.

The law library offers a variety of student and faculty programming that support the mission of the College of Law. These include an optional legal research certificate program, specially trained graduate research assistants supervised by the Coordinator of Faculty Services Librarian, legal research lectures tailored to doctrinal classes, student-run journal support, faculty Lunch and Learn series on a variety of research topics, and a Personal Librarian program that assigns each incoming student a librarian liaison.
As members of the law faculty, the law librarians have a great deal of interaction with their colleagues and many opportunities to hear directly from the faculty what the law library can do to support their research and teaching needs. The Associate Dean also meets regularly with the Dean and the college’s leadership team, these meetings allow frequent discussion for how the library can support the college, our students, and faculty. The library also utilizes student and faculty surveys as well as a Student Advisory Board to stay informed about student and faculty needs.

Finally, as detailed in Section 11.1, the University Library participates in numerous successful disciplinary accreditation processes, providing further evidence of the adequacy of professional librarian and support staffing.

### Evidence

1. [Library_Employees](#)
2. [Faculty_Position_Descriptions](#)
3. [Survey_Highlights](#)
4. [Librarian_Departments](#)

#### 11.3

The institution provides (a.) student and faculty access and user privileges to its library services and (b.) access to regular and timely instruction in the use of the library and other learning/information resources. *(Library and learning/information access)*

**Compliance Status:** Compliant

**Narrative**

Georgia State University (GSU) is in full compliance with this standard. Physical access to GSU’s libraries is provided for over 100 hours per week at the downtown campus libraries, extending to 2:00 AM on most days for the University Library. Libraries at off-campus suburban locations are open from 53 to 79 hours per week, depending on usage statistics. Online library resources are available 24/7. Instruction in the use of the library and related learning/information resources is provided in many different formats and modes, including traditional face-to-face as well as online instruction and video tutorials.

**Access and User Privileges**

Students and faculty have access to the various resources and services described in 11.1. Hours of operation of library facilities, listed below, are based on usage data. Online resources are generally available 24/7. Some services, such as face-to-face appointments and other forms of synchronous support (email and chat reference, for example) are available during regular business hours or by appointment.

**Library Hours**

Library hours at each facility reflect the needs of the students using that facility. Students have expressed some interest in 24-hour access to the downtown library. While the data have not supported expanding hours to that extent, the Atlanta library did expand hours to stay open until 2 a.m. five nights per week, and a space designed for monitored 24-hour use is included in future planning (more information on the library’s recently completed master plan is below). As a result of efficiencies achieved through consolidation, each of the Perimeter College library facilities expanded hours in August 2017, remaining open later on weeknights and/or adding weekend hours. The Law Library extends hours until midnight during reading and exam periods.

<table>
<thead>
<tr>
<th>Facility</th>
<th>Hours</th>
<th>Hours/Week</th>
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University Library

<table>
<thead>
<tr>
<th>Location</th>
<th>Open Hours</th>
<th>Duration</th>
</tr>
</thead>
</table>
| Atlanta  | Sun., 12 p.m. – 2 a.m.  
Mon. – Thurs. 7 a.m. – 2 a.m.  
Fri., 7 a.m. – 6 p.m.  
Sat, 12 p.m. – 6 p.m. | 107.00 |
| Alpharetta | Mon. – Thurs., 8 a.m. – 7 p.m.  
Fri., 8 a.m. – 5:15 p.m. | 53.25 |
| Clarkston | Sun., 12 p.m. – 6 p.m.  
Mon. – Thurs. 7:45 a.m. – 10 p.m.  
Fri., 7:45 a.m. – 5:15 p.m.  
Sat, 10 a.m. – 4 p.m. | 78.50 |
| Decatur | Mon. – Thurs. 7:45 a.m. – 9 p.m.  
Fri., 7:45 a.m. – 5:15 p.m.  
Sat, 10 a.m. – 4 p.m. | 68.50 |
| Dunwoody | Sun., 12 p.m. – 6 p.m.  
Mon. – Thurs. 7:45 a.m. – 10 p.m.  
Fri., 7:45 a.m. – 5:15 p.m.  
Sat, 10 a.m. – 4 p.m. | 78.50 |
| Newton | Mon. – Thurs., 8 a.m. – 7 p.m.  
Fri., 8 a.m. – 5:15 p.m. | 53.25 |

Law Library

<table>
<thead>
<tr>
<th>Location</th>
<th>Open Hours</th>
<th>Duration</th>
</tr>
</thead>
</table>
| Law | Sun., 10 p.m. – 11 p.m.  
Mon. – Thurs. 7 a.m. – 11 p.m.  
Fri., 7 a.m. – 9 p.m.  
Sat, 9 a.m. – 9 p.m. | 103.00 |

Regular and Timely Instruction

University Library

The main Atlanta campus library employs qualified subject specialist librarians[1] who provide regular instruction and training to all majors, programs, and colleges from the undergraduate through the graduate level in the use of technology, collections, and other resources that support student learning. At the five Perimeter College campus locations, trained librarians are engaged primarily with the instruction needs of first and second year students, with a focus on the basic skills needed in order for them to be successful in their progression towards the associate and ultimately baccalaureate degree. In addition, the University Library provides advanced research assistance and training in the growing area of Research Data Services and Support[2].

At the first and second year, librarians are available to provide basic skills in library research[3]. Beyond the basic level, instructors are encouraged to contact their subject librarian for more customized instruction. Library instruction[4] may consist of one-time instruction, a librarian embedded within a course, online instruction, asynchronous instruction or consultation on a specific assignment. For students who cannot attend an instruction session in person, video tutorials[5] are available 24 hours a day, providing the basics of searching the library catalog, using the library web site, locating a book, and citing sources appropriately.

Archivists in Special Collections & Archives are actively engaged with their subject librarian colleagues and with faculty across campus. The archivists collaborate to integrate special collection materials into the classroom experience in a variety of ways. They collaborate with the subject librarians and directly with faculty to provide dynamic classes that focus on the unique manuscript, print, and audio-visual collections housed in the Library and those materials that have been digitized. The archivists also work one-on-one with undergraduate and graduate students, faculty, and visiting researchers, providing consultations to direct users to appropriate resources in the collection.
The library offers regular workshops[6] and specialized training on a variety of topics such as scholarly impact, using library databases, research methods, quantitative and qualitative data analytics, data visualization, GIS, copyright and publishing, and software applications.

In order to aid in instruction, all six University Library locations effectively employ the Springshare suite of services. Subject librarians have prepared research guides (LibGuides) specifically for common classes where students need basic library skill instruction, such as GSU 1010[7]. In order to support advanced research beyond the first year, subject librarians provide research guides[8] for every discipline on campus.

For assessment of instruction, the main campus library and five Perimeter locations utilize surveys embedded in LibGuides. This is done in both formal, standardized ways through the LibWizard app as part of the Springshare platform, as well as in ad hoc, individual ways where librarians gather customized feedback in order to improve their teaching and the content of instruction sections.

In order to gauge the effectiveness of library instruction and continually make enhancements, librarians at the main campus and five Perimeter locations rely on several assessment methods. Librarians employ standardized assessments of instruction developed in-house, such as the survey[9] used by all instruction librarians. Librarians at the Perimeter locations frequently use peer observations of instruction to assess each other's performance in the area of teaching. Additionally, librarians also use ad hoc, individual methods to gather customized feedback, as well, to improve their teaching and the content of instruction sections. Some examples of assessments of instruction include:

- “What is an Empirical Article?[10]” with a quiz at the end

Librarians also use the LibWizard tool to create various forms and embed them in the library website or instruction guides (LibGuides). A librarian can build a tutorial, like the Psychology Online Research Tutorial[12], in LibWizard and embed a quiz to gauge student learning. Alternatively, the librarian can distribute a quiz after instruction by sharing the link on a student handout or sending the link to an instructor. The goal is to find a simple way to document student learning in library instruction.

The Research Data Services (RDS) Team uses a form[13] developed in the Qualtrics application for assessing its workshops on data analytics, GIS, data visualization, qualitative data, etc. RDS compiled an assessment report[14] for their first year.

The library employs an Assessment and User Experience Librarian, who is a resource on all assessment of instruction within the Library. As part of its strategic planning process in 2016-2017, the library identified two additional professional librarian positions needed in order for the library to be even more successful in providing instruction in the use of the library and learning/information resources to a growing student body at six library locations. A new Online Learning Librarian was appointed in July 2017, and we conducted a successful national search for a Student Success Librarian, who was hired in September 2017.

**Law Library**

The Law Library uses a Personal Librarian approach[15] to connecting law students with library assistance. Incoming first year (1L) students are assigned a librarian who is not their Research Methods in Law professor. Librarians periodically email their assigned students with announcements about library services such as training sessions and tips for studying and research. Law Librarians teach the required Research Methods in Law course for first-year students. Several librarians also teach advanced research seminars: Advanced Legal Research; International & Foreign Legal Research; and Georgia Legal Research. The librarians also teach Research Methods in Law for students in the L.L.M. Program for Foreign-Trained Lawyers.

The librarians also provide specialized, in-class instruction in the use of legal materials for any seminar or course. This can be particularly helpful in courses where students are required to write a paper.
In-class instruction in legal research helps students conduct their legal research more efficiently and effectively. The Law Library also offers the Applied Legal Experience, Research, & Technology (ALERT [16]) Program. It is a non-credit program that provides students with additional opportunities outside the College of Law’s curriculum to learn advanced legal research and technology skills. Students may earn levels of completion depending on the number of topics successfully completed. The ALERT program allows students to demonstrate to potential employers that they have obtained practice ready skills.

Like the University Library, the Law Library employs the Springshare suite of services extensively, including the creation of individual and general online help guides (LibGuides[17]) catered to individual courses or areas of study.

Evidence

[1] Subject_Librarians_by_Area_of_Coverage
[2] Data_Services_and_Support
[3] Information_Skills
[4] Library_Instruction
[6] Library_Workshops
[8] Research_Guides_by_Subject
[9] Qualtrics_Instruction_Evaluation
[10] Empirical_Article_Quiz
[12] Psychology_Online_Research_Tutorial_PT1_Quiz
[13] RDS_Workshop_Evaluation_Form
[15] Law_Personal_Librarians
[16] Law_ALERT_Program
[17] Law_Research_Guides
Section 12 Academic and Student Support Services

12.1 The institution provides appropriate academic and student support programs, services, and activities consistent with its mission. *(Student support services)*[CR Off-Site/On-Site Review]

**Compliance Status:** Compliant

**Narrative**

Georgia State University (GSU) is in compliance with this core requirement. The university provides a comprehensive and commonly available set of academic and student support programs, services and activities consistent with the nature of the institution and its educational mission and strategic goals. But most importantly, many of GSU’s academic and student support services have been supplemented and/or re-engineered over the past half dozen years to provide and create exceptionally innovative and model initiatives for promoting and achieving major gains in student success as measured by increased student retention, progression, and graduation rates, especially at the undergraduate level. What makes these support services particularly noteworthy is that students who would typically be considered high-risk and not likely to succeed are in fact succeeding at GSU at remarkably high levels. That fact attests to both the appropriateness and adequacy of GSU’s academic and student support programs, services and activities as well as their institutional effectiveness.

**An Exceptionally Diverse Student Body**

The Georgia State University (GSU) community is characterized and strengthened by its diversity. The student body reflects the makeup of the state and anticipates the increasing diversity of our nation as a whole. Situated in one of the most diverse metropolitan areas in the nation, GSU now enrolls an undergraduate student body that is 70% non-white and 58% Pell eligible. GSU takes as a matter of course that all of its 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 GSU has continued to provide access to nontraditional students, over the past decade, GSU also has attracted many of the state’s most talented traditional undergraduates, as well. It’s baccalaureate, graduate, and first professional program in law are very selective. Through an array of supportive and appropriate academic and student success programs that have been scaled to impact tens of thousands of students every year, GSU has been successful in educating a multifaceted student body and producing alumni, who have excelled and led in all areas of endeavor at local, state, national and international levels.

GSU enrolls more African American, Hispanic, Asian American, first-generation, and Pell students than any college or university in Georgia. The university set new records for the number of bachelor-degree-seeking students enrolled in every one of these categories in 2016-17. GSU enrolled 63,200 unique students this past year. This included 51,000 students during the fall 2016 semester, including 18,515 students pursuing associate degrees on our five Perimeter College instructional sites. This means that approximately one out of every six students in the entire USG this past year was enrolled at GSU. This number includes 25,400 Pell students. (As a comparison, the entire Ivy League last year enrolled 9,800 Pell students.) According to *The Chronicle of Higher Education* (August 2017), GSU now ranks first among all national universities for the percent of Pell students that it enrolls. The university enrolls more than 21,000 African Americans per semester (25% of the University System of Georgia’s (USG) total enrollment of African American students) and 5,200 Hispanic students (21% of the USG total). According to *U.S. News and World Report*, GSU is one of only two national universities to rank in the Top 15 in the nation for both its racial/ethnic diversity and for the number of low-income students enrolled. GSU’s exceptional historical diversity is evidenced by the fact that the institutional consolidation in January 2016 of Georgia Perimeter College (GPC), an access-oriented largely Level I institution, with GSU, a selective and comprehensive Level VI doctoral research university, had no significant impact on the racial, ethnic and economic diversity of the GSU student body.
Institutional Mission and Strategic Goals

As indicated in the following mission statement of Georgia State University, “transforming the lives of students and providing education and exceptional support for students from all backgrounds” is the driving force behind the academic and student support programs at GSU:

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, 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.

This mission statement was last revised in 2015 as part of the planning process to consolidate GPC with GSU. In that consolidation process, GSU’s governing board designated GSU as having a blended functional mission in BOR Policy 2.10. In that blended mission, the BOR identified GSU’s primary function in downtown Atlanta as one of four selective research universities in the USG. It added a secondary function for GSU as an access-oriented associate-level state college, operating in that capacity through the five suburban campuses of GSU’s Perimeter College. Hence, there are two undergraduate catalogs, one for the associate degree programs offered by GSU through its Perimeter College campuses, and one for its baccalaureate degree programs offered through GSU’s other colleges based on the main campus in downtown Atlanta. Once GSU’s Perimeter College students complete their associate degree programs or demonstrate sufficient academic success, they can petition to transition into GSU’s baccalaureate degree programs.

However, well before institutional consolidation became an objective, GSU was committed to having its diverse urban/metropolitan student body excel academically. A foundational principle guiding GSU’s efforts has been a pledge to improve student outcomes through inclusion rather exclusion. In the 2011 Georgia State University Strategic Plan, the University committed itself to improving graduation rates significantly by pledging to increase the number of underrepresented, first-generation, and Pell students enrolled and to serve them better. GSU committed to achieving improved outcomes for such students while enrolled at GSU and in their lives and careers after graduation.

That central goal which GSU set for its undergraduate success efforts is ambitious, but the words were chosen carefully: GSU would “become a national model for undergraduate education by demonstrating that students from all backgrounds can achieve academic and career success at high rates.” One of the reasons the Board of Regents elected to consolidate GPC with GSU was that GSU was the top transfer destination for GPC students and graduates. Another key reason was that the governing board hoped that the successes GSU was having in advancing student success for a diverse student body could be duplicated and expanded on the former GPC campuses.

That is in fact occurring. Georgia State University provides support services that are appropriate, customized and personalized to the needs of students, whether enrolled in the Honors College or at one of the Perimeter College access campuses. Aided by these programs, Georgia State has raised its graduation rate by 22 points, one of the largest increases in the country.

GSU offers an array of support services at the undergraduate and graduate levels as appropriate for an institution with a blended function. These services include academic and student support services
provided to undergraduate students who are both high-achieving and academically under-served. Academic and student support services are offered at all off-campus locations as well as online.

**Organizational Description of Academic and Student Support Services**

1. **Enrollment Management and Student Success [2]**

The mission of The Division of Enrollment Management and Student Success at Georgia State University is to guide and to support undergraduate students throughout their college experience from pre-admission through graduation. Over the past decade, GSU has worked to bring together into a single division a range of student-support offices that previously were scattered across the institution and that reported to multiple senior administrators. The goal has been to provide coordinated student-support to students as they apply, matriculate, persist and graduate from GSU. The principle guiding the new organizational structure is that, rather than waiting for students to self-diagnose their own problems and figure out the steps to remediate them, the university should take responsibility for identifying when students are going off path and should intervene proactively. Now under the direction of the Senior Vice President for Enrollment Management and Student Success, the restructured division has leveraged new technologies and initiated systematic, data-based outreach to greatly increased the impact of GSU’s student-support programs when measured both by the number of student contacts and their effectiveness.

The division of Enrollment Management and Student Success consists of more than 700 full-time employees across all GSU instructional sites. It includes the following offices:

- **The Office of Undergraduate Admissions[3]** facilitates a student’s smooth entry into the University and is directed by the Associate Vice President for Undergraduate Admissions. The AVP for Undergraduate Admissions also oversees the recruitment, credentialing, and enrollment of international students through the Office of International Student and Scholar Services.

- **The Registrar’s Office[4]** maintains a students' academic records, supplies transcripts, and provides other services, both while at Georgia State and in the years beyond graduation. The office is overseen by the University Registrar. Operated by the Registrar's Office, the **The Enrollment Services Center [2]** assists students in registering for the classes that they need and applying for financial support to pay for their education. As demonstrated on this webpage[5], the registrar provides services on every campus including on-line.

- **The Office of Student Financial Services[6]** is directed by the Associate Vice President for Student Financial Services and includes three offices: the Office of Financial Aid, the Office of Student Accounts, and the Student Financial Management Center.
  - The Office of Financial Aid ensures that student aid is awarded in a timely and appropriate fashion.
  - The Office of Student Accounts bills and collects funds from students for monies owed to the university and manages student payments, payment plans, and third-party payments.
  - The **Student Financial Management Center[7]** is the student facing side of the Offices of Financial Aid and Student Accounts. Staff interact with students in person and via phone email and text to explain financial issues, assist in the completion of financial forms, and support students' financial wellness. Through the use of a data-based early alert system and campus and community outreach programs, center personnel work to reduce the debt students incur in college, proactively identify students who might have trouble paying their educational and living expenses, and provide quality financial literacy training for tens of thousands of students and community members.

- **The Office of Student Success** is responsible for the academic support of students from
pre-enrollment to graduation. Under the direction of the Associate Vice President for Student Success, the unit includes the following:

- **The University Advising Center**[8] (UAC) houses more than 70 fulltime professional academic advisors at the Atlanta instructional site and 50 at Perimeter College. Advisors represent every undergraduate academic field offered at GSU, are trained in coordinated fashion, use a common tracking and note-keeping platform, track every GSU undergraduate every night for more than 800 data-based alerts, and proactively reach out to students when alerts are triggered.

- **The First-Year Program Office** supports freshman learning communities[9], meta-major programming, academic coaching, the early alert program, and the first-year book program.[10]

- **Learning and Tutoring Centers**[11] provide group-based and individual academic support to students at all GSU instructional sites in mathematics, reading, writing, science, and more.

- **The Scholarship Resource Center**[12] counsels students about and connects them to scholarship opportunities both internal and external to the institution.

- **Office of Educational Opportunity (OEO) and TRIO Programs**[13] provides access, outreach and support to a wide-range of individuals from diverse backgrounds facing a range of challenges to academic success.

- **University Career Services**[14] offers career support to all GSU students from freshmen to alumni, as well as access to internships for current students. Under the direction of the Director of University Career Services, it helps students document their curricular and extra-curricular learning throughout their academic studies, develop appropriate means of representing competencies on paper and in person, and connects students to employers and other opportunities.

All of the units in Enrollment Services are supervised by and report to the Office of the Senior Vice President for Student Success.[15] The heads of each of these offices meet on a weekly basis with the Senior Vice President to discuss and respond to real-time trends in the admissions, enrollment, and student success data.

2. **Division of Student Affairs**

The Division of Student Affairs works in partnership with the GSU faculty and other administrators to create a learning centered culture that encourages student development and growth. Each year, the division works to identify goals to further this partnership as well as to address the goals outlined in the university strategic plan.

The office of the Vice President for Student Affairs provides leadership for the Division of Student Affairs in the management of fiscal ($41.5M) and human resources (288 staff and over 700 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 Vice President also maintains close working relationships with the Provost and other administrative units. 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 Division of Student Affairs provides innovative
programs, quality services, and sustainable environments that support student development, student progression, cultural competence, and diversity at GSU.

The Division of Student Affairs is led by the VP for Student Affairs who reports to the Provost.[16]

**Appropriate academic and student support consistent with the GSU mission**

**The Enrollment Management Group (EMG)**

The Enrollment Management Group (EMG) provides strategic leadership and coordination of the university’s admissions, enrollment and student-success efforts. The EMG serves as a venue for the dissemination and discussion of information about enrollment trends and the development of new approaches and strategies. Chaired by the Senior Vice President for Student Success, the EMG serves as a subcommittee of the Admissions and Standards Committee of the University Senate and consists of more than forty faculty, staff and students representing critical administrative and academic offices from across the university.

The EMG holds collaborative meetings where the most current data is presented to the team of decision-makers and practitioners from academic support and student affairs to ensure the appropriate services are being delivered in a timely and coordinated fashion.

Attached are minutes, agendas and handouts from recent EMG meetings. (February 14, 2017[17]; July 11, 2017[18]; April 10, 2018[19])

**Academic Support Services in the Division of Enrollment Management and Student Success**

The Division of Enrollment Management and Student Success implements and expands proven academic support initiatives to all campuses to support the retention, progression and graduation of Georgia State University’s students. To effectively implement these initiatives across multiple campuses, University academic support offices are unified under one administrative unit reporting to the Senior Vice President for Student Success. The Senior Vice President reports directly to the President.

This structure helps to coordinate and empower important adaptations to assist in appropriately serving our diverse student profile 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;
- Coordinated communication which leverages the latest technologies (an A.I.-enhanced chatbot) and most powerful platforms (Salesforce) to deliver personalized, timely messages directly to students.
- Common tools and training including a platform that enables the use of predictive analytics to monitor all students daily for more than 800 risk factors and to target individualized interventions to facilitate academic progress and to 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.

Student success work at GSU supports the retention, progression and graduation of students pursuing degrees at GSU. 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.
A more detailed report on the use of data and the high-impact practices that are underway at GSU can be found in the Complete College Georgia reports produced annually since 2015 (2015[20], 2016[21], 2017[22]). A few highlights from the reports are provided below as evidence of appropriateness.

**Academic Advising**

Central to GSU's efforts over the past six years to provide better academic support to students are significant changes made to academic advising. In order to better coordinate advising to benefit students, in 2012 academic advisement on all campuses was unified under one administrative unit reporting to the Senior Vice President for Student Success. That same year, GSU established the University Advising Center (UAC) - with professional advisors representing all undergraduate programs at GSU - and began using technology to provide its students the personalized attention that is often only available at much smaller and more expensive schools. GSU's cutting-edge Graduate and Progression Success system (GPS) tracks students' decisions and academic performance and is updated on a daily basis. It uses 12 years of GSU student data and nearly 3 million historical grades to create predictive analytics for how each student will fare in any degree program and in most courses that GSU offers. At the first sign of trouble, advisors are alerted by the system and intervene proactively to connect students with university resources and to provide them with the information that they need to make adjustments in order to stay on path with timely graduation. Every GSU undergraduate student is assigned to a professional academic advisor who is responsible for monitoring the student's academic progress on a daily basis.

There are more than 800 separate indicators of problematic academic behaviors that can put a student at risk. Factors include students who have registered for the wrong courses and students who are struggling academically in the first week of a semester. The system also alerts advisors to students who have underperformed in prerequisite courses, putting them at risk of failure in next-level academic offerings. The system 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.

In summer 2016, staff training began on how to effectively advise and integrate the GPS platform at Perimeter College. In 2017, ten years of historical grades and progression information from Perimeter College were fully integrated into this system in order to support Perimeter undergraduates and enable GSU to build a better bridge between associate and baccalaureate academic pathways for students.

Informed by the NACADA benchmark of 300 students to each professional advisor, GSU has hired 80 additional academic advisors since 2012—fifty at the Atlanta instructional site and 30 at Perimeter College—to bring student-advisors ratios from more than 1,000 to 1 in some colleges to approximately 320 to 1 today. This ratio provides an advisor with a manageable workload consistent with the number of alerts emanating from the GPS Advising platform. During the 2017-18 academic year, advisors at the Atlanta instructional site had more than 52,000 in person meetings with students and those at Perimeter College had an additional 42,500 meetings. Many of these meetings were prompted by alerts coming out of the GPS Advising system, and they addressed issues that would have gone undiagnosed prior to the GPS program’s implementation.

Since the 2012 launch of the new advising system at the Atlanta instruction site, baccalaureate graduation rates have improved by 6 percentage points. In addition, the average number of credit hours taken by GSU students to complete their baccalaureate degrees has declined from 140.4 hours to 134.5 credit hours (while graduation requirements have remained constant). Using current tuition costs, this reduction in time (and wasted credit hours) to degree represents a savings of $18 million in tuition and fees for the graduating class of 2018 when compared with the graduating class before the launch of the program. There is strong evidence of the role of academic advising in this reduction. For instance, during the spring 18 semester, GSU students who met with advisors in the UAC attempted on average 12.16 credit hours; those who did not attempted 10.19 credit hours. The university now awards 1,700 more baccalaureate degrees annually than it did in 2011, and the number of degrees awarded to Pell students has doubled.
**Academic Support Program Descriptions**

In the following section, the nature and impact of a series of GSU’s academic support programs will be outlined to illustrate the scale, scope and appropriateness of the academic supports that GSU provides for students.

1. **GPS Advising**

<table>
<thead>
<tr>
<th>High-impact strategy</th>
<th>Use predictive analytics and a system of more than 800 alerts to track all undergraduates daily, to identify at-risk behaviors, and to have advisors respond to alerts by intervening in a timely fashion to get students back on track.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summary of Activities and Lessons Learned</td>
<td>System went fully live in August 2012. This past academic year, the system generated more than 52,000 individual meetings between advisors and students to discuss specific alerts—all aimed at getting the student back on path to graduation. Since Georgia State went live with GPS Advising, freshmen fall-to-spring retention rates have increased by 5 percentage points and graduating seniors are taking fewer excess courses in completing their degrees.</td>
</tr>
</tbody>
</table>

In 2016, Georgia State University consolidated with Georgia Perimeter College. EDUCAUSE, with the support of the Bill & Melinda Gates Foundation and the Leona M. and Harry B. Helmsley Charitable Trust (the Helmsley Trust) and in partnership with Achieving the Dream (ATD), has awarded Georgia State University a grant to facilitate our efforts to deploy our technology solution and adapt our advising strategy in order to increase graduation rates for the 20,000 students seeking associate degrees at Perimeter College. In addition to providing much needed support to students seeking associate degrees, the extension of our GPS to encompass the entirety of the new consolidated university provides us with the opportunity to better understand and support transfer pathways between two- and four- year institutions. The GPS platform launched at Perimeter in 2016-17 and the university hired an additional 30 Perimeter academic advisors in support. Early data show that GPS is equally effective in improving outcomes for associate and bachelors’ students. In each context, 90% of the upfront costs have been for personnel not technology.

| Baseline Status | • Six Year Graduation Rate at Launch: 48% Bachelor level (2011) 6% Associate level (2014)  
| Interim Measures of Progress | The numbers we are achieving via the programs are exceptionally strong. We have been tracking the use of the system and gathering interim metrics such as  
• Credit hours at the time of graduation (which have declined by an average of 8 credit hours per graduating student since 2011)  
• Percent of students in majors that fit their academic abilities (up by 13 points)  
• Progression rates have increased by 16 points (from 47% to 63%)  
  • Decline in changes of major in the sophomore, junior and senior years (down by 32%) |
| Measures of Success | • Bachelor’s degree six-year graduation rates are up 6 percentage points and associate degree three-year rates are up 5 percentage points since their respective launches (2012, 2016)  
• Bachelor’s degree conferrals up 22% and Associate degree conferrals up 17% since launches  
• Wasted credit hours have declined by 8 credit hours per graduating student while average time to degree is down by half a semester, saving students roughly $15 million a year.  
• All achievement gaps based on race, ethnicity and income have been eliminated |
Boston Consulting Group has determined a positive ROI for the initiative.

Primary Contacts
- Dr. Timothy Renick (Senior Vice President for Student Success),
- Dr. Allison Calhoun-Brown (Associate Vice President for Student Success)
- Carol Cohen (Director of the University Advisement Center)

2. Summer Success Academy

High-impact strategy
Use predictive analytics to identify admitted students for the fall freshman class who are academically at-risk and require that these students attend a seven-week summer session before fall classes.

Summary of Activities and Lessons Learned
Program was initiated in 2012 as an alternate to deferring weaker freshmen admits to the Spring semester. Students enroll in 7 credits of college-level (non-remedial) courses and are given the support of all of GSU’s tutoring, advising, financial literacy, and academic skills programs at their disposal. All students are in freshmen learning committees.

This year’s cohort was the largest ever, with 350 students enrolled at the Atlanta instructional site and another 120 at Perimeter College. The most recent Atlanta cohort was retained at a rate of 94%. This compares to an 88% retention rate for reminder of the freshmen class who were, on paper, The Perimeter cohort—the programs first—were retained fall to spring at a rate 4 percentage-points better than Perimeter students overall and posted a first-year GPA of 2.76 compared to an overall Perimeter number of 2.2. It is important to note that Success Academy students are identified for the program because they are at higher academic risk than the rest of the admitted class.

Baseline Status
- Prior to the launch of the program, Atlanta students with a similar academic profile had a one-year retention rate of 51% (2010). The baseline retention rate for Perimeter students overall is 64.5%.

Interim Measures
- Retention rates, GPA’s, graduation rates, degree completions

Measures of Success
- Retention rates for the Atlanta students for the at-risk students enrolled in the Success Academy (94%) exceed those of the rest of the freshman class (88%) and the baseline of 51% in 2011.
- Perimeter cohort students had a term-to-term retention rate that was 4 percentage points higher and first-year GPAs that were 0.6 higher than their peers.

Primary Contacts
- Dr. Allison Calhoun-Brown (Associate Vice President for Student Success)
- Dr. Eric Cuevas (Director of Student Success Programs)

3. Panther Retention Grants

High-impact strategy
Provide micro-grants to students at the fee drop each semester to help cover modest financial shortfalls impacting the students’ ability to pay tuition and fees to prevent students from stopping/dropping out. This past fall, more than 18,000 of Georgia State’s 25,000 bachelor-seeking students (72%) had some level of unmet need (we are using Fall 16 data to set a baseline for our associate-seeking students), meaning that even after grants, loans, scholarships, family contributions and the income generated from the student working 20 hours a week, the students lack sufficient funds to attend college. Each semester, hundreds of fully qualified students are dropped from their classes for lack of payment. For as little as $300, Panther Retention Grants provide the emergency funding to allow students who want to get their degrees the opportunity to stay enrolled. Last year, nearly 3,000 Georgia State students at both Atlanta and Perimeter were brought back to the classroom—and kept on the path to attaining a college degree—through the program. 70% of the seniors who received PRG support last academic year graduated within two semesters of receiving the grant and 82%
either had graduated or were still enrolled one year after receiving the grant. With more than 11,000 grants awarded over the past five years, the program has prevented literally thousands of students from dropping out of Georgia State.

### Summary of Activities and Lesson Learned

Staff examine the drop lists for students with genuine unmet need, who are on track for graduation using our academic analytics, and who have modest balances for tuition and fees. Students are offered micro-grants on the condition that they agree to certain activities, including meeting with a financial counselor to map out plans to finance the rest of their education. Last academic year, 2,800 grants were awarded. This included grants awarded to Perimeter College students throughout the academic year. Timeliness and access to good data are the keys to success.

#### Baseline Status
- A California State University study found that, among students who stop out for a semester, only 30% ever return and graduate from the institution. The PRG program is designed to prevent stop out and the negative impact on completion rates that follow.

#### Interim Measures of Progress
- Of freshmen who were offered Panther Retention Grants in fall 2013, 93% enrolled the following spring, a rate higher than that of the student body as a whole. 83% of freshman PRG recipients returned to class in fall 2014. The retention rate for freshmen who were offered the grants in fall 2014 was 88%.
- We are also tracking the rate of “returnees” to the program, which we have been able to keep under 25%
  - Of the Perimeter College students receiving Panther Retention Grants during the Fall 2016 semester, 73% returned for the Spring 2017 term.

#### Measures of Success
- The ultimate measure of success is college completion. The largest group of recipients last year were seniors, who often are running out of Hope funding or exhausting other aid. 70% of seniors who receive the grant have graduated.

#### Primary Contacts
- Dr. Timothy Renick (Senior Vice President for Student Success)
- Dr. Allison Calhoun-Brown (Associate Vice President for Student Success)

### 4. Keep Hope Alive (KHA)

**High-impact strategy**

With 59% of Georgia State students coming from Pell-eligible households (where the annual household income last year was less than $30,000), the Hope scholarship can be a mixed blessing. The $6,000 scholarship provides access to college for thousands of Georgia State students, but for the student who does not maintain a 3.0 college GPA, the loss of Hope often means the student has to drop out for financial reasons. In 2008, the graduation rates for students who lose the Hope scholarship were only 20%, 40-points lower than the rates for those who hold on to it. Gaining the Hope Scholarship back after losing it is a statistical longshot: only about 9% of Georgia State students pull this off. Keep Hope Alive provides a $500 stipend for two semesters to students who have lost Hope as an incentive for them to follow a rigorous academic restoration plan that includes meeting with advisors, attending workshops, and participating in financial literacy training—all designed to help students improve their GPAs and to regain the scholarship. Since 2008, the program has helped to almost double the graduation rates of Georgia State students who lose the Hope scholarship.

**Summary of Activities and Lessons Learned**

By signing a contract to receive $500 for each of the first two semesters after losing Hope, students agree to participate in a series of programs and interventions designed to get them back on track academically and to make wise financial choices in the aftermath of losing the scholarship.

**Scholarship Criteria:**
- Program is open to freshman and sophomore students with a 2.75 – 2.99 HOPE grade point average.
- Students must pursue a minimum of 30 credit hours within the next academic year.
- Students must attend Student Success workshops facilitated by the Office of
Undergraduate Studies.
- Students must meet with their academic coaches on a regular basis.
- Students are required to attend mandatory advisement sessions facilitated by the University Advisement Center.

During the coming academic year, we are exploring models for the use of KHA for our associate-degree seeking students. It is critical to identify students at risk of losing Hope as early as possible, when the interventions are far more likely to change outcomes. Good tracking data are essential.

| Baseline Status          | • Retention rates for students receiving the HOPE scholarship were 50% in 2008.  
|                         | • Six-year graduation rates for students who lost their HOPE scholarship at some point in their academic career were 21% in 2008 |

| Interim Measures of Progress | • For students in KHA in the period from 2011 to 2015, better than 55% gained the scholarship back at the next marker, in the process leveraging our $1,000 scholarship investment by gaining between $6,000 and $12,000 of Hope dollars back again. |

| Measures of Success        | • Since 2008, institutional HOPE retention rates have increased by 50%, from 49% to 75% in 2015.  
|                         | • Compared to 2008, the six-year graduation rate for students who lost their HOPE scholarship at some point in their academic career has almost doubled, from 21% in 2008 to 38% in 2015. |

| Primary Contacts           | • Dr. Eric Cuevas (Director of Student Success Programs)  
|                         | • Dr. Allison Calhoun-Brown |

5. Meta-Majors

High-impact strategy At a large public university such as Georgia State, freshmen can feel overwhelmed by the size and scope of the campus and choices that they face. This fall, Georgia State is offering 96 majors and more than 3,400 courses. Freshmen Learning Communities are now required of all non-Honors freshmen at Georgia State. They organize the freshmen class into cohorts of 25 students arranged by common academic interests, otherwise known as “meta majors” (STEM, business, arts and humanities, policy, health, education and social sciences). Students travel through their classes together, building friendships, study partners and support along the way. Block schedules—FLCs in which all courses might be between, for example, 8:30 AM and 1:30 PM three days a week—accommodate students’ work schedules and help to improve class attendance. FLC students have one-year retention rates that are 5 percentage points higher than freshmen not enrolled in FLCs. Almost 70% of this fall’s freshmen class are in FLCs. Requiring all students to choose a meta-major puts students on a path to degree that allows for flexibility in future specialization in a particular program of study, while also ensuring the applicability of early course credits to their final majors. Implemented in conjunction with major maps and a suite of faculty-led programming that exposes students to the differences between specific academic majors during their first semester, meta-majors provide clarity and direction in what would otherwise be a confusing and unstructured registration process.

Summary of Activities and Lessons Learned Upon registration, all students are required to enroll in one of seven meta-majors: STEM, Arts & Humanities, Health, Education, Policy & Social Science, and Exploratory. Once students have selected their meta-major, they are given a choice of several block schedules, which are pre-populated course timetables including courses relevant to their first year of study. On the basis of their timetable selection, students are assigned to Freshman Learning Communities consisting of 25 students who are in the same meta-major and take classes according to the same block schedules of 5 – 6 courses in addition to GSU1010, a 1 credit hour course providing students with essential information and survival skills to help them navigate the logistical, academic, and social
demands of the University. Academic department deliver programming to students—alumni panels, departmental open houses—that help students to understand the practical differences between majors within each meta major. A new career-related portal allows students in meta majors and beyond to explore live job data including number of jobs available in the Atlanta region, starting salaries, and correlative to majors and degree programs. The portal also suggests cognate careers that students may be unaware of and shared live job data about them. It is critical to make career preparation part of the curriculum, from first semester on. Doing so also promotes voluntary students visits to Career Services, which have increased by 70% since meta majors.

Baseline Status

- 48% FLC participation at Atlanta site with opt-in model (2010); 0% at Perimeter (2015)
- Retention rates of 81% for non-FLC baccalaureate students (2011) and 64% at Perimeter (2015).

Interim Measures

- One-year retention rates reached 84% for FLC freshmen (2016)
- Changes in majors at GSU are down by 32% since 2011.

Primary Contacts

- Dr. Allison Calhoun-Brown (Associate Vice President for Student Success)
- Dr. Eric Cuevas (Director of Student Success Programs)

6. Chat-Bot Technology to Reduce Summer Melt

In the fall of 2015, almost 18% of Georgia State’s incoming freshman class were victims of “summer melt.” Having been accepted to GSU and having confirmed their plans to attend, these students never showed up for fall classes. We tracked these students using National Student Clearinghouse data and found that, one year later, 274 of these students (74% of whom were low-income) never attended a single day of college classes at any institution. We knew we needed to be far more proactive and personal with interacting with students between high-school graduation and the first day of college classes. Towards this end, we launched a new portal to track students through the fourteen steps they needed to complete during the summer (e.g., completing their FAFSA, supplying proof of immunization, taking placement exams) to be ready for the first day of college classes. We also become one of the first universities nationally to deploy a chat-bot in support of student success. Grants from the Dell and ECME Foundations will allow GSU to expand the use of the chatbot to all continuing students during 2018-2020.

Summary of Activities and Lessons Learned

In the summer of 2016, we piloted a new student portal with partner EAB to track where incoming freshmen are in the steps they need to complete during the summer before fall classes. With the help of Admit Hub, we deployed an artificial-intelligence-enhanced texting system—a chat bot—that allowed students to text 24/7 from their smart devices any questions that they had about financial aid, registration, housing, admissions, and academic advising. We built a knowledge-base of 2,000 answers to commonly asked questions that served as the responses. We secured the services of Dr. Lindsey Page of the University of Pittsburgh as an independent evaluator of the project. From these efforts, we lowered “summer melt” by 22% in one year. This translates into 324 more students, mostly low-income and first-generation, enrolling for freshman fall who, one
year earlier, were sitting out the college experience. Critical to success is building an adequate knowledge base of answers so students can rely on the system. Many students reported that they preferred the impersonal nature of the chat-bot.

<table>
<thead>
<tr>
<th>Baseline Status</th>
<th>• Summer Melt rate of 18% for the incoming freshman class of 2015.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interim Measures</td>
<td>• In the three months leading up to the start of Fall 2016 classes, the chat-bot replied to 201,000 student questions, with an average response time of 7 seconds.</td>
</tr>
<tr>
<td>Measures of Success</td>
<td>• Summer Melt was reduced by 22% in one year, translating into 324 more students, mostly low-income, who matriculated for the Fall 2016 semester. Dr. Lindsey Page has published a research article confirming these results. See <a href="https://www.ecampusnews.com/top-news/gsu-summer-melt-enrollment/%5B23">https://www.ecampusnews.com/top-news/gsu-summer-melt-enrollment/[23</a>]</td>
</tr>
<tr>
<td>Primary Contacts</td>
<td>• Dr. Timothy Renick • Mr. Scott Burke, AVP for Admissions</td>
</tr>
</tbody>
</table>

**Tutoring and Learning Supports**

At Georgia State University, academic supports tied to specific coursework and to critical academic competencies are also prioritized. Course-related supports are offered to students through supplemental instruction as well as learning and tutoring centers on all campuses. These programs are described below.

**The First-Year Program Office**

This office oversees several programs designed to support student academic success in the freshman year. These initiatives include:

- **Academic Coaching[24]** - 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[25]** - 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[26]** - 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.

**Supplemental Instruction**

Georgia State operates one of the largest Supplemental Instruction[27] 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 and 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. Over the 2017-2018 academic year, Supplemental Instruction was
launched at Perimeter College. State Farm and Coca-Cola First-Generation Scholarship recipients at Perimeter College were matched with undergraduate courses in which they excelled and were trained to serve as near-peer tutors in sections of the same courses in subsequent semesters. Georgia State plans to expand the availability of Supplemental Instruction at Perimeter in the coming academic years.

During the most recent academic year, GSU offered more than 1,000 course sections with an SI tutor embedded in the course; just under 8,000 unique students benefitted from SI during each of the last two semesters. During the fall 2017 semester, students who attended at least 5 SI sections had a non-pass rate of 5%; students in the same courses who attended no SI sessions had a non-pass rate of 18%.

Learning and Tutoring Centers

Georgia State also provides academic support through its Learning and Tutoring Centers (LTC)[11]. Students who visit these centers can receive individual as 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.

Office of Educational Opportunity (OEO) and TRIO Programs

The Office of Educational Opportunity (OEO) and TRIO Programs[13] 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, 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.

Financial and Career Supports

The Division of Enrollment Management and Student Success also offers services targeted at the financial and career well-being of students. Examples include:

Scholarship Resources Center

The Scholarship Resource Center[28] 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.

University Career Services
University Career Services (UCS)\([29]\) 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. Visits to the Career Services Center and its outreach program in topped 30,000 during the most recent academic year. The UCS provides career-based e-portfolios to all Georgia State students upon their matriculation. In conjunction with Freshman Learning Communities and meta majors, students are guided through efforts to catalog their career competencies as they advance through their studies. Last academic year, GSU students posted more than 700,000 artifacts to their career portfolios.

**SunTrust Financial Management Center**\([7]\)**

Thanks to a donation from the SunTrust Foundation, the university is revolutionizing the way financial services are delivered to students. Through the use of early alert systems, a comprehensive student financial management center, and campus and community outreach programs, Georgia State is leading the way in financial interventions for students.

The university is also looking to build a model for financial interventions that can be used at other universities across the country. These interventions look to reduce the debt students incur in college, proactively identify students who might have trouble paying their educational and living expenses, and provide quality financial literacy training for students and community members. The center had more than 70,000 student visits during the spring 2017-2018 academic year. On-time FAFSA completion rates rose by 20% over the first year of the center's operation, and the number of students being dropped from their classes for non-payment declined by 16%.

**Student Support Services in the Division of Student Affairs**\([30]\)

In order to provide all students with an enriching common experience throughout the university, similar services and programs on all campuses (including on-line) have been organizationally aligned and are administered by the Vice President of Student Affairs. The Vice President for Student Affairs is aligned tightly with academic support services and reports to the Provost.

Given the multi-campus settings and student profile spanning the selective admission of a research one university and the open admission of an access campus at the Perimeter College sites, the program/service delivery model includes:

- 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);
- One student handbook (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);
- Dual focused 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 provides innovative quality programs, services and environments to facilitate student success, learning, citizenship and involvement at all Georgia State University locations.

**Appropriate Student Support Services – Office of Student Affairs**

The first paragraph of the GSU mission states:
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, the university provides educational opportunities for tens of thousands of students at the graduate, baccalaureate, associate, and certificate levels.

The Student Affairs staff works in partnership with the faculty and other administrators to create a learning centered culture that encourages student development and growth. GSU prides itself on transforming the lives of students from all backgrounds and providing support to help them succeed. This is evident in the array of programming offered by the Student Affairs Division. The Student Affairs Division contracts with Keeling and Associates to develop detailed Institutional Effectiveness Plans (IEPs). Institutional Effectiveness Plans (IEPs) refer to expectations or goals for effectiveness with which the program, service, or learning experience best aligns -- for example, measures of the delivery of a program or service. Operational Performance Indictors (OPs), which are a sub-category of IEPs, are indications of performance not directly tied to learning or institutional effectiveness, but that offer helpful insights on need, process, or efficacy in the delivery of the program, service, or learning experience and may include, for example, measures of utilization (i.e. unique users, or types/demographics of users) or student satisfaction used to, among other outputs, track the appropriateness of services to students.

The 2015-2016 annual report for Student Affairs highlights the focus areas for the Division and how the services provided align with the GSU mission and strategic plan.

Part II of The Student Affairs Division-wide 2016-2017 report contains plans for improving services based on the assessment findings. Assessment plans are found in Part 1 of this report and are referenced in standards 12.1 and 8.2.c.

Examples of two cycles of data collection and reporting on the appropriateness of Student Affairs support services are below:

<table>
<thead>
<tr>
<th>Unit</th>
<th>2015-2016 Assessment Reports</th>
<th>2016-2017 Assessment Reports</th>
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</thead>
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<tr>
<td>Black Student Achievement</td>
<td>Report[33]</td>
<td>Report[34]</td>
</tr>
<tr>
<td>Counseling Center</td>
<td>Report[37]</td>
<td>Report[38]</td>
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<td>Dean of Students</td>
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<td>Disability Services</td>
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<td>Student Health Clinic</td>
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<td>Report[51]</td>
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<td>Student Health Promotions</td>
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<td>Report[53]</td>
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<td>Student Victim</td>
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Description of Student Support within the Division of Student Affairs

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 ($41.5M) and human resources (288 staff and over 700 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 Vice President also maintains close working relationships with the Provost and other administrative units. 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 Division of Student Affairs provides innovative programs, quality services, and sustainable environments that support student development, student progression, cultural competence, and diversity at Georgia State University.

Civic Engagement

Civic Engagement promotes and encourages opportunities for community service and service-learning that enhance student learning and advance community development while responding to societal issues and concerns. The Civic Engagement office provides assistance to students, student groups, faculty, and staff with regard to volunteerism, community service, and service learning and also serves as a clearinghouse/think-tank for outreach programs in the metropolitan Atlanta area.

In partnership with the office of Financial Aid and the Federal Work Study Program, Civic Engagement places students in community service work-study positions that provides a co-curricular experience that promotes critical thinking, problem solving, and ethical responsibility by exposing students to multiple viewpoints, helping them to appreciate diversity, and showing them the nuances and challenges of working for a nonprofit agency in an urban environment.

While the primary focus of the department is volunteering and service learning, the office supports the university in its efforts to develop student leaders who will be lifelong learners and active citizens who understand their civic responsibility. New initiatives implemented in the last five years include university assistantships for Honors College students; international Panther Breakaway to Costa Rica; restructuring of Freshman Learning Communities Service Projects; and an Interfaith campus and community service challenge.

Research suggests that well-designed community service and service-learning programs provide numerous benefits for students. Community service has been shown to produce stronger ties to the institution, exposure to careers, and increased community involvement. Inspired by these findings, Civic Engagement has created service initiatives and programs that expose students to diverse viewpoints and ideas, help them understand their urban environment, and help students develop into leaders who are responsible citizens and active volunteers in our multicultural society. Through the implementation and focus of these programs, Civic Engagement contributes to the university goal of creating leaders who understand the complex challenges of cities and developing effective solutions.

Associate Vice President and Dean of Students
This area contributes to the university strategic plan goals through several key areas by offering services and programs that assist all students in being actively engaged and successful members of the Georgia State University community and contributes to the university goal of helping students “be a leader in understanding the complex challenges of cities and developing effective solutions.” Services include: connecting students to campus resources; assisting students in resolving issues and complaints; highlighting the values of the university community; encouraging student involvement; and addressing emergency concerns.

**Dean of Students**

The Office of the Dean of Students provides broad-based assistance to Georgia State University students including crisis/emergency response; explanations or clarification of university processes, procedures or policies; and resource and referral networks designed to promote student retention, progression, and graduation.

The Dean of Students office administers the Georgia State University Student Code of Conduct and through investigation and adjudication of general conduct complaints; coordinates mediation referrals; interprets the Code for faculty, staff, students, and other stakeholders; provides support to the Senate Committee on Student Discipline related to all Academic Honesty Policy violations; advises the Student Judicial Board; and provides administrative support for the Sexual Misconduct Board. The Georgia State University Student Code of Conduct was revised in order to adhere to the Board of Regents new requirements for student conduct and Title IX complaints. The job duties of one Assistant Dean of Students on the Atlanta campus were revised in order to meet the need of addressing Title IX complaints. There is an Associate Dean of Student Services for the Perimeter campuses and there are assistant Deans of Student Services for each campus, including the on-line campus. The job duties of the Assistant Deans mirrors those at the Atlanta campus, focusing on general student conduct; interpretation of the Code of Conduct; and providing support to the Dean of Students. In addition to these duties, the Assistant Deans also handle Student Advocacy and Outreach on the Perimeter campuses.

The Dean’s office implemented new investigative and adjudicative processes, and retrained the Sexual Misconduct and Student Judicial Boards. In collaboration with Legal Affairs, a new process for students who report criminal/disciplinary events that occur after application to the university was created. This office also performs ongoing policy review and makes recommendations to the Administrative Council; processes student conduct certifications for graduate school or transfer admissions, professional licensure/certifications, and/or employment, and coordinates the Admission Background Review process for undergraduate and graduate admission to Georgia State. This department provides leadership, strategic planning, direct supervision and management, and general administrative/budget support to staff within the Dean’s office and to other departments that administratively report to the Associate Vice President for Student Affairs/Dean of Students. The department also administers the Georgia State University Student Activity Fee.

New initiatives launched in the past five years include: consolidation of the office of the Deans of Students Services at all Perimeter College locations, including training and mentoring of the Assistant/Associate Deans of the Perimeter campuses thereby creating comprehensive and consistent student advocacy and outreach and student conduct services; collaborative creation of strategies used to identify and prevent incidents of campus violence in order to reduce the impact of campus violence upon victims and the campus community. This initiative led to the creation of two new committees: the Students of Concern Committee which meets weekly and serves as a committee for the early detection and prevention of problematic behavior and for the determination and implementation of appropriate interventions; and the Threat Assessment Committee which meets each semester and evaluates the effectiveness of intervention strategies for students who may pose a high risk of threat of harm to others.

**Black Student Achievement**

Black Student Achievement serves as a liaison to the Divisions of Student Affairs and Academic
Affairs, in addition to other departments regarding topics related to black students. The office provides university-wide services and support which fosters the academic and social enrichment of all Georgia State University students.

Black Student Achievement focuses on three principles that support student success: academic support; leadership development and mentoring; and cultural awareness. The office works to accomplish these principles by offering cultural, personal, and academic support programs. Established and successful programs in the department include: academic tutoring, GRE prep sessions, annual black history month celebration, President’s Council, and Black Student Achievement Open House. New initiatives include: Hot Wings and Hot Topics and Black Women’s Dialogue (both dialogue series focusing on the constant changing climate of the experiences of a person of color), and the Black Student Leadership Institute. Involvement in these programs assists the students to demonstrate their social engagement through programmatic activities that enrich the understanding of the influence of culture and leadership on self and group interactions while fostering their progression, retention, and graduation.

Black Student Achievement on the Perimeter campuses is called the Leadership Development program. This program is supported by a grant through the State Farm Insurance Company. With the continuation of this funding, Black Student Achievement will be expanding this program with a curriculum that addresses cultural leadership. The program is called The Leadership Academy and is located at the Decatur campus. This campus was chosen due to the low GPA and low retention rates for black men at that campus. Additionally, the Decatur campus has one of the highest number of black male students.

Disability Services

Disability Services provides services and accommodations for students with disabilities. By assuring equal access, this department seeks to afford persons with disabilities an equal opportunity to achieve their educational and career goals. Services and accommodations provided include academic testing accommodations, use of assistive technology, sign language interpreters, 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 Disability Services. Major initiatives implemented within the last five years include: compliance training for appropriate staff; workplace accommodations for students who work on campus; utilization of a learning management system to provide instructional materials in alternate format; and telephone and video conferencing for distance orientation appointments. Disability Services contributes to the university goal of “being a national model for undergraduate education by demonstrating that students from all backgrounds can achieve academic and career success at high rates.” Students who utilize the services offered also learn to “be a leader in understanding the complex challenges of cities and develop effective solutions.”

Leadership Programs

Leadership Programs inspire students to connect, engage, and lead within diverse communities. Students are exposed to support environments that help them develop their leadership style through exploration of personal values, strengths, and passions. Collaborative opportunities are offered which allow students to practice and hone their leadership skills and identify and articulate the transferable skills gained through their collegiate experiences. Leadership Programs offers opportunities for leadership training, student involvement, and social support through three key areas: Leadership Development, Student Organizations, and Greek Life. This newly created department is contributing to the university’s goal of “becoming a leading public research university addressing the most challenging issues of the 21st century” and “being a leader in understanding the complex challenges of cities and developing effective solutions.”
Leadership Development supports development of student leadership through individual coaching, on-going training programs, student staff workshops, and conferences. Training programs are grounded in the Social Change Model of Leadership Development, the Student Leadership Challenge, and Gallup StrengthsQuest program. Leadership Development also collaborates with university departments and student organizations to customize training to meet the expressed needs of the group. In an effort to help students connect their leadership experiences with their professional aspirations, each month, professionals from the Atlanta community are invited to participate in a panel discussion on the following three points: what it is they do and why it is important to the city, the critical issues facing professionals in their field, and the skills needed for future professionals to excel in this field.

Student Organizations [64] serves as generalist advisors to all 475 registered student organizations and performs a number of administrative tasks for student organizations including overseeing the chartering process and annual renewal of student organizations, the facilitation of security meetings for student organization events in compliance with the Special Events and Late Night Event Policy, and administration of the car rental program. Student Organizations also provides officer training programs, coordinates the student organization fair, facilitates advisor roundtables, and manages the online organization platform from Campus Labs, offered to GSU students as the Panther Involvement Network (PIN). The online database of student organizations was expanded to include all five of the Perimeter College campus. In addition, it was utilized to facilitate Student Government Elections as well as Homecoming court Voting.

Greek Life [66] supports the success of students in social fraternities and sororities chartered within one of four councils: Interfraternity Council, Multicultural Greek Council, National Panhellenic Conference, and National Pan-Hellenic Council. Greek Life also provides advisement to the Greek Council and collaborates closely with University Housing in the management of Greek Housing.

The programs that are initiated through Leadership Programs offers events that have a campus-wide appeal. The office is currently reviewing the programmatic calendar of programs, activities, and events to ensure that they have broad appeal which will speak to the experiences of the entire Georgia State community. The office is also focusing on eliminating programming that is specific to only the Atlanta campus and reallocating resources to support programs with broader appeal. An example of this is the reduction of programming such as coffee talks," which are campus specific due to the length of time that they can be offered, the population they can target, and the inability to reduplicate these services campus-wide. More emphasis will be placed on programming such as TedEx, which can be live streamed, have topics that will speak to broad based audiences, and that can centralize general information.

Multicultural Center[67]

The creation of the Multicultural Center was realized in 2012. Since that time, the Center has become a popular place for students to interact and participate in student programs that help them learn skills that will enhance their intercultural awareness and learn ways to explore the intersection of race, gender, religion, socio-economic class, ethnicity, sexual orientation, national origin, and many other aspects of identity.

The Multicultural Center supports students aligning their purpose with personal and academic goals by building a culture that fosters multicultural competence, diverse learning environments, community building, progression, and ultimately graduation. Students learn skills that help them navigate intersecting identities as they connect their purpose with personal and academic goals through developing their multicultural competence; participating in diverse learning environments; and through developing community building skills that help identify a sense of belonging within the university community. The Multicultural Center supports the university mission of educating students to participate in a global economy with individuals different from themselves and to achieve distinction in globalizing the university.
The programs, services, and activities of the center are developed to have a campus-wide impact. Topics are chosen that speak broadly to all students, regardless of their physical location. The Multicultural Center has also increased its presence on social media to ensure that programs, activities, and services are broadcast generally. In addition, the Multicultural Center website offers a large index of resources on subjects related to multiculturalism through educational information and links to organizations that participate in supporting people of different cultural backgrounds and social identities. Available services and program offerings are marketed on each campus. A major initiative in the last five years includes the establishment of a library checkout system, enabling members of the Georgia State University community to borrow resources from the center’s library using their Panther ID card. The funding for the creation of the checkout system was provided by the student technology fee.

New Student Orientation[68]

New Student Orientation coordinates a set of comprehensive university-wide new student orientation programs, which encompasses all six campuses at Georgia State University. Orientation is a critical component to the success and engagement of students at Georgia State University. The new student orientation program annually serves all new freshmen, transfer students, and parents/guests. New Student Orientation is held during the fall, spring, and summer semesters.

The orientation program consists of an array of programmatic focuses that include express, 1-day, and 2-day sessions. An emphasis has been placed on an increase in 2-day sessions, which are targeting freshman students. All students can attend 2-day sessions but there is an emphasis on freshmen to provide them with a robust orientation experience which acclimates them to the university community. Orientation also coordinates a broad array of Georgia State University Panther Welcome activities (e.g., Freshman Convocation) designed to help facilitate new students’ transition into, and connection with, the Georgia State University community. The office also plans relevant programs for the parents of Georgia State students (e.g., annual Family Day, cultural events throughout the year) and sponsors the Panther Parents Association. The office also advises several student organizations/honor societies including Freshman Connections, Alpha Lambda Delta Freshman Honor Society, and Tau Sigma Transfer Honor Society.

Freshmen and transfer students with fewer than 30 credit hours taking on-line classes only, transfer students with more than 30 credit hours, and former and transient students taking on-line classes only are required to complete the on-line New Student Orientation module which takes approximately 30 minutes to complete. A request for online advisement at the conclusion of the module must be made in order to complete orientation. An academic advisor will contact students so they can register for classes.

Student Advocacy and Outreach Services[69]

Student Advocacy and Outreach Services is dedicated to student success and retention through the facilitation of students’ understanding and utilization of university systems and resources. Knowledgeable staff assist and empower students in conducting their university affairs by listening and analyzing the student’s issue, question or concern; talking with the student to help devise a problem-solving strategy, and referring the student to appropriate staff members and departments. An outgrowth of this area is the creation of the Embark Network[70] which provides assistance to students experiencing homelessness or exiting the foster care system. Student Advocacy and Outreach on the Perimeter campus is handled by the Assistant Deans of Students on their respective campuses.

Student Center[71]

In keeping with its mission to foster meaningful growth opportunities through innovative services, programs, and facilities, the Student Center, located on the Atlanta campus, offers a wide range of events and services for students, faculty, and staff through four program areas: Panther Activities Council (on the Perimeter campuses), Spotlight Programs Board (on the Atlanta campus), Student Government (on all campuses) and Student Media (on the Atlanta campus, except for The Signal,
which is on all campuses). The Student Center is home to numerous offices and programs that promote student growth and development, enhance academic success, and connect students with the university community. The Student Center provides reservation services for 33 indoor meeting venues and equipment for over 6,000 events per year. In addition, the Student Center reserves outdoor venues, 13 banner spaces, 3 display cases, 26 commercial activity or information tables, and 6 easel/poster spaces. The Senior Director is responsible for student life programs and services for the Perimeter campuses and the expanded SGA. Opportunities for interaction with various factions of student life in addition to live events are offered to all students. The student media are available to all students via the internet. For example, live streaming of athletic events on WRAS-Album 88; GSTV programming on each campus; and the Signal on-line. PantherCash is also available to all campuses for all students.

Panther Activities Council

The Panther Activities Council plans and produces social, educational, entertainment and health related programs for Perimeter College students. The structure of the Panther Activities Council is the same on all five campuses of Perimeter College. Panther Activities Council members gain experience in event planning, marketing, public relations, and leadership. Executive board members are appointed after an application and interview process. All university students can attend all events for which admission is free to students.

Spotlight Programs Board

Spotlight Programs Board is the university-sponsored, student-driven program of the Student Center that coordinates programs to enhance and enrich the quality of student life on the Atlanta campus. Spotlight addresses the needs and interests of the diverse student body by providing social, cultural, educational, and entertaining programs on a university-wide basis that complements the academic program and enhances the overall educational experience of students. Spotlight oversees the Cinefest Film Theater and the Gallery Lounge, a gallery where students can exhibit their creative work and learn to curate their shows. Most events are free to students and open to the university community and range from concerts, movies, and speakers to novelty events, trips to Atlanta attractions, and more.

Student Government Association

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. Its student representatives are selected through annual elections. There is one president, one constitution and bylaws, and an executive vice president on each campus, including Atlanta. All students of Georgia State University have the privilege to vote in the elections.

Student Media

The Student Media Group offers opportunities for students to learn and enhance skills in writing, editing, filming, presentations, journalism, curation, and more. Current organizations include: GSTV, the student-run television station broadcasting online at gstvonline.org; New South, the graduate literary journal; Underground, the undergraduate literary journal; The Signal, the student-run newspaper; WRAS-Album 88, the student radio voice of Georgia State; and the Digital Media Group which maintains the app DMGATL to assist the other media organizations in developing their digital presence.

Psychological and Health Services

Psychological and Health Services contributes to the progression, graduation, and retention of students through integrated health services. Psychological and Health Services housed on the Atlanta and Perimeter campuses is comprised of four areas: Counseling and Testing, Health Promotion, Health Clinic (3 locations), and Victim Assistance all led by a Senior Director. This area seeks to contribute to
the university’s strategic plan goals of “becoming a leading public research university addressing the 
most challenging issues of the 21st century.” Services and programs in each area are targeted to 
meet student progression and development; diversity; and cultural competence.

Counseling and Testing Center[77]

The Counseling and Testing Center is a key component of integrated health services and supports 
students in reaching their personal and educational goals. The center offers high quality, culturally 
competent psychological care, testing, and psychiatric services to a diverse urban university 
community and provides high quality psychological consultation services to campus partners. The 
center also offers high quality teaching and training experiences including workshops and seminars on 
topics related to psychological wellness, as well as mentoring and supervision for psychologists and 
psychiatrists in training. The Counseling and Testing Center provides the opportunity for students and 
community members to advance their educational and career progression by having access to state of 
the art testing services, as well as evaluating the services and training provided by the Counseling and 
Testing Center in order to ensure that services are effective.

All students have access to ULifeline, an online self evaluation tool, used to gather more information 
about the most common mental health conditions faced by college students. The self-evaluator was 
developed for ULifeline by Duke University School of Medicine and screens for 13 of the most common 
mental health conditions faced by college students. This screening does not provide a diagnosis, but 
identifies problems that could be impacting thoughts, feelings, and behaviors. The screening process 
also provides information on these conditions and how to reach out for help. In addition all students 
have access to an after-hours emergency line, where a trained and licensed counselor is available to 
talk to the student and assess whether telephone counseling is sufficient or whether the student needs 
hospital evaluation. In this case, the telephone counselor will contact the on-call psychologist (Georgia 
State staff).

Testing contributes to the mission of the institution by providing opportunities for degree progression for 
students who must meet degree requirements by testing, such as CLEP, History and Constitution, and 
math and chemistry placement exams. Testing Services also provides ACCUPLACER placement tests 
for admission to Perimeter College at Georgia State University, proctored exams for online classes, 
ACCUPLACER placement and exit exams for Learning Support, exams for advanced placement and 
remote testing, and proctored tests for other colleges. To accommodate new student demand, walk-in 
sessions were added to assist currently matriculating Georgia State University students in qualifying for 
the requisite math courses that they need for their respective majors. One of the major gains for 
Testing was having all staff certified to administer assessments across testing areas which increased 
the overall capacity to maximize personnel, particularly at peak usage periods. The implementation of 
an enhanced registration system is underway which will enhance testing services by offering a 
streamlined process for test registration and scheduling make up appointments.

Student Health Clinic[78]

The Student Health Clinic meets the healthcare needs and provides quality care to enrolled students. 
Student health care services are offered on the Atlanta, Dunwoody, and Clarkston campuses. The 
biggest change in Health Clinic services occurred in July 2016 when the university ended the 
contractual (outsourced) relationship with Tenet Health Care and staffed the Atlanta campus clinic with 
GSU employees. New positions added included a full time Director and a full time Medical Director, 
both of whom serve all of the clinics, and an after-hours nurse triage (by phone). In the consolidation, 
the Student Health Clinic acquired a mobile health clinic, which is now being used to offer additional 
health services such as HIV/STI testing, physicals, etc. on all campuses. The Atlanta clinic also 
converted to Medicat, an electronic medical records system, which interfaces with Banner and GRITS 
so that students can submit immunization records electronically and have this communicated not only 
to the Health Clinic, but to Banner for purposes of enrollment. The immunization office is responsible 
for enforcing the immunization requirement of the Board of Regents of the University System of 
Georgia. These requirements are reviewed annually and changes are made in consultation with the 
State Health Department.
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 educational focuses 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.

The health of students has a large impact on student retention. The causes of health problems among 21st century college students vary widely from genetics, to culture, to socioeconomics, to lifestyle-based concerns, especially alcohol, tobacco and other drug use, sexual activity, unhealthy eating, lack of exercise, violence, and stress management. Investment in sustained, well-targeted health promotion and early intervention activities can reduce the prevalence of these conditions, delay their development, and reduce associated complications, thereby increasing health literacy, improving health outcomes, and more specifically, increasing student retention. Online health education is available to all Georgia State University students. First year students are expected to complete Haven and AlcoholEDU and transfer students are expected to complete Haven. Graduate and professional students are expected complete HavenPlus. Powered by EverFi, these online resources provide useful, research-based information to help students make healthy decisions and to help them develop healthy lifestyle habits that will benefit them the rest of their lives. AlcoholEdu® incorporates the latest evidence-based prevention methods to create a highly personalized user experience that inspires students to reflect on and consider changing their drinking behaviors. Another online tool available to all students is The 3rd Millennium Classrooms assessment. These assessments help students understand their personal level of risk related to how their use of alcohol or marijuana compares with other college students. Students can find out for free by completing a confidential online questionnaire and receiving an individualized feedback report. Major initiatives implemented in the last five years include: participation in national awareness weeks; nutrition education; alcohol and other drug assessment; implementation of Peer Health Educator student organization; and a new marketing campaign promoting services on all campuses.

Student Victim Assistance provides advocacy and support services to students who have been victimized by crime. Student Victim Assistance is available to students 24 hours a day, seven days a week, including university holidays. An on-call advocate is available to assist students when the office is closed.

Student Victim Assistance accommodates referrals from students, faculty, and staff. Student Victim Assistance is also available for consultation for anyone needing information regarding student victimization, how to refer, what to expect, or how to respond to a crime victim. Student Victim Assistance is a confidential disclosure site for students who have experienced sexual assault, dating violence, domestic violence, and stalking. Staff are available to help students who have experienced any type of recent or past victimization regain a sense of control over their traumatic experience, so that they may resume their academic and personal pursuits.

Student Victim Assistance can help students who know someone who has been victimized or would like to learn more about student victimization. The office offers crisis intervention, advocacy, and support for students and can assist students to determine their options and provide information related to their experience.

Recreational Services promotes a healthy lifestyle through exceptional recreational programs, services,
and facilities and is a leader among urban universities servicing a diverse student body. Recreational Services manages three primary facilities supported by the Atlanta fee: Student Recreation Center, Indian Creek Recreation Area, and Panthersville Recreation Complex. The department provides programs and services at all three locations along with Recreation opportunities at the five Perimeter College locations. Facilities at the Perimeter locations are maintained by Facilities Management Services.

At the Atlanta campus, the Student Recreation Center is a 161,112 sq. ft., 4-level multi-purpose recreational facility. Students pay a portion of their mandatory student fees to cover debt retirement and support programming and faculty, staff, and graduates of Georgia State University have the opportunity to purchase a membership. Program areas at all campuses include fitness, instructional clinics, aquatics, intramural sports, sport clubs, and outdoor recreation. For informal recreation, the Student Recreation Center 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. Entries into the Recreation Center average in excess of 400,000 each year. The center maintains a fulltime staff of 32. The Atlanta staff is managed by 17 fulltime professional and support staff, 12 custodial/maintenance staff, and over 150 part time student employees. The department operates with a $3.5-million annual budget with nearly 58 percent of the operating revenue from student fees. The Perimeter staff includes 3 fulltime professionals, 4 hourly professionals, and over 15 student employees. The informal recreation options vary per campus at the Perimeter locations. The Clarkston and Decatur campuses have a gymnasium and fitness center along with a 25 yard, 6 lane pool. The Dunwoody campus has a gymnasium, fitness center, and multi-purpose exercise room; Newton has a fitness center. All fitness centers have a combination of weight and cardiovascular equipment. The Alpharetta campus does not have any facilities to support Recreation, but the student fee does cover up to 40 memberships for students at a local gym. Indian Creek Recreation Area encompasses over 15 acres of beautiful hardwoods and gently rolling terrain and offers the Georgia State community a 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 a signature resource team-building ropes course. Panthersville Recreation Complex includes 2 large lighted fields (used for intramural sports competition, sport club practices, and special events), sundeck, restrooms, and parking areas.

New initiatives created in the last five years include renovations to the Recreation Center, including a new roof; repair and replacement of plumbing in the Aquatic Center; repair and resurfacing of pool and spa areas; new overhead LED lighting; installation of LCD signage; and installation of new shower stall partitions. A 4,700 square foot LEED certified Lodge was built at Indian Creek Recreation Area, as well as a new ropes course, and a new facility (the Outpost) to support the Challenge program. Other initiatives include co-hosting the regional NIRSA conference and the national OARE conference and introduction of wheelchair supports to the intramural program. Participation in recreational sports and activities provides students with the opportunity to develop cultural competence and diversity skills, both of which are included in the university strategic plan. Furthermore, research indicates that regular exercise can lead to better health (physical and mental), as well as improve the academic performance and retention of college students.

All students are eligible to participate in intramurals, sports clubs, or outdoor activities, depending on where their student fees are applied. The Recreation Connection—a modified version of Rap-Up (the guide to Recreation activities)—is available with activities specific for Perimeter campuses. A recreation APP is available for download in GooglePlay and the Apple App Store. This APP provides information about recreation programs, services, fitness class schedules, intramurals, sports clubs, outdoor activities, and facility information. This information is available by campus.

Beginning fall 2017, Recreational Services will receive a dedicated $3 from Perimeter students along with money requested from the Student Activity Fee. Perimeter students will be able to use the Student Recreational Center on the Atlanta campus and Atlanta students will be able to use any Perimeter facility. For programs that require registration but no fee, such as Intramurals, a limited number of students from a different campus will be able to register for a team.
University Housing[82]

University Housing provides quality on-campus housing to enhance the personal growth and development of students. This is accomplished 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 at Georgia State University is an auxiliary enterprise unit and operates as a self-sufficient business entity on funds generated from room fees, conferences, and residential parking services.

Students residing in University Housing have the option to participate in a living-learning community (LLC) which offer residents a distinctive themed living option. All of the LLCs are carefully planned and supported by University Housing staff and members of the community. The LLCs offer a sense of community through programs, conversations, and faculty interaction centered on the member's interest. Since all of the members share interest in their community’s theme, many can expect to build genuine relationships and lifelong friends.

University Housing is comprised of five housing facilities and two parking decks: University Lofts, University Commons, Patton Hall, Greek Townhomes, Piedmont North and Piedmont Central. Parking decks operated by University Housing are located at the Commons and Piedmont North and Parking and Transportation operates the University Lofts garage. In the 2015-2016 academic year, Corvias Campus Living assumed the management operations of the University Commons and Patton. The Residence Life, Business Services, Conference Services, and IT Services continue to be managed by University Housing. In addition, University Housing opened its latest residence hall, Piedmont Central, which is also through the Corvias Campus Living partnership.

University Lofts contains 234 apartments of varied floor plans and can accommodate 565 residents. The apartments are loft style with open floor plans, sealed concrete flooring and walls, and exposed ductwork. University Commons is a 4.2-acre complex of four buildings ranging from 8 to 15 stories and houses approximately 2,003 residents. This facility consists of 4 bedroom 2 bath, 2 bedroom 1 bath, and 2 bedroom 2 bath units. The Commons has a 786 covered parking deck for residents. The Georgia State University Student Health Clinic, MILE (math) Lab, Commons Market, and the Police sub-station and dispatch office are located within this facility. Patton Hall, an 87,000 square foot facility exclusively for first-year students, contains 331 beds. A dining hall is located on the ground floor and is available to the entire Georgia State University community. Students living in Patton Hall enjoy suite-style floor plans in which single and double bedrooms are connected by a shared bathroom. Students living at this facility are required to purchase a meal plan. The Greek Townhome complex consists of nine townhomes housing 139 students. There is a variety of room layouts available, community bathrooms, fully-furnished kitchens, and fully-furnished common living areas. Piedmont Central has a residential and dining facility with a bed capacity of 1,152. Students reside in two room shared semi-suites and two room single semi-suites with a bathroom in each unit. Students living at this facility are required to purchase a meal plan. Piedmont North, a residential and dining facility, has a bed capacity of 1,125. Students reside in shared and triple shared bedrooms with a bathroom in each unit. Students living at this facility are required to purchase a meal plan. They also have access to a 254 space parking deck, with sixty-one surface parking spaces available for visiting guests. Although the facilities are located on the Atlanta campus, the opportunity to reside in the residence halls is available to all students. During the academic year 2016-2017, 30 students from the Perimeter campuses lived in University Housing on the Atlanta campus.

Major initiatives in the last five years include: opened Piedmont Central; developed a global living-learning community with International Student and Scholar Services and Study Abroad in order to advance students’ intercultural competencies; developed and implemented a residential curriculum with an educational priority of citizenship and the learning goals of self-awareness, practical competence, cultural competence, and community engagement; developed and implemented a cultural competence student initiative, Panther Ambassadors for a Culturally Competent Campus (PAC3), which yielded an overall increase in cultural competency as measured by the Intercultural Development Inventory; and exceeded 18,000 hours of service in the past three years through Civic Engagement opportunities.
Research indicates living on campus positively influences students' grade point average, level of involvement in campus activities, retention at the university and satisfaction with their collegiate experience. All of the Housing activities and programs focus on contributing to the university strategic plan goals of “becoming a public research university addressing the most challenging issues of the 21st century” and “being a leader in understanding the complex challenges of cities and developing effective solutions.” Programs and activities are developed with a goal in mind to teach students diversity and cultural competence, while guiding them to progression and graduation.

**Student Feedback**

The Office of Institutional Research has a survey research department that administers surveys campus-wide. Many of these surveys are used to gather feedback from students on services and their experiences on campus. These survey reports are shared with campus administrators, faculty, and students. They include:

- The First Year Student Survey[83] Survey report[84] Findings powerpoint[85]
- The Sophomore Student Survey[86] This survey was piloted in 2017 and will be administered regularly beginning in the 2018-2019 academic year.
- The Undergraduate Exit Survey [87] Survey Report for associates degree[88] Survey for baccalaureate degree[89]
- The Graduate Exit Survey[90] Survey Report[91]

Georgia State participates in the National Survey of Student Engagement (NSSE), and the NSSE report[92] is disseminated across campus to give administrators and faculty feedback on students' perceptions and experiences with services as well as other measures.

**Academic Support Services, Programs, and Activities Available to Students at Off-Campus Instructional Sites**

Academic advisement and support are offered at the Atlanta campus as well as each of the off-campus instructional sites of GSU’s Perimeter College. While academic advisement, academic support and other services are coordinated centrally, they are delivered on every campus. Coordination occurs centrally to ensure that the same standards of excellence, consistency, assessment and revision take place at every campus. For example, academic advisement occurs at all off-campus instructional sites, but it is 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 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. Perimeter College's small SI program has been integrated into Georgia State University's larger program and expanded to serve more Perimeter College students. Other programs offered at all instructional sites include Freshman Learning Communities, Meta Majors, Panther Retention Grants, Student Financial Management support, Keep Hope Alive, TRIO programs, University Career Services, and career-based e-portfolios. A military outreach center is located on each campus.[93]

There is an Assistant Dean of Students assigned to each of the Perimeter campuses including the on-line campus. The job duties of the Assistant Deans mirrors those at the Atlanta campus, focusing on:

- General Student Conduct
- Interpretation of the Code of Conduct
- Providing Support to the Deans of Students
Other Support Services for Students

Student Athletes[94] at GSU have specialized support services available to them along with the services available to all students. Academic support includes advising and tutoring as well as opportunities for community service.

Military Outreach Centers[93] are located on all Georgia State University campuses and actively maintain information regarding campus and community resources, local veteran support services, and provide contact and camaraderie with other military and veteran students.

The Office of the Registrar[4] assists eligible military-connected students with their GI Bill educational benefits provided by the Department of Veterans Affairs.

The Office of Technology Services[96] offers technology support for students including Panthermail, free software, I College learning management system, technology training, on-line and walk-up help desks for devices, Pantherprint services and equipment for loan.

Specific Support for Graduate Students and First Professional Students

The Office of the Associate Provost for Graduate Programs was Initiated at Georgia State University in July 2014 with the appointment of Dr. Lisa Armistead. The office partners with graduate students, faculty, administrators and staff to identify and expand upon best practices for graduate and professional programs. Georgia State offers graduate degrees in more than 100 fields of study across nine colleges and schools: the Andrew Young School of Policy Studies, the Byrdine F. Lewis College of Nursing & Health Professions, the College of the Arts, the College of Arts & Sciences, the College of Education and Human Development, the College of Law, the Institute for Biomedical Sciences, the J. Mack Robinson College of Business and the School of Public Health. In addition to its collaborations with the university’s graduate programs, the office also oversees initiatives for Georgia State’s postdoctoral associates and fellows. The Office of the Associate Provost for Graduate Programs relies on the latest data and context for graduate programs nationwide to support initiatives for prospective and current students that cross program and college boundaries. Examples of Current initiatives are:

The Provost’s Dissertation Fellowship[97] which supports doctoral students from across the university as they complete their dissertations, allowing them to minimize other obligations, such as teaching. Applicants may apply for up to twelve months of funding to support focused efforts toward dissertation completion, which they will lay out in a plan detailing their monthly goals. It is expected that this plan will be written in collaboration with the applicant’s dissertation advisor and should be realistic and comprehensive. Every month, fellows will meet with the Associate Provost for Graduate Programs to discuss their progress and the students’ advisors will submit monthly status reports. Funding may be suspended at any time should a fellow fall behind on their monthly goals.

The Second Century Initiative [98](2CI) brought 86 high-impact faculty to Georgia State University between 2010-2015, a limited number of competitive University Doctoral Fellowships are still available to qualified students working in each 2CI area. Students selected as University Fellows receive competitive stipends, reduced teaching requirement, graduate assistant benefits, and a renewable award.

With a mission to grow Georgia State’s graduate programs, the office helps fund campus visits for prospective Ph.D. students, consolidates and distributes best practices for recruitment and enrollment, and partners with faculty to build innovative new graduate programs.

Graduate fellowships[99] advising and support are available to assist GSU students, many whom were PELL eligible as undergraduates, to afford graduate school.
The office further strives to attend to each student’s progression to degree completion through its:

- Coordination of graduate policies and procedures
- A university-wide new student orientation
- Writing workshops for completing theses and dissertations
- A writing studio for writing support both in-person and on-line.
- Assistance with scholarship and fellowship applications
- Workshops focused on students’ professional development.

The Office of the Associate Provost for Graduate Programs offers professional development workshops in the Fall, Spring, and Summer semesters. The workshops are categorized in the areas of Career, Communication, Ethics and Integrity, Leadership, Research & Scholarship, and Balance and Resilience. In Spring 2018 workshops included: Safe Zone Training, a dynamic, interactive workshop designed to develop, enhance and maintain culturally competent and supportive environments on Georgia State University’s campus for GSM (Gender & Sexuality Minority) individuals, as well as heterosexual, cisgender and other people who care about diversity, equality and inclusion; Mastering Online Teaching, an introduction to essential tools for becoming an effective online instructor (meets online); How to Document Your Teaching Effectiveness, a workshop on strategies for documenting a Graduate Teaching Assistant’s impact as an instructor beyond student evaluations or instructor ratings; Write a Winning Grant Proposal: Introduction a grant-writing workshop offered by the University Research Services & Administration (URSA); and Creating Successful Assessment Tools, an introduction to how to create assessment tools that not only critique student outcomes but help students learn.

Graduate students also have access to college-based resources. At each college website, Graduate students can find resources and answers to frequently asked questions such as this website from Andrew Young School of Policy Studies:

- Admitted graduate student next steps
- Advisement
- Find your graduate advisor
- Forms and petitions
- Frequently asked questions
- Dissertation guidelines
- Thesis guidelines
- Projected course schedules
- GRA information

College webpages for graduate student development are listed here:

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

Law Students have the following specialized supports:

- individual career counseling (begins Oct. 15 for entering first-year students; part-time students seeking full-time work may use services immediately);
- career aids and guides;
- resume and cover letter reviews;
- career workshops, forums, panel presentations and networking events;
- online recruiting tool, Symplicity, which enables students and alumni to view job postings, post resumes and register for on- and off-campus interview opportunities and events;
- fall and spring recruitment programs;
- national and regional on- and off-campus job fairs;
- Professional Development & Career Strategies Resource Center, which includes a library, employer information files, employment directories, Symplicity Document Library and other career publications;
- reciprocity services that allow students and alumni to use other law schools’ career services facilities.

Law: Center for Professional Development and Careers[114] is a website example that offers supports for students in the law school.

The Center for Excellence in Teaching and Learning (CETL[115]) also offers workshops and training, particularly for GTAs.

Graduate Student Alliance[116]

The Graduate Student Alliance (GSA) is an interdisciplinary body designed to improve the intellectual, financial and educational experiences available to all graduate students at Georgia State. Comprised of master and doctoral students from across the university, the GSA executive committee represents over 6,000 graduate students.

The GSA aims to facilitate communication among graduate students from different disciplines, increase graduate student participation in student and university governance and voice the collective concerns of the graduate student body directly to the university administration.

Support for Faculty

Support for students begins with the faculty. Georgia State University’s Center for Excellence in Teaching & Learning (CETL)[115] works toward enhancing the best practices in pedagogy campus-wide. CETL departmental and college-level liaisons are assigned for all programs and resources. The organizational home of CETL is housed on the 1st floor of Library South on GSU’s Atlanta Campus and there is a CETL satellite office on each of the Perimeter Campuses[117].

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 offers a variety of professional development opportunities and workshops open to the entire Georgia State community.

CETL also provides fellowships, grants and awards for faculty and Graduate Teaching Assistants.[118]

Appropriate Services for Faculty

The CETL provides services to support the instructional endeavors of faculty from a university with a blended mission. Courses cover topics from creating course materials, to providing in-person or digital instruction, to assessing the effectiveness of instructional techniques.

Perimeter College- teaching mission supports.[117]

Atlanta Campus- research university supports.[115]

INSTRUCTIONAL SUPPORT

Pedagogical Consulting
Assessment of Instruction
Group Instructional Feedback Technique (GIFT)
Scholarship of Teaching & Learning Assistance
Online Content & eText Creation
Accessibility Assistance
Custom Workshops

iCOLLEGE & DIGITAL TEACHING TOOLS

iCollege Digital Learning Environment & Support
Overview of Digital Tools for Teaching

PROFESSIONAL DEVELOPMENT & CERTIFICATION

Certificate in Mastery in Online Teaching
Online Pedagogy Training (Magna Commons)
Serving Our Student Veterans Training
Certificate of Excellence in Teaching and Learning
General Pedagogy Training
GTA and PTI Digital Badges
International GTAs

LEARNING ENVIRONMENTS & TEACHING EQUIPMENT

CETL Recording Studios
CETL Learning Studio Reservations
Innovative & Active Learning Classrooms
Proctored Lab for Online Exams
Student Learning Labs
Instructional Equipment Checkout
Event Equipment

Highlights of programming at CETL:

- Teaching for Social Justice speaker series that brings faculty and students together to discuss challenging and important issues
- ATL Studies/Atlanta Maps, which supports the creation of projects infusing digital literacy with pedagogy.
- Active learning classrooms that instructors can apply to teach in, and we have expanded
- Scholarship of Teaching & Learning (SoTL) research support.
- Faculty-Teaching & Learning Communities (Faculty-TaLCs)
- The 2018-19 Faculty Teaching Fellows and mini-grants
- Conference on Scholarly Teaching

Summary

The Georgia State community is characterized and strengthened by its diversity, which is among the greatest sources of GSU pride. The student body reflects the makeup of the state and anticipates the increasing diversity of the nation as a whole. GSU takes as a matter of course that all 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 GSU continues to provide access to nontraditional students, over the past decade, GSU also has attracted many of the state’s most talented undergraduates.

The academic and student support services at GSU will continue to evolve and support this multifaceted student body and produce alumni who excel and lead in all areas of endeavor at local, state, national and international levels.

Evidence

[1] Board of Regents Policy Manual _ 2.10
12.2 The institution ensures an adequate number of academic and student support services staff with appropriate education or experience in student support service areas to accomplish the mission of the institution. *(Student support services staff)*

**Compliance Status:** Compliant

**Narrative**

Georgia State University (GSU) employs a sufficient number of qualified staff in the Division of Student Affairs (DSS) and in the Division of Enrollment Management and Student Success (DEMSS). The qualified staff have appropriate experience and education that qualifies them to provide effective services which meet the needs and goals of the students. The DEMSS and DSS work closely to offer a wide array of services and programs that assist students in being successful from pre-enrollment to post-graduation. As the organizational chart[1] demonstrates the two Divisions are led by senior administrators, the Sr. Vice President for Student Success and the VP for Student Affairs. As direct reports to the President and Provost respectively, these Division heads are part of the core leadership team of the University.

As part of the GSU mission states:

> 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, the university provides educational opportunities for tens of thousands of students at the graduate, baccalaureate, associate, and certificate levels.

GSU's commitment to academic and student support is evident in the qualified staff engaged in helping all GSU students succeed.

**Student Affairs**

Programs in the Division of Student Affairs are designed to create and deliver student experiences that promote learning and success; develop and promote a distinctive model of active, engaged citizenship incorporating service, leadership and experiential learning; and, enhance the global competency of GSU students. The Division seeks to provide an enriching environment that allows for and encourages cross-cultural interaction, an appreciation of diversity and ethical decision making.

The Student Affairs staff work in partnership with faculty and other administrators to provide an optimal learning environment that promotes the integrated learning and development of all students, supports the academic mission of the university, demonstrates institutional effectiveness and produces sustained commitments to intentional lifelong learning.

Student Affairs programs are responsive to student expectations and committed to ensuring opportunities for students to develop skills in leadership, teamwork and social responsibility to prepare them for their future roles in society.
Areas within Student Affairs are listed below with the respective job descriptions and experience of officers attached. Officers in each of these units hold the appropriate qualifications and experiences to provide the services described in standard 12.1.

- Black Student Achievement[2]
- Civic Engagement[3]
- Counseling and Testing Center[4]
- Dean of Students (Student Assistance, Student Conduct)[5]
- Disability Services[6]
- Leadership Development[7]
- Multicultural Center[8]
- Recreational Services[9]
- Student Health Clinic[10]
- Student Center[11]
- Student Services and Programs[12]
- University Housing[13]
- Vice President for Student Affairs[14]

Enrollment and Student Success

The mission of Enrollment Services and Student Success is to guide and to support students throughout their college experience from pre-admission through graduation. For students, the goal is simple: to promote success.

Through the Office of Undergraduate Admissions, staff facilitate a student's smooth entry into the University. Through the Enrollment Services Center and the Office of Financial Aid, staff seek to get students registered for the classes that they need and to help them apply for financial support to pay for their education. The Office of Student Retention, the University Advisement Center and Undergraduate Studies offer a wide array of programs ranging from Freshmen Learning Communities to Supplemental Instruction to allow students to succeed academically. The Graduation Office helps to facilitate the transition from student to degree-holding graduate, and the Registrar’s Office maintains academic records, supplies transcripts, and provides other services, both while individuals are at Georgia State and in the years beyond graduation.

Students are the top priority, and Enrollment Services is dedicated to empowering students to make effective choices. From the time of an individual’s first campus visit to the completion of their degree, Enrollment Services staff want to help. A complaint line exists through which students can contact the Senior Vice President’s office directly. The feedback link is accessible via the Enrollment Services menu in the top left on web pages throughout the division. All of the units in Enrollment Services are supervised by and report to the Senior Vice President. Officers hold the appropriate qualifications and experiences to provide the services described in standard 12.1.

Areas within Student Success are listed below with the respective job descriptions and experience of officers attached. Officers in each of these units hold the appropriate qualifications and experiences to provide the services described in standard 12.1. Due to the size of the table and for ease of review, the table is provided as one document.

A chart of Senior Administrators within Enrollment and Student Success is attached[15].

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**Evidence**

[1] GSU Org Chart - 8-27-18
[2] Black Student Achievement Staff
[3] Civic Engagement Staff
[4] Psych Health Staff
12.3 The institution publishes clear and appropriate statement(s) of student rights and responsibilities and disseminates the statement(s) to the campus community. *(Student rights)*

**Compliance Status:** Compliant

**Narrative**

Georgia State University (GSU) publishes clear and appropriate statement(s) of student rights and responsibilities and disseminates the statement(s) to the campus community.

Georgia State strives to facilitate in each student a sense of respect for the dignity and worth of individuals; a desire and capacity for critical reasoning; an appreciation and understanding of scholarship and creativity; an appreciation of diversity in student life; the ability to communicate; and a continuing desire for knowledge.

Membership in the community of scholars known as Georgia State University is a privilege and carries with it obligations to participate in and contribute to the educational mission of the institution. Concurrent with these obligations are rights and freedoms for each individual as guaranteed by the United States Constitution including, but not limited to, the right to inquire, to learn, to communicate by speech and action, to assemble peaceably, and the right to due process. The university desires to maintain an orderly climate in which academic inquiry and freedom may occur while still preserving the freedom and rights of all members of the university community.

Georgia State University does not discriminate against individuals on the basis of race, color, sex, religion, creed, age, sexual orientation, gender, disability, national origin, or veteran status in employment or the administration of the programs and activities conducted by Georgia State University or any of its several departments now in existence or hereafter established. Additionally, no chartered student organization may engage in discriminatory conduct whether collectively or through the actions of its individual members.

The vast majority of GSU’s student rights and responsibilities are published in GSU’s “Student Code of Conduct & Administrative Policies and Procedures” which is referenced frequently by its abbreviated label as the “Code of Conduct.”[1] That highly detailed 65-page document focuses on more than expected student behavior and includes a wide array of institutional policies and procedures that describe and impact student rights and responsibilities at the university as well.

publications as well as throughout the year in its online versions, and those latest dated versions are so noted on those online publications. Students are also informed of the Code at New Student Orientation. A link to the Code is provided to new students and parents/guests in the resource section of the New Student Orientation mobile application. During the New Student Orientation Welcome session, a Dean of Students designee speaks to students and their parents about the Code and students’ responsibility for knowing the Code. It is explained to students that the Code provides an understanding of student rights as well as responsibilities, and therefore are instructed to read over the Code prior to beginning classes. New students are directed to the application and resources throughout the program. The mobile application remains available to students as a resource beyond the program. Approximately 7000 new students, transfer and freshman, attend an on campus New Student Orientation Program.

An Online New Student Orientation module is required for incoming students taking online classes and as an option for transfer, transient, and post-baccalaureate students. The online model explains that students have a responsibility for knowing the Code and provides a link to the Code online. Approximately 3000 students complete an online New Student Orientation Module. All students, whether they be on-campus, at off-campus instructional sites, or engaged through distance learning online, are expected to be familiar with the Code of Conduct as well as any additional codes that are specific to their school/college or disciplines. The reporting of alleged violations and the engagement of due process procedures are described in detail in the Code of Conduct, as are the possible consequences, penalties, and sanctions for determined rule violations.

The comprehensiveness of the 2018-19 Student Code of Conduct and Administrative Policies and Procedures can be seen in its full text provided in the supporting documentation and its Table of Contents which is inserted below:

STUDENT CODE OF CONDUCT AND ADMINISTRATIVE POLICIES AND PROCEDURES 2017-2018 (Updated March 2018)

Table of Contents

I. Introduction

A. Overview
B. Student Rights and Obligations
C. Jurisdiction and Authority
D. Non-Academic Withdrawal
E. Guarantees of Student Expression
F. Definitions

II. General Conduct Policies and Procedures

A. Prohibited General Conduct
B. Procedures for Resolving General Conduct Matters

III. Academic Conduct Policies and Procedures

1. Introduction
2. Definitions and Examples
3. Information and Burden of Proof
4. Procedures for Resolving Matters of Academic Honesty
5. Initiation of Action

IV. Administrative Policies

A. Disruptive Student Conduct in the Classroom or Other Learning Environment
B. Non-Discrimination Policy
C. Policy on Class Attendance
As the content of the Code of Conduct reflects, a wide array of student rights and responsibilities are addressed in the university policies and procedures addressed in that publication. Distinctions between adherence to university policies and procedures and adherence to local, state and federal laws are referenced. Definitions of key terms are cited. Policies and procedures related to academic honesty are especially important and highlighted. Other major university community concerns are addressed in the Code such as alcohol and drug use, sexual misconduct, personal safety and security, hazing practices, sexual harassment, disruptive behavior, and smoking and tobacco use. Student rights to privacy, free speech, the filing of student complaints, fair hearings and due process, non-discrimination, and hearing appeals are also described in great detail in the Code of Conduct.

The Dean of Students and Hearing Panels play central roles in the enforcement of university policies as well as the protection of student rights and responsibilities (Code of Conduct II.B.7-9). Hearing Panels are convened whenever there is the need for a formal hearing in cases of alleged conduct violations. Such Hearing Panels may take the form of Senate Judicial Board hearings or Sexual Misconduct Board hearings. The Code of Conduct prescribes the selection of members of the Hearing Panels, hearing procedures, rules regarding evidence and witness testimony, roles of the participants, the standard for deliberations and procedure for deliberations, possible sanctions for individuals and organizations, and procedures for appeals.

As is also noted in the Code, students have a collective right to participate in the formulation of standards of conduct and preparation of rules governing student activities. This right is collectively exercised through the participation of the Student Government Association and the university’s Committee on Student Life. The Committee on Student Life is empowered by the President of the university, through the Board of Regents of the University System of Georgia, to make standards and rules, subject to the approval of the Chancellor and of the Regents. Upon request, students also have a collective right through Student Government Association participation, to be heard in the making of other institutional policies that affect their rights and well-being. In addition, students have the right to take a stand on university issues, to examine and discuss questions of interest, and to support causes by orderly means that do not disrupt normal university operations or interfere with the rights of others.

Students have the right to freedom of expression as long as it does not materially or substantially interfere with the orderly operation of the university or with the rights of others as conferred by the Constitution. Furthermore, the publications and communications of chartered student media groups are guaranteed the rights inherent in the concept of freedom of the press. They have the right to publish and distribute material on the university campus provided that the materials are identified by the name of the organization and are done in accordance with the rules and regulations adopted by the Committee on Student Communications. All publications are subject to the canons of responsible journalism, including the avoidance of libel, avoidance of indecency or obscenity, and undocumented allegations.

The Family Educational Rights and Privacy Act (FERPA) is a federal law that protects the privacy of student education records. FERPA rights are provided only to university applicants upon actual
acceptance to and subsequent enrollment for classes at the university. Students are notified of their 
FERPA rights annually through New Student Orientation. In addition, the law, and the University's 
policy, are described in detail on the Registrar’s web page available to all students, including online 
students.[9]

In compliance with Section 485 of the Higher Education Act of 1965 (20 U.S.C. 1092(f)[10], as 
amended by the Student Right-to-Know and Campus Security Act of Public Law 101-542[11], as 
the Campus Sexual Assault Victims’ Bill of Rights Act of 1991[14], and the Campus Sexual Assault 
Elimination Act of 2013[15], victims of campus-related sexual assaults are accorded under the Sexual 
Assault Victims Bill of Rights[16]. This Bill of Rights is published on the Victims Assistance website and 
in the Student Code of Conduct and is available to all students, including online students.

In addition to the general rights and obligations of the university community, each student is obligated 
to apprise him/herself of and comply with all university rules, regulations, and policies. Students are 
individually responsible for understanding and exercising their rights, fulfilling their obligations and 
respecting the rights of others. Lack of knowledge of a university policy is not accepted as an excuse 
for failure to observe it.

Evidence

[1] 2018_March_Student_Code_of_Conduct
[6] Code of Conduct Website 1
[7] Code of Conduct Website 2
[8] Code of Conduct Website 3
[9] University FERPA Records Access Policy
[10] 20 U.S. Code § 1092 - Institutional and financial assistance information for students
[11] Student Right To Know and Campus Security Act
[15] Campus Sexual Assault Elimination Act of 2013
[16] Rights-Resources-and-Support

12.4 The institution (a.) publishes appropriate and clear procedures for addressing written student 
complaints, (b.) demonstrates that it follows the procedures when resolving them, and (c.) maintains a 
record of student complaints that can be accessed upon request by SACSCOC. (Student complaints) 
[Off-Site/On-Site Review]

Compliance Status: Compliant

Narrative

Georgia State University (GSU) publishes appropriate and clear procedures for addressing written
student complaints. The procedures are referenced in the associate[1], undergraduate[2], and graduate [3]catalogs and published in full detail in the Student Handbook which is also online. They can be easily retrieved by students through a direct search for “student complaints” on the GSU website. Specific and detailed policies and procedures pertaining to “Student Complaints, Petitions for Policy Waivers & Variances, and Appeals” are outlined in a distinct section of the 2018-19 Student Code of Conduct and Administrative Policies and Procedures which is published online as well as distributed through mass email to all new and transfer students who attend orientation programs. This document describes procedures for administering student complaints on college-level academic matters (e.g., grade appeals) and student complaints on non-academic matters (e.g., administrative decisions and services to students), as well as student petitions for college-level and university-wide academic policy waiver or variance. Formal written student complaints following prescribed content guidelines are required for complaint consideration and resolution. Records of many of those formal written complaints and their resolution are kept in the Office of the Dean of Students. Records of formal written complaints and their resolution pertaining to academic matters such as grade appeals or discrimination complaints are kept in the college deans’ offices and the offices of the Title IX Coordinator and Deputy Title IX Coordinators respectively. Those written complaint resolution records reflect adherence to published policies and procedures and can be produced for review upon request.

A. THE UNIVERSITY PUBLISHES APPROPRIATE AND CLEAR PROCEDURES FOR ADDRESSING WRITTEN STUDENT COMPLAINTS

Georgia State University (GSU) publishes appropriate and clear procedures for addressing written student complaints. The procedures are referenced in the online undergraduate and graduate catalogs and published in full detail in the Student Handbook which is also online. They can be easily retrieved by students through a direct search for “student complaints” on the GSU website. GSU’s Code of Conduct and Administrative Policies and Procedures (“the Code”) has a dedicated website at https://codeofconduct.gsu.edu/. The university catalogs, Student Handbook, and the search feature of the GSU website all link to the content of the Code at that site. The Code’s content, policies, and procedures are updated online as need throughout its annual publication. Consequently, current policies and procedures related to student complaints are widely publicized and readily available on a 24/7 basis to students.

This document describes procedures for administering student complaints on college-level academic matters (e.g., grade appeals) and student complaints on non-academic matters (e.g., administrative decisions and services to students), as well as student petitions for college-level and university-wide academic policy waiver or variance. Formal written student complaints following prescribed content guidelines are required for complaint consideration and resolution. Records of many of those formal written complaints and their resolution are kept in the Office of the Dean of Students. Records of formal written complaints and their resolution pertaining to academic matters such as grade appeals or discrimination complaints are kept in the college deans’ offices and the offices of the Title IX Coordinator and Deputy Title IX Coordinators respectively. Those written complaint resolution records reflect adherence to published policies and procedures and can be produced for review upon request.

Student Rights

The Students Code of Conduct[4] clearly identifies student rights and their guarantees of student expression, specifically stated as:

Membership in the community of scholars known as Georgia State University is a privilege and carries with it obligations to participate in and contribute to the educational mission of the institution. Concurrent with these obligations are rights and freedoms for each individual as guaranteed by the United States Constitution including, but not limited to, the right to inquire, to learn, to communicate by speech and action, to assemble peaceably and the right to due process. The university desires to maintain an orderly climate in which academic inquiry and freedom may occur while still preserving the freedom and rights of all members of the university community.

Collective Rights in Policy Making
Students have a collective right to participate in the formulation of standards of conduct and preparation of rules governing student activities and affairs. This right is collectively exercised through the participation of the Student Government Association on the university’s Committee on Student Life and Development. The Committee on Student Life and Development is empowered by the President of the university, through the Board of Regents of the University System of Georgia, to make standards and rules, subject to the approval of the Chancellor and of the Regents. Upon request, students also have a collective right through Student Government Association participation, to be heard in the making of other institutional policies that affect their rights and well-being. In addition, students have the right to take a stand on university issues, to examine and discuss questions of interest and to support causes by orderly means that do not disrupt normal university operations or interfere with the rights of others.

**Freedom of Expression**

Students have the right to freedom of expression as long as it does not materially or substantially interfere with the orderly operation of the university or with the rights of others as conferred by the Constitution.

**Student Media**

The publications and communications of chartered Student Media groups are guaranteed the rights inherent in the concept of freedom of the press. They have the right to publish and distribute material on the university campus provided that the materials are identified by the name of the organization and are done in accordance with the rules and regulations adopted by the Committee on Student Communications. All publications are subject to the canons of responsible journalism, including the avoidance of libel, avoidance of indecency or obscenity and undocumented allegations.

The **Office of the Registrar’s website** provides students with their Family Educational Rights and Privacy Act (FERPA) rights. Students may:

- Consent to disclosures of personally identifiable information contained in the student’s education records, except to the extent that such disclosures are authorized without consent as more fully described in FERPA;
- Choose to suppress (i.e., keep from being disclosed) their directory information;
- Inspect and review their education records;
- Seek amendment of those education records believed to be inaccurate, misleading or otherwise in violation of their privacy rights; and
- File complaints with the Department of Education about alleged failures by the University to comply with the requirements of FERPA.

The procedures set forth in this document are applicable to undergraduate and graduate students of the university at all instructional locations, including online students. All appeals under these are made based only on the written record.

**Complaints, Petitions and Appeals**

Section IV.F, Student Complaints, Petitions for Policy Waivers & Variances, and Appeals[5], of the widely publicized Student Code of Conduct and Administrative Policies and Procedures contains detailed published policies and procedures for filing and addressing written student complaints on a wide range of academic and non-academic aspects of GSU’s operation. The management of the vast majority of all written student complaints falls under this particular policy section of the Code with the exception of student conduct, academic honesty, discrimination and Title IX student complaints which are referenced separately in the Code.

The Policy/Procedures for Student Complaints, Petitions for Policy Waivers & Variances, and Appeals[5] describes procedures for administering student complaints, petitions and appeals of college-based and university-wide policies. Students complaints are granted if they can prove by a preponderance of
evidence that a decision was arbitrary, discriminatory, or inequitable. Preponderance of evidence is defined as more probable than not.

Expected Contents of Written Student Complaints

Student complaint resolution typically begins in an informal manner involving the parties directly involved. When students cannot resolve their concerns at those lowest levels informally, typically at the departmental level, formal complaints can be put in a written and documented form and submitted to higher levels of GSU’s organizational structure as an appeal for further consideration by the appropriate university administrators at the dean’s level or higher. As the policy clearly states, the expected content of those written complaints varies depending on the type of student complaint, either academic or non-academic. Typically, the complaint needs to be clearly explained with the parties and actions involved identified, the sought resolution of the complaint should be clearly stated, and the rationale and documentation for why the student’s request should be granted should be provided. Based upon the preponderance of evidence requirement, students must provide evidence of why the decision was arbitrary, discriminatory or inequitable. Students can seek and receive advice and assistance in formulating and directing their written student complaints from either the Office of the Dean of Students or the Office of the Ombudsperson.

Timely and Fair Responses to Written Student Complaints

A timely and fair process for consideration of and response to a student complainant is prescribed in specific terms. Deans and Vice Provosts typically are expected to respond to a written student complaint within 10 business days of receipt of the complaint. The Provost and President have 20 business days to respond to appeals that come up to their level. Sufficient due process is provided to the complainant in that there are multiple levels of administrative appeal where different administrative reviewers can make independent decisions regarding the disposition of a student’s complaint.

College-level Academic Grade Complaints

Regarding a college-level academic complaint of a grade appeal, students are encouraged to discuss their complaint with their instructor prior to filing a formal written grade appeal. The office of the Ombudsperson can provide assistance to students and instructors to resolve the complaint. In situations in which a resolution does not occur, the student may appeal to the Department Chair, subsequently to the Provost, President and ultimately to the Board of Regents. Each appeal level provides a timely response to the student, the Chair and the Dean respond within 10 days; the Provost and President respond within 20 days.

Other College Level Academic Complaints

Other college level academic complaints are resolved by the involved department and college. A student first discusses the complaint with the faculty member or the appropriate administrator. The student may appeal to the Chair by submitting a complaint in writing accompanied by pertinent documentation describing (a) the specific action, practice, or decision that is problematic; (b) the impact of that decision; (c) what resolution is being sought; (d) and why it should be granted. The Chair provides a decision within 10 business days. The appeal process and the timely response is the same as in the grade appeal process.

University Level Academic Complaints

Normally university level academic complaints are handled by the academic administrator directly responsible for the particular area. The office of the Ombudsperson may assist with the resolution. In situations when a resolution does not occur, the student may appeal to the Vice Provost, then to the Provost, President and ultimately to the Board of Regents. The student’s complaint must be submitted in writing, and be accompanied by pertinent documentation describing (a) the specific action, practice,
or decision that is problematic; (b) the impact of that decision; (c) what resolution is being sought; and (d) why it should be granted. Each appeal level provides a timely response to the student, the Vice Provost responds within 10 days; the Provost and President respond within 20 days.

Non-Academic Complaints

A student’s non-academic complaint is resolved by the administrator in charge of the department. The student’s complaint must be submitted in writing, and be accompanied by pertinent documentation describing (a) the specific action, practice, or decision that is problematic; (b) the impact of that decision; (c) what resolution is being sought; and (d) why it should be granted. The student may appeal to the Vice President or Vice Provost who oversees the area, then to the Provost, President and ultimately to the Board of Regents. The outlined timely response is 10 days for the Vice President/Vice Provost, and 20 days for the Provost and President.

Student Petitions for Academic Policy Waiver or Variance

Students may submit a petition in writing for the waiver or variance of a department level or college level policy. The petition must include the following: (a) the policy from which the student is seeking a waiver or variance, (b) the deviation being sought; and (c) the reason(s) why the exception should be granted. An administrator in the office responsible for the policy will make a determination. The student may appeal to the Chair, the Dean, the Provost, the President and the Board of Regents. The timely response is 10 days for the Chair and the Dean, and 20 days for the Vice President, Provost and President.

University-Level Policy Waiver or Variance Petitions

Students may request a waiver or variance of a policy established by the university or the Board of Regents. The petition must include: (a) The section number from the Catalog (or other official university document) of the policy or requirement from which the student is requesting a waiver; (b) the deviation being sought; (c) the reason(s) why the exception should be granted; (d) a current copy of the student's academic evaluation record; and (e) a current copy of the student's Georgia State University transcripts (unless the petitioner is not a yet a Georgia State student); and (f) transcripts from any other college the student has attended (if the petitioner has attended other colleges). Appeal requirements are determined by the nature of the appeal. For example, if a student’s petition regarding financial aid rules is denied, the student may appeal to the Financial Appeals Committee, appeals to a denial of add, drop, and withdrawal rules are made to the Registration Appeals Committee. Subsequent appeals are to the Assistant Vice President for Student Retention, then to the Vice Provost, the Provost, the President and the Board of Regents. The timely response is 20 days for the Vice Provost, Provost, and President.

Consumer Complaints Regarding Distance Education

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. Georgia State maintains a Consumer Complaints webpage [6] listing the contacts from each state with 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, as described in this standard.

Current or prospective Georgia State University students with a concern directly related to online learning are encouraged to contact the Associate Provost for Institutional Effectiveness.

Mediation

Students who have filed complaints or petitions, except for grade appeals, may request that the matter
be submitted to mediation to achieve a resolution by the office of the Ombudsperson.

**Student Code of Conduct and Administrative Policies and Procedures**

In addition to The Policy/Procedures for Student Complaints, Petitions for Policy Waivers & Variances, and Appeals, the 2017-18 Student Code of Conduct and Administrative Policies and Procedures contains the following policies:

- General Conduct Policies and Procedures;
- Academic Conduct Policies and Procedures;
- Disruptive Student in the Classroom or Other Learning Environment;
- Non-Discrimination Policy;
- Policy on Class Attendance;
- Privacy of Student Records;
- Alcohol and Other Drugs Policy;
- Sexual Misconduct Policy;
- Hazing Policy;
- Student Leadership Positions;
- Student Organizations;
- Special Event/Late Night Event Policy;
- Campus Speech, Distribution and Posting Policy;
- Student Travel Agreement;
- Information Systems Use Policies; and
- Tobacco and Smoke-Free Campus Policy

**Academic Conduct Policies and Procedures**

In accordance with the Academic Conduct Policies and Procedures[7], an academic honesty complaint occurs when a faculty member determines that an academic dishonesty has occurred based upon the standard of a preponderance of information (if the information which indicates that the academic dishonesty occurred produces a stronger impression and is more convincing as to its truth when weighed against opposing information). The faculty member discusses the incident with the student before filing a charge of academic dishonesty. The faculty member, in consultation with the chair, prepares the Notice of Academic Dishonesty. The Chair forwards the notice to the College Dean who notifies the student. The student has 10 business days to appeal in writing to the Dean. If the student appeals, a College Hearing Committee conducts a hearing. Within 10 business days after the hearing committee receives the notice, a hearing date is determined. Within 5 business days of the hearing, the committee chair sends the findings in a written report to the Dean. Within 5 business days of receiving the report, the Dean makes a final decision. On the grounds that the decision was arbitrary, capricious, or discriminatory, the student may appeal the decision to the Provost, the President and to the Board of Regents. If the student is found responsible or if the student does not appeal, the College Dean forwards the notice to the Office of the Dean of Students, which maintains the records of academic honesty violations.

If the student has two or more submissions of academic dishonesty, or if the faculty member has requested a disciplinary penalty (suspension, expulsion, or transcript annotation), the Office of the Dean of Students forwards the notice(s) to the Senate Committee on Student Discipline who recommends whether a transcript annotation, suspension or expulsion should occur. The Senate Committee on Student Discipline’s recommendations are sent to the Provost. The student may appeal to the President and the Board of Regents.

**Disruptive Student in the Classroom or Other Learning Environment**

Complaints alleging violations of the Disruptive Student in the Classroom or Other Learning Environment[8] begin and are handled within the respective academic departments. The Office of the Dean of the Students is notified of Disruptive Student in the Classroom occurrences. The faculty member notifies the department Chair, who notifies the students. The student may provide a written
response to the complaint and schedule a meeting with the Chair within 5 days of receiving the notice. The chair notifies the student of the outcome. The student may appeal the decision to the Dean, the Provost, the President, and to the Board of Regents.

**General Student Conduct Policies**

Complaints of alleged violations of the other general student conduct policies are reported to the Office of the Dean of Students, which has the responsibility of investigating and adjudicating general student conduct complaints, including student to student complaints of sexual misconduct. The Office of the Dean of Students interprets the Code for students, faculty, staff, and other stakeholders, coordinates mediation and restorative justice referrals, provides support for the Senate Committee on Student Discipline related to academic honesty violations, advises the Student Judicial Board and provides administrative support for the Sexual Misconduct Board. The student conduct process is organized to ensure fairness and consistency in the process, including weekly Office of the Dean of Students staff meetings, staff training and development, as well as submitted weekly staff reports. The process of having a Dean of Students Designee responsible for compiling the investigative reports for all sexual misconduct cases and for general student conduct cases that may have a sanction of suspension or expulsion, who then submits the report to another Dean of Students Designee, provides an internal check for fairness and consistency. Most importantly, in addressing complaints, the Office of the Dean of Students creates a non-judgmental environment that encourages student involvement and development.

Upon receipt of a complaint, a prompt, fair and impartial investigation occurs. Complaints that if true, would not amount to a violation of the Code are dismissed. Based upon the investigation information, the Dean of Students determines whether or not to initiate charges or to dismiss the case administratively. The complaint states the facts, the name and contact information of the respondent (the student who allegedly violated the Code) and individuals with knowledge of incident, dates, times and locations of the alleged conduct, available evidence, and whether a criminal complaint has been made. If a student is charged, a charge letter describing all the charges for specific alleged violations is sent. The respondent is required to attend an administrative conference with the Dean of Students within 5 business days. During the administrative conference, the Dean of Students reviews the Code with the respondent, gives an explanation of the charges, provides a copy of the Code and the complaint and reviews the student’s due process rights, including the right to notice in writing, the right to a fair and impartial hearing resolution. The student conduct process is also explained, including that the student has the opportunity to:

- accept or deny responsibility and to have the charges resolved by the Dean of Students or by a hearing panel;
- select an advisor;
- call witnesses;
- pose questions to the hearing panel and to the witnesses;
- have a copy of the hearing; and
- appeal the decision

Clarification is given that if the student does not attend the hearing a presumption of responsibility is not made. The student may appeal to the Vice President of Student Affairs, the President and the Board of Regents. The Code requires that the results of an appeal must be given to a student in a reasonable time.

In instances in which the University believes a student poses a serious and immediate threat to the safety and well-being of the university community, the Dean of Students may enact interim measures, including changing of housing assignment, issuance of a no contact directive, a restriction for a specific campus location, change of an academic schedule, or an interim suspension from the university. Prior to enacting an interim suspension, the student is given the opportunity to provide a statement of why the student is not a threat to the safety and well-being of the campus. If an interim suspension is enacted, the student is also given the opportunity to meet with the Dean of Students and to provide a written statement of why the interim suspension should be lifted.
Separate policies and procedures for filing and resolving student complaints involving alleged discrimination by student organizations or the institution as well as Title IX violations, including sexual misconduct, are also published in the 2018-19 Code of Conduct and Administrative Policies and Procedures. These policies and procedures are listed separately in the Code from Section 4.F because they follow federal laws, and student complaints in these areas can and often do involve formal complaints being filed with agencies outside the university.

Instances of Title IX complaints or when the potential sanction of a General Conduct complaint may involve a suspension or expulsion.

The Sexual Misconduct Policy states that all student to student complaints of sexual misconduct are adjudicated as part of the General Code of Conduct. For instances of Title IX complaints or for general conduct cases when the sanction may involve a suspension or expulsion, the respondent is notified in writing of the investigation and that they may have an advisor throughout the process. The investigator, a Dean of Students Designee, completes an investigation which consists of interviewing the Respondent, the Complainant, and witnesses; and reviewing documents and any other information. The interviews and documentation are summarized in an investigative report. Based on a review of the report, the investigator determines whether the respondent could be charged, or whether to dismiss a case. If the investigator determines that the respondent could be charged, the respondent is given the opportunity to respond to the investigative report. Based upon the respondent’s response the investigator conducts a further investigation and updates the report.

If the updated investigative report determines that the respondent could be charged, the investigator forwards the investigative report to another Dean of Students Designee, who based upon the information in the investigative report determines whether to charge the respondent. The conduct process follows the process described in the above General Conduct process. During the administrative conference the respondent is given the option of an administrative resolution, a hearing board, mediation, or restorative justice. Mediation or Restorative Justice are not available in some cases of alleged sexual misconduct.

The hearing board option for general conduct cases is the Student Judicial Board (SJB), which is the judicial branch of the Student Government Association (SGA) and is an essential element of student governance. The SJB is comprised of 16 student justices and 3 alternate student justices. The SJB exists to uphold the standards of the Georgia State University community by providing peer adjudication of alleged student violations of the Student Code of Conduct. The SJB receives yearly training in Fall semester consisting of evidence, questioning, parsing the policy, FERPA, etc. In 2014, a spring training was added to the annual training in order to meet the demands of the increase of summer conduct cases.

In accordance with the Sexual Misconduct Policy, alleged sexual misconduct violations may be heard by the Sexual Misconduct Board (SMB), comprised of 10 members (5 faculty and 5 staff). Members of the SMB must participate in scheduled training sessions, schedule a weekly time for board hearings and adhere to Title IX requirements.

For Title IX complaints, and for crimes of violence, the complainant is notified of the results. In cases involving sexual misconduct, the victim has the right to the appeal the outcome at each appeal level.

Grounds for appeals are: (1) to consider new information, sufficient to alter the decision, or other relevant facts not brought out in the original hearing, because such information was not known or knowable to the person appealing during the time of the hearing; (2) to allege a procedural error within the hearing process that may have substantially impacted the fairness of the hearing, including but not limited to whether any hearing questions were improperly excluded or whether the decision was tainted by bias; or (3) to allege that the finding was inconsistent with the weight of the information. The appeal
shall be a review of the record only, and no new meeting with the respondent or any alleged victim is required.

B. DEMONSTRATES THE FOLLOWING OF PROCEDURES WHEN RESOLVING COMPLAINTS

The Office of the Dean of Students is responsible for student conduct complaints. To ensure that procedures are followed fairly and consistently, a weekly staff meeting is held with Office of the Dean of Students staff, that includes the Associate Dean of Students-Perimeter campuses, Assistant Dean of Students-Dunwoody and Alpharetta campuses, Assistant Dean of Students-Clarkston campus, Assistant Dean of Students-Decatur and Newton campuses, the three Assistant Deans for the Atlanta campus, Director Student Programs and Services, Coordinator Student Conduct and the Coordinator for Student Advocacy and Outreach. In addition to discussing students’ progress in the complaint process, procedural process is reviewed during the weekly meetings. The weekly conduct status report, submitted by staff who are responding to student conduct complaints, provides another safeguard to ensuring procedural compliance.

Staff training has been a key component to having staff administer fair and consistent procedures on all campuses. Staff participated in extensive national and regional student conduct training and Title IX training.

Monthly Review of the Data to Identify Patterns

The Office of the Dean of Students (ODOS) provides services that assist all students in being actively engaged and successful members of the Georgia State University community. The services include connecting students to campus resources, facilitating students in resolving issues and complaints, highlighting the values of the University community, encouraging student involvement and addressing emergency concerns. The Office of the Dean of Students uses student conduct data to assess students’ self-identified needs and to develop programs, services, and programming that facilitate student development in the identified areas. As a result of the Office of the Dean of Students review of student conduct trend data listed below, several programs and workshops were implemented in order to ensure long term success to students as well as allow students to reflect upon their behavior and make the necessary changes in order to be an effective citizen of the Georgia State University community and beyond. The strategies support student development, while maintaining a safe and secure university community.

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Restorative Justice

To address the increase in the number of students threatening and fighting other students, in the Fall 2017, the Restorative Justice (RJ) program was launched. The RJ focuses upon students’ individual needs, develops their listening and communication skills, emotional intelligences, and strengthens their responsibility to the campus community. The program addresses applicable violations of the Student Code of Conduct (the Code), and serves as a community builder for incidents that cause harm. In instances of suspension, the RJ program reintegrates students back into their university community.

(RJ) helps to support student development and the program is a collaborative decision-making process that includes community members, students, and others who seek to hold students accountable by
having them:

a) Accept and acknowledge responsibility for their behaviors;
b) Repair the harm they have caused to the community
c) Rebuild trust by showing an understanding of community values, addressing personal issues, and building positive social connections.

**STARRSA**

The Office of the Dean of Students worked with renowned researcher Mary Koss and her team on the Science-based Treatment, Accountability and Risk Reduction for Sexual Assault (STARRSA) Project. This program was funded by the Department of Justice and did not require any student information to be shared. The program identifies factors that are associated with sexual misconduct among college students (e.g., motivation for change, responsibility for sexual behavior, attitudes/beliefs about sexual misconduct, awareness of victim impact, proper management of behavior, management of emotions, and alcohol use/abuse) so that appropriate interventions may be determined, as part of their sanctioning process. A seven-hour training was conducted for staff members who recommend sexual misconduct sanctioning, as well as facilitators of the sexual misconduct training. Georgia State University is one of 20 institutions participating in this groundbreaking program.

**Substance Use Risk Reduction Program (SURPP)**

Students who are found in violation of the university alcohol and/or drug policies are required to attend SURRP. This program is facilitated in the Counseling and Testing Center (CTC). According to the CTC, the overall mission of SURRP is to provide services designed to empower students to make healthy, informed and intentional choices about their use of alcohol and other drugs, support no use and low risk behaviors while addressing the signs and consequences of high risk use and introduce strategies to reduce substance related barriers to academic and social success.

**Programming**

The Office of the Dean of Students has increased its prevention programming to address students’ developmental needs. The student conduct data allows the Office of the Dean of Students to examine the trends and to develop programs and prevention tools for students. Examples of prevention programs include:

- Consent Circles (co-sponsored with University Housing, Multicultural Center, and Black Student Achievement)
- Social Media Usage and Impact (co-sponsored with Career Services)
- Conflict Resolution (co-sponsored with Dr. Ryan Maltese)
- Alcohol Awareness (co-sponsored with the Student Judicial Board)

**Educational Sanctions**

Sanctions have been developed to assist students with their educational and developmental process. The following list are the educational sanctions:

- Conflict Resolution Workshop
- Decision Making Workshop
- Cultural Conflict and Competency Workshop
- Community Service
- Develop an Educational Workshop for Peers
- Alcohol Awareness
- Reflective Essay

**Redacted Examples**
Georgia State University demonstrates that it follows its published procedures when resolving written student complaints as evidenced by the three redacted examples of complete student complaint files involving an academic complaint and two non-academic complaints. The three complaints demonstrate adherence to procedures, attempts to informally resolve the matter and timely resolutions.

**Case One**

An Atlanta campus student, who cross registered for a Perimeter campus section of a CIS course, informally resolved with the course instructor a grade change, from C to C+. The student contacted the Office of the Dean of Students after the instructor and the Academic Records supervisor were unable to manually update the grade because the student’s registration status did not permit them to apply the +. When the Office of the Dean of Students contacted the Registrar’s Office, the Associate Registrar changed the grading mode to reflect that the student was an Atlanta campus student and was eligible for the +/- grade for the course.

**Case Two**

Case two, an excellent example of adherence to procedure, involves two students who informally resolved their student conduct complaint through mediation. The complainant reported to the Georgia State University Police Department, that he had received a threat from another student. According to the Student Code of Conduct, if the university believes that a student poses a serious and immediate threat to the safety and well-being of the university community, the university may take an interim action. Given the serious and immediate nature of the reported threat, “You should fear for your life. You should watch your back…,” adhering to Student Code of Conduct's procedure for Interim Actions, to determine if an interim action should be enacted, the respondent was contacted and given an opportunity to be heard. Based upon the respondent's statement, it was determined that it was not necessary to enact an interim measure. Subsequently, both the respondent and complainant agreed that the matter could be resolved by mediation. The request for mediation was approved by the Dean of Students. The office of the Ombudsperson documented the completion of the mediation.

**Case Three**

Case Three shows the timely investigation and closure of a Title IX complaint of stalking. In accordance with the Student Code of Conduct requirement for Title IX cases, the investigation was completed by a Dean of Students Designee, who then assigned the case to another Dean of Students Designee, who determined if the respondent should be charged. The case includes:

- The complainant’s written notice which includes:
  - a statement prohibiting retaliation;
  - the website location of the Student Code of Conduct;
  - the website location for available support services;
  - a request to schedule an appointment within 5 business days; and
  - the Victim’s Rights Resources and Support pamphlet.
- The respondent’s written notice that includes all the above except the Victim’s Rights Resources and Support pamphlet.
- An investigation letter to the witness requesting that the student contact the office within 5 business days.
- Investigative report (first draft) that includes:
  - a list of all the parties interviewed, as well as parties that did not respond to the investigation request;
  - a summary of the allegations taken from the incident report;
  - relevant provisions and evidentiary standards (i.e. preponderance of the information, etc.);
  - incident summaries of the complainant’s and respondent’s interviews;
  - undisputed and disputed information submitted by the complainant and respondent;
  - information pertaining to possible violations (of the sexual misconduct policy);
  - recommended charges and potential sanctions;
• a statement detailing the complainant’s and respondent’s ability to submit additional information in response to the report within 5 business days;
• documentary evidence and submitted statements; and
• an appendix listing attached documents

- An investigative report (final draft), which includes all of the above and additional information provided by the complainant and the respondent in response to the investigative report (first draft).
- A charge letter stating the alleged violations and the requirement for the respondent to attend an administrative conference within 5 business days;
- An Election Route Form, completed by the respondent during the administrative conference, shows that the student accepted responsibility for the charges and chose to have the case administratively resolved; and
- Notification of the sanctions is sent as a separate correspondence to the complainant and the respondent. Both are provided with instructions on how to appeal and the grounds for an appeal.

Additional Information Involving Student Complaints

All of the institutional policies and procedures 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 Administrative Policies and Procedures and in the Georgia State University Policy Procedures for Student Complaints, Petitions for Policy Waivers and Variances, and Appeals.

The Review of Policies

University policies are reviewed and approved by various areas of the University Senate. The General Conduct sections of the Code are reviewed by the Senate’s Student Life and Development Committee and approved by the Administrative Council. The Sexual Misconduct Policy is reviewed and approved by the Administrative Council. The Academic Honesty Policy is reviewed by Senate’s Admissions and Standard Committee and approved by the University Senate.

C. OFFICES RESPONSIBLE FOR MANAGING WRITTEN STUDENT COMPLAINTS AND MAINTAINING RECORDS OF COMPLAINT RESOLUTION

The Office of the Dean of Students clarifies federal and state laws and university policies, appropriately refers complaints to various university offices and departments and is responsible for resolving student conduct complaints, including student to student Title IX complaints. The centralization of student conduct records, violations of the Academic Honesty and Disruptive Student in the Classroom policies, is key to comprehensively identifying when a student is encountering difficulties in different campus areas so that support services may be provided readily.

Title IX complaints involving faculty or staff are referred to the Title IX Coordinator, Director, AA/EEO Investigations & Hiring, and Victim Assistance via an email. Discrimination involving faculty or staff are referred via an email to the Director, AA/EEO Investigations & Hiring and the Title IX Coordinator. The Office of the Dean of Students is responsible for resolving Discrimination complaints by student organizations.

Student complaints about grades or other policies are appropriately handled via the Student Complaints, Petitions for Policy Waivers & Variances, and Appeals Policy. Clarification of the policy is explained to the student and is documented by an email, which is copied to the appropriate instructor and/or administrator.
Examples of logs kept of written student complaints received and managed by the Dean of Students Office are also provided as supporting documentation of compliance in this narrative.[12]

### Evidence

[1] Student Complaints _ Associate Catalog 2018-2019
[2] Student Complaints _ Undergraduate Catalog 2018-2019
[5] Policy-Procedures for Procedures for Student Complaints
[8] Disruptive Student Conduct in the Classroom
[9] Case One
[10] Case Two
[12] Complaint Data-Redacted (003)

**12.5** 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 Status:** Compliant

### Narrative

**Narrative**

Georgia State University (GSU) protects the security, confidentiality, and integrity of student data across the University’s footprint, whether students be on-campus, off-campus, or online. GSU’s Banner student information system is a nationally recognized ERP for student records management that is used throughout the USG. The security and integrity of GSU’s educational and student records stored in Banner is protected by commonly accepted technical, physical, and administrative controls and data backup protocols. Only authorized data stewards can enter and change information in GSU’s student records. Appropriate training for faculty, staff and administrators on adherence to GSU policies and procedures for access to Banner information and other student records helps protect the confidentiality of student information along with authorized restricted access to the database. Similar protections exist for other specialized systems of student record-keeping at GSU.

**Types of Student Records Stored at GSU**

The Banner by Ellucian student information system is the primary repository for educational and student records. Banner is utilized and supported across member institutions of the University System of Georgia. It includes modules that support the digital storage of student information on recruitment, admissions, advising, course scheduling, registration, grading, educational records, financial aid, tuition and fee payments, housing, degree completion, and alumni. These types of student records at GSU which relate to degree-credit programs, regardless of instructional location or mode of delivery, are stored centrally in GSU’s Banner information system and database. Print documents received by various offices supporting Banner for these types of data are typically converted to digital formats, stored in electronic files, and are not retained in hard copy files.

Two other types of student records that are subject to federal regulations for security and confidentiality
and which are stored apart from the Banner system involve information on student health and GSU-provided health care as well as GSU-provided psychological and mental health counseling. Medical records are stored digitally in the electronic medical records system, Medicat and Counseling & Psychiatry records are stored digitally in the electronic medical records system, Titanium.

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.

Other student records of note here include those related to alleged and adjudicated student violations of GSU’s Code of Conduct and Administrative Policies and Procedures and student complaints. Those student records are securely kept in the Office of the Dean of Students in hard copy, if applicable, and digital formats. Maxient Systems is the internet based system that the Office of the Dean of Students uses to manage student conduct records. Maxient Systems went through an intense vetting process through GSU’s Legal Affairs and Information System and Technology departments. It was a multi-step process created to protect student records. A Security and Architectural review was completed by Maxient Systems’ Chief Software Architect as well as a System Overview and Network Topology review. In addition, a review of the Information Security Control for the transfer of Maxient Systems’ information was completed by our Information Systems and Technology Department.

It is important to note that:

- GSU retains sole ownership and remains the custodian of all institutional records stored in the Maxient System.
- Maxient never shares any of GSU’s data with any third parties, or otherwise uses the data for any purpose, other than that which is specified under the service agreement.
- In the event of a termination of services for any reason, Maxient ensures that GSU takes full possession of the data and Maxient does not retain any copies whatsoever.
- All data in a Maxient system is encrypted both in transit and at rest.
- All data in a Maxient system is backed up on a rolling, thirty-day basis to a geographically separate server site to better ensure the continuity and availability of the data in the event of catastrophe.
- In the event of a data breach, Maxient would notify GSU as immediately as is practicable, but in no event later than 24 hours following discovery.

Users are trained on FERPA and trained annually on the usage of the system as well as provided with notification of any updates or changes. In addition, GSU is hosting a regional training in November of 2018 for Maxient System users across the region.

The Office of the Dean of Students also maintains hard copy records of Emergency Withdrawals. These records are kept in secured file cabinets. The files are purged in accordance with the Board of Regents’ archival requirements.

Logs and records of student complaints are kept in a variety of offices as previously described in standard 12.4 and their coverage will not be repeated here.

**GSU’s Policies and Procedures to Protect the Security and Integrity of Student Data and Student Records**

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)[1], Health Insurance Portability and Accountability Act (HIPAA)[2], and the Official Code of Georgia Annotated (OCGA)[3]—provide the foundation for the Board of Regents (BOR)[4] of the University System of Georgia (USG) [5] policy, USG procedures[6], and institutional policy and handbooks discussed later in this narrative.

The BOR-USG Records Retention Manual[7] 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 Senior Vice President for 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 **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 GSU 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 (IIT), 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.

The Georgia State University Cyber Security Charter[8] 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
- **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 third 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 exercises to reduce the probability of a security incident and reduce the impact 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 the 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[9]” 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[10].
• For release of medical information, a GSU student must complete and submit a “Release of Information Consent Form[11]” A student may file a complaint directly to GSU to comply with FERPA.[12]
• 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 to update and revise policies, procedures, and websites in addition to ensuring the alignment of back-end systems and controls.

**Evidence**

[1] ferpa
[2] hipaa
[3] 16993
[4] 10.4
[5] 10.5
[6] 12.1
[7] recordreten
[9] studentsuppre
[10] Consent_Relea
[12] patientrights

**12.6** The institution provides information and guidance to help student borrowers understand how to manage their debt and repay their loans. *(Student debt)*

**Compliance Status:** Compliant

**Narrative**

Georgia State University (GSU) complies with this standard by providing information and guidance to help student borrowers understand how to manage their debt and repay their loans. Georgia State provides this guidance by offering three different types of debt management counseling. First time
students and first time borrowers are required to complete the Department of Education (DOE) Entrance Interview prior to a loan disbursement. Students are also offered services through the SunTrust Financial Management Center (SFMC). Students are also encouraged to complete the Department of Education exit counseling.

**SunTrust Financial Management Center**

In March 2016, GSU, with financial support[1] from SunTrust Bank, launched the SunTrust Financial Management Center (SFMC) on campus. This center is dedicated to advancing financial confidence and providing the tools that can help students achieve their goals of earning a college degree. The SunTrust Center assists GSU in identifying financially at-risk students and offering them valuable counseling so they are better prepared to meet school expenses throughout their college years.

Georgia State already uses predictive analytics to track more than 30,000 students each day and to alert staff when the students make academic decisions that put them off track. The alerts led to more than 45,000 one-on-one meetings with academic advisers last year. The university has applied this same data-driven approach to use a Financial Alert System to contact students before financial problems arise.

SunTrust bank provides financial mentors and the GSU center staff use data from the alert system to contact students and offer guidance. Because many students and their parents have limited ability to be on campus during the day, the center offers online and phone counselors after hours. The center also provides financial counseling and outreach to low-income and hard-to-reach families that don't always have access to financial guidance.

“When we partnered with Georgia State to create the SunTrust Student Financial Center, we wanted to help as many students as possible gain the financial confidence they needed to complete their degrees and reach their dreams,” said David Fuller, president of the SunTrust Foundation. “It’s encouraging to see the impact the center is making in such a short time, and we look forward to our playbook being replicated for other schools, so they too can help their students attain financial well-being.” Here is a news article[2] that shares the success story of a GSU student who utilized the supports offered by the SFMC.

In 2018, Georgia State began offering video presentations on a variety of financial aid and financial literacy topics through Financial Aid TV[3]. The Student Financial Management Center has also participated in a variety of financial aid and financial literacy presentations, including the GSU 1010 course[4]. In the Fall of 2016, 2,567 incoming Freshman participated in the course. In the Spring of 2018, the SFMC presented a workshop on credit using the new Financial LEAPs format. This format focuses on the behaviors that lead to financial health[5].

**Dedicated Programs Focused on the Debt Management of Students**

First time students and first time borrowers are required to complete the Department of Education Entrance Interview prior to loan disbursement. 18,086 students satisfied the Entrance Interview requirement in the 17-18 award year. Since the 13-14 award year, 57,335 unique students participated in the Entrance Interview program.

All students who have participated in the Direct Lending programs are encouraged to complete the Department of Education Exit Counseling. Additionally, students who have participated in our micro-grant programs are required to complete additional financial literacy training using the SALT modules from American Student Assistance. The SALT product is being discontinued and the Center administrators are currently exploring alternatives.

All of the debt counseling software-based tools are available to prospective students, students actively enrolled in classes, students who have withdrawn and students who have graduated. Students who
have participated in the Direct Loans program and have withdrawn or have fallen below half-time enrollment are required to participate in an exit counseling program. Georgia State University uses the Exit Counseling program offered by the US Department of Education[6].

Participation in these programs is largely voluntarily. The exception is for students who are first time students and first time borrowers. These students must participate in the US Department of Education Entrance Counseling program[7]. Also, students who have received Direct Loans are required to participate in the US Department of Education Exit Counseling program[8].

The Office of Financial Aid is responsible for notifying students of Entrance and Exit Requirements. The financial literacy videos are available through our Student Financial Management Center. The Office of Scholarships maintains the SALT modules for use with micro-grant recipients. Finally, additional counseling is available through our Student Financial Management Centers located on the Atlanta and Perimeter campuses.

Should a student need additional information, they can seek additional guidance from one of our outreach advisors who have been Certified in Financial Literacy Education[9] by the National Financial Educators Council.[10]

Summary of Progress to Date

GSU has more than 1,000 students being dropped for non-payment each semester, and 50% of students miss the deadline for completing the FAFSA. In the first 18 months of operation, 56,833 Georgia State students visited the SFMC. Of the 13,428 student who visited the center over its initial semester, 12,326 completed the Free Application for Federal Student Aid (FAFSA), and 1,104 did not complete the FAFSA. In addition, more than 2,500 first-year students received financial literacy training through their GSU 1010 new student orientation course, primarily offered through the Freshman Learning Community program. This hour-long session provided information on maintaining financial-aid eligibility, FAFSA completion, Satisfactory Academic Progress, HOPE Scholarship eligibility, and student loan responsibilities. Students were also given information on managing credit and budgeting. These efforts had a significant positive impact on our students, as we found a more than 94% FAFSA completion rate for students re-enrolled in the spring semester compared to a general Georgia State student population FAFSA completion rate of 74%.

A center objective of the SFMC is to deliver to students the help they need before financial problems become severe enough to cause them to drop out. Building on a similar system that Georgia State has already deployed for academic advising, which extends our predictive analytics to financial advisement and will produce similarly striking results. In the first six months of 2017, the SFMC conducted 72,121 in-person, online and phone interactions. 62% of the interactions focused on loans, FAFSA verification, status of aid, and HOPE Scholarship questions. Missing or incomplete documents, FAFSA problems, and parent loans were among the leading issues faced by students. In August of 2017 alone, there were an additional 14,353 interactions. 72% of the interactions focused on loans, FAFSA verification, status of aid, and HOPE Scholarships. An additional 6% of interactions focused on Satisfactory Academic Progress (SAP) appeals. Combining information currently in Banner, student information and records system, with experiences observed during the past year, the SFMC has identified 16 risk triggers that are aligned with the data. A new financial alert system, created in part through our engagement with the Educational Advisory Board (EAB), is accessible by campus advisors, college academic assistance staff, and student retention staff. A major analysis of student financial data identified a number of financial barriers that can affect student progression. These barriers have become the foundation for the alerts triggered through the system.

With 93% of Georgia State undergraduates receiving federal aid, a major challenge for the university is getting students to take the steps to resolve outstanding financial-aid obligations and to resolve their balances. For the Fall 2017 semester, students who visited the SFMC were 6 percentage points more likely to complete all financial-aid requirements and bring their balances down to zero. With a campus of 52,000 students, this translates into more than 3,000 students being financially able and ready to start the semester than would have without the assistance of the SFMC.
SFMC By The Numbers: Academic Year 2017-2018

- 40,960 Unique Students Served
- 85% of students served required five or less interactions
- 4% of students served required more than 10 interactions

### Federal Financial Aid

<table>
<thead>
<tr>
<th></th>
<th>Recipients</th>
<th>Dollars</th>
</tr>
</thead>
<tbody>
<tr>
<td>PELL</td>
<td>24,925</td>
<td>$102,222,387</td>
</tr>
<tr>
<td>SEOG</td>
<td>4,708</td>
<td>$1,845,906</td>
</tr>
<tr>
<td>Undergraduate Subsidized</td>
<td>20,434</td>
<td>$70,612,146</td>
</tr>
<tr>
<td>Undergraduate Unsubsidized</td>
<td>38,988</td>
<td>$117,196,346</td>
</tr>
<tr>
<td>Undergraduate Plus</td>
<td>1,492</td>
<td>$13,731,245</td>
</tr>
</tbody>
</table>

### State Financial Aid

<table>
<thead>
<tr>
<th></th>
<th>Recipients</th>
<th>Dollars</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hope Scholarship</td>
<td>12,825</td>
<td>$68,375,901</td>
</tr>
<tr>
<td>Zell Miller</td>
<td>1,105</td>
<td>$8,160,810</td>
</tr>
</tbody>
</table>

### Conclusion

Georgia State University takes the financial well-being of its students seriously and has committed the staffing and programmatic resources necessary to assist student borrowers in understanding the impact of debt. GSU also provides information and resources to help reduce the debt students might incur while earning a degree.

### Evidence

1. SunTrust Foundation Awards $2 Million for Student Financial Management Center at Georgia State
2. Closing the Financial Gap
3. Georgia State University _ FATV
4. FA Powerpoint 1010
5. SFMC Credit Presentation
6. Exit Counseling
7. Entrance Counseling _ Federal Student Aid
8. Loan-exit-counseling
9. Financial Literacy Certification _ NFEC CFEI Course
10. Leading Financial Literacy Education - The NFEC
Section 13 Financial and Physical Resources

13.1 The institution has sound financial resources and a demonstrated, stable financial base to support the mission of the institution and the scope of its programs and services. (Financial resources)[CR]

Compliance Status: Compliant

Overview

Georgia State University has a sound and stable financial base with total financial resources increasing from $521.3 million to $1.02 billion, an increase of almost 100% over the last ten years. The increase in financial resources has been instrumental in supporting strategic priorities of the University such as an increase in enrollment by almost 83%, providing instructional and research funding and infrastructure. This includes funding from all sources, operating and capital, restricted and unrestricted funds. It also includes the consolidation with Georgia Perimeter College in 2016.

Total Financial Resources
FY 2009-2018
(in millions)

Source: Financial Resources Reported from Ledger by Fund. Does not include calculated scholarship allowance, Loan and Endowment Fund Revenue. Amounts reconcile to the Audited Financial Statements FY15-17 and draft FY18 financial report.

60% of FY 2018 total funding, $609 million, represents general funds (state appropriations, student tuition and fees, and other general funds). State funding for the University is derived from the University System of Georgia funding formula funded by the Governor and the State Legislature. The state of Georgia enjoys a stable financial base, a AAA bond rating, and has been ranked as one of the best managed states in the country. Higher education represents a strategic priority for the state, reflected in state support of $267.9 million, or 26% of the University’s total budget.

The other sources of funds are also relatively stable or growing: departmental sales and services,
sponsored funds, student activities and capital project funds.

**FY 2018 Funding Sources**

| Source: Financial Resources Reported from Ledger by Fund. Does not include calculated scholarship allowance, Loan and Endowment Fund Revenue. Amounts reconcile to the Audited Financial Statements FY15-17 and draft FY18 financial report |

**Annual Budget Development and Control Process:**

The University’s budget follows an annual budget cycle, with the fiscal year ending June 30. Each year, the budget process begins with an estimate of funding needed for strategic priorities including enrollment, space, research, and enhancements. This leads to the development of a detailed budget request that outlines not only the financial trends at the University, but also the financial health of the institution, academic measures of performance such as retention and graduation, and other key metrics and ratios.

The detailed budget request is submitted to the Chancellor and the Board of Regents and is followed by a budget hearing with the University’s leadership team. The focus is on strategic priorities, new funding required, tuition increase, and capital budget.

The Board of Regents approves the state funding allocation, tuition increase, as well as the overall operating and capital budget for the University. During the year, the University monitors the budget periodically (monthly and quarterly) to ensure revenue targets are achieved, and expenditures are within budgeted levels. Budgets are amended quarterly and submitted to the Board of Regents for review and approval.

**GSU Budget Development and Control Process**
Funding Strategic Initiatives:

Over the last few years, the University has aligned funding with key strategic priorities as outlined below. Each goal and corresponding strategic objective is listed along with its funding since the adoption of the current strategic plan in 2011.

### Strategic Funding Initiatives

**FY 2011 - 2019**

<table>
<thead>
<tr>
<th>Strategic Plan Goals</th>
<th>FY11-19 Allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal 1: Become a national model for undergraduate education</td>
<td>$25,888,067</td>
</tr>
<tr>
<td>Goal 2: Strengthen and grow distinctive graduate and professional programs</td>
<td>4,496,582</td>
</tr>
<tr>
<td>Goal 3: Become a leading public research university</td>
<td>19,883,885</td>
</tr>
<tr>
<td>Goal 4: Lead in understanding urban challenges and developing solutions</td>
<td>900,000</td>
</tr>
<tr>
<td>Goal 5: Globalize the university</td>
<td>1,421,507</td>
</tr>
<tr>
<td>Safe &amp; Secure Environment</td>
<td>3,797,403</td>
</tr>
<tr>
<td>Facilities Operations and Maintenance</td>
<td>5,066,917</td>
</tr>
<tr>
<td><strong>Total Strategic Funding</strong></td>
<td><strong>$61,454,361</strong></td>
</tr>
</tbody>
</table>

The FY 2019 Operating Budget is reflected in Table 13.2-b. This budget was approved by the Board of Regents on May 15, 2018. The initial budget submission is based on the BOR’s allocation of state
appropriations, conservative estimates of tuition and fee revenue based on prior year enrollment and any approved rate increases, estimates of sponsored funds based on current awards and anticipated expenditures, and estimates of other revenues based on prior experience and enrollment.

**Financial Reporting and Audit:**

Each quarter, the University sends a summary financial report to the Board of Regents highlighting revenues and spending to date and comparison with current budget and prior years. The objective is to maintain oversight and control of the budget to prevent over-expenditure. At the close of the fiscal year, the University prepares annual financial statements that are then audited by the State of Georgia Department of Audits.

The University is pleased to report that for the past ten years, it has received an unqualified audit opinion, the highest and best audit classification. The University has no current audit findings. This is a testament to strong and qualified financial staff, carefully designed processes, and a system of internal controls.

**Trajectory:**

The University has not only almost doubled its total resources to over $1 Billion in 2018, it has also diversified its revenue sources. The University is on an upward trajectory to its goal of being nationally recognized university of excellence. This has led to a large increase in sponsored funding, successful capital funding campaign, and strong enrollment growth and student success measures.

The University exercises strong fiscal stewardship of all its resources, in managing, reporting, and monitoring. Financial reports and budgets are reviewed quarterly by the University and the Board of Regents in its oversight role. Annual financial reports are audited by external auditors. The University has a clean audit with no findings.

**Detailed Financial Information and Trends: FY 2015 - 2018**

The consolidation of Georgia State University (GSU) and Georgia Perimeter College (GPC) was formally ratified by the Board of Regents (BOR) on January 6, 2016.[1] Financial records were required to be maintained separately through Fiscal Year (FY) 2016. The University completed the consolidation of all financial systems and began reporting as a single entity in FY 2017. For the purposes of this review, the financial data provided in this section has been combined for GPC and GSU for FY 2014-2016 to provide a consistent accounting of financial activity over multiple years.

GSU’s innovative approach to undergraduate teaching, transformational research undertakings, and distinctive graduate programs, together with support from the State of Georgia, have generated the revenue and resources needed to support GSU’s sound financial base. Conservative budgeting and strong expenditure controls are reflected in the University’s financial statements and demonstrate a strong record of financial stability to support the mission of the university and the scope of its programs and services.

The following table reflects the sources of University’s revenue growth, exclusive of capital gifts and grants, from FY 2015 – 2018.
The small revenue decline in FY 2016 reflects a decline in auxiliaries related to the transition of some of the University’s housing to a concession structure and a normalization of revenues in the “Other” category from the one-time spike in FY 2015. Under the housing concession, the University retains responsibility for residence life but shifts housing revenues and responsibility for debt payments and housing maintenance to the USG’s housing concessionaire. The University receives annual payments from the Concessionaire for the housing-related services it provides.

Sponsored awards have increased as the University pursued its strategic initiative to expand research activities. Sponsored awards during the FY 2015 – 2018 time period are shown in the following table.

Expenditure Trends

GSU’s strong revenue base has enabled the university to fulfill its mission and improve education outcomes for students. The university continues to focus on academic excellence in teaching, growth
of graduate programs, and expansion of research capabilities in accordance with the GSU strategic plan.

Expenditure trends for FY 2015 – 2018 are reflected in the following tables.

<table>
<thead>
<tr>
<th>Category</th>
<th>FY 2015</th>
<th>FY 2016</th>
<th>FY 2017</th>
<th>FY 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction</td>
<td>$266,063,559</td>
<td>$264,359,954</td>
<td>$275,348,949</td>
<td>$290,665,508</td>
</tr>
<tr>
<td>Research</td>
<td>139,543,479</td>
<td>147,536,230</td>
<td>171,998,345</td>
<td>175,983,466</td>
</tr>
<tr>
<td>Public Service</td>
<td>17,187,277</td>
<td>20,800,131</td>
<td>22,519,365</td>
<td>22,354,692</td>
</tr>
<tr>
<td>Academic Support</td>
<td>92,683,533</td>
<td>94,686,134</td>
<td>95,995,969</td>
<td>110,314,390</td>
</tr>
<tr>
<td>Student Services</td>
<td>54,544,932</td>
<td>56,679,626</td>
<td>54,665,106</td>
<td>59,578,153</td>
</tr>
<tr>
<td>Institutional Support</td>
<td>49,449,972</td>
<td>48,805,554</td>
<td>45,856,870</td>
<td>45,696,083</td>
</tr>
<tr>
<td>Plant Operations and Maintenance</td>
<td>76,905,072</td>
<td>76,456,483</td>
<td>60,714,395</td>
<td>78,172,356</td>
</tr>
<tr>
<td>Scholarships and Fellowships</td>
<td>48,497,607</td>
<td>50,517,369</td>
<td>42,709,992</td>
<td>49,872,663</td>
</tr>
<tr>
<td>Auxiliary Enterprises</td>
<td>66,137,405</td>
<td>64,585,228</td>
<td>87,680,982</td>
<td>98,866,948</td>
</tr>
<tr>
<td>Total Operating Expenses</td>
<td>811,012,836</td>
<td>824,426,709</td>
<td>857,489,973</td>
<td>931,304,259</td>
</tr>
<tr>
<td>Interest Expense (Non-Operating)</td>
<td>24,124,485</td>
<td>17,392,678</td>
<td>14,560,937</td>
<td>12,812,747</td>
</tr>
<tr>
<td>Total Expenses</td>
<td>$835,137,321</td>
<td>$841,819,387</td>
<td>$872,050,910</td>
<td>$944,117,006</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Category</th>
<th>FY 2015</th>
<th>FY 2016</th>
<th>FY 2017</th>
<th>FY 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction</td>
<td>31.9%</td>
<td>31.4%</td>
<td>31.6%</td>
<td>30.8%</td>
</tr>
<tr>
<td>Research</td>
<td>16.7%</td>
<td>17.5%</td>
<td>19.7%</td>
<td>18.6%</td>
</tr>
<tr>
<td>Public Service</td>
<td>2.1%</td>
<td>2.5%</td>
<td>2.6%</td>
<td>2.4%</td>
</tr>
<tr>
<td>Academic Support</td>
<td>11.1%</td>
<td>11.2%</td>
<td>11.0%</td>
<td>11.7%</td>
</tr>
<tr>
<td>Student Services</td>
<td>6.5%</td>
<td>6.7%</td>
<td>6.3%</td>
<td>6.3%</td>
</tr>
<tr>
<td>Institutional Support</td>
<td>5.9%</td>
<td>5.8%</td>
<td>5.3%</td>
<td>4.8%</td>
</tr>
<tr>
<td>Plant Operations and Maintenance</td>
<td>9.2%</td>
<td>9.1%</td>
<td>7.0%</td>
<td>8.3%</td>
</tr>
<tr>
<td>Scholarships and Fellowships</td>
<td>5.8%</td>
<td>6.0%</td>
<td>4.9%</td>
<td>5.3%</td>
</tr>
<tr>
<td>Auxiliary Enterprises</td>
<td>7.9%</td>
<td>7.7%</td>
<td>10.1%</td>
<td>10.5%</td>
</tr>
<tr>
<td>Total Operating Expenses</td>
<td>97.1%</td>
<td>97.9%</td>
<td>98.3%</td>
<td>98.6%</td>
</tr>
<tr>
<td>Interest Expense (Non-Operating)</td>
<td>2.9%</td>
<td>2.1%</td>
<td>1.7%</td>
<td>1.4%</td>
</tr>
<tr>
<td>Total Expenses</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: Audited Financial Statements FY15-17 and draft FY18 financial report

Research expenditures have increased in concert with the University’s strategic focus on expansion of
research activities.

The FY 2017 increase in auxiliary expenditures and decrease in plant operations are primarily associated with the purchase and first phase of renovations to GSU Stadium (formerly Turner Field) utilizing existing auxiliary fund balances.

FY 2018 Plant Operations expenditures reflect several ongoing renovation projects, equipment installation in completed projects, and technology upgrades. FY 2018 Auxiliary expenditures include ongoing renovation of GSU stadium and insourcing of retail food services on the downtown campus.

FY 2018 expenditures include an increase of $14.3 million in other post-employment benefits and an increase in the employer retirement contribution.

To avoid incurring additional debt and unnecessary financing expenses, the University has utilized surplus reserves, primarily from auxiliaries and indirect cost recoveries, to acquire and renovate major facilities.

**Financial Highlights**

Financial data derived from recently audited and published reports was compiled into several tables for review and analysis. The following table provides an overview of operating revenues and expenditures from fiscal year 2015 through fiscal year 2018 and the effect on net position at the end of each year.

<table>
<thead>
<tr>
<th>CHANGES IN NET POSITION</th>
<th>FY 2015</th>
<th>FY 2016</th>
<th>FY2017</th>
<th>FY2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Operating Revenue</td>
<td>$492,271,752</td>
<td>$494,350,671</td>
<td>$522,670,885</td>
<td>$548,255,349</td>
</tr>
<tr>
<td>Operating Expenses</td>
<td>811,012,836</td>
<td>824,426,709</td>
<td>857,489,973</td>
<td>931,304,259</td>
</tr>
<tr>
<td>Operating Income/Loss</td>
<td>(318,741,084)</td>
<td>(330,076,038)</td>
<td>(334,819,088)</td>
<td>(383,048,910)</td>
</tr>
<tr>
<td>Net Non-Operating Revenue</td>
<td>413,344,245</td>
<td>355,960,558</td>
<td>384,626,866</td>
<td>394,649,034</td>
</tr>
<tr>
<td>Increase/ (Decrease) in Net Position</td>
<td>94,603,161</td>
<td>25,884,520</td>
<td>49,807,778</td>
<td>11,600,124</td>
</tr>
<tr>
<td>Net Position at beginning of year, restated</td>
<td>442,110,415</td>
<td>536,713,576</td>
<td>561,268,918</td>
<td>186,540,393</td>
</tr>
<tr>
<td>Net Position at End of Year</td>
<td>$536,713,576</td>
<td>$562,598,096</td>
<td>$611,076,696</td>
<td>$198,140,517</td>
</tr>
</tbody>
</table>

*Source: Audited Financial Statements FY15-17 and draft FY18 financial report*

Annual operating losses are due to the accounting guidelines established by the Governmental Accounting Standard Board (GASB) that require state appropriations, federal student financial aid, and other revenues to be classified as non-operating income.

In fiscal year 2017, the USG implemented GASB Statement No. 82 *Pension Issues – an amendment of GASB Statements No. 67, No. 68, and No. 73*. This implementation resulted in the USG system and the University reporting an Unrestricted Net Position deficit due to the inclusion of actuarially determined future pension obligations.

In fiscal year 2018, the USG implemented GASB Statement No. 75, *Accounting and Financial Reporting for Post-Employment Benefits Other Than Pensions*. These obligations are commonly referred to as Other Post-Employment Benefits (OPEB). The inclusion of OPEB liabilities further erodes the Unrestricted Net position of both the USG system and its member institutions.

The restatement of Net Position in FY 2018 reflects the inclusion of the University’s proportionate share of the USG’s OPEB liability in the amount of $432.9 million.

Expenditures increased in FY 2017 - 2018 as the University embarked on several strategic initiatives to enhance and expand the downtown campus.
The University maintains sufficient daily cash flow throughout the year and does not utilize credit lines or other debt instruments to support daily cash needs.

The table below reflects the University’s Total Net Position and Unrestricted fund balances net of investments in capital assets, long-term pension liabilities and other post-employment retirement obligations.

<table>
<thead>
<tr>
<th>ADJUSTED NET POSITION</th>
<th>FY 2015</th>
<th>FY 2016</th>
<th>FY 2017</th>
<th>FY 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASSETS</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Current Assets</td>
<td>$248,263,316</td>
<td>$237,343,997</td>
<td>$253,410,632</td>
<td>$253,968,273</td>
</tr>
<tr>
<td>Capital Assets, Net</td>
<td>906,401,768</td>
<td>927,409,257</td>
<td>970,886,936</td>
<td>982,230,035</td>
</tr>
<tr>
<td>Other Assets</td>
<td>8,049,512</td>
<td>8,250,256</td>
<td>8,461,307</td>
<td>11,768,592</td>
</tr>
<tr>
<td>TOTAL ASSETS</td>
<td>1,162,714,596</td>
<td>1,173,003,510</td>
<td>1,232,758,875</td>
<td>1,247,966,900</td>
</tr>
<tr>
<td>DEFERRED OUTFLOWS</td>
<td>23,354,094</td>
<td>30,877,505</td>
<td>89,512,601</td>
<td>81,221,944</td>
</tr>
<tr>
<td>LIABILITIES</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Current Liabilities</td>
<td>85,429,127</td>
<td>83,635,698</td>
<td>92,560,915</td>
<td>92,815,573</td>
</tr>
<tr>
<td>Non-Current Liabilities</td>
<td>481,712,979</td>
<td>513,526,656</td>
<td>583,953,543</td>
<td>965,454,212</td>
</tr>
<tr>
<td>TOTAL LIABILITIES</td>
<td>567,142,106</td>
<td>597,162,354</td>
<td>676,514,458</td>
<td>1,058,269,785</td>
</tr>
<tr>
<td>DEFERRED INFLOWS</td>
<td>82,213,008</td>
<td>44,120,565</td>
<td>34,680,322</td>
<td>72,778,542</td>
</tr>
<tr>
<td>NET POSITION</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Net Investment in Capital Assets</td>
<td>627,938,660</td>
<td>650,933,850</td>
<td>706,756,462</td>
<td>734,756,382</td>
</tr>
<tr>
<td>Restricted, Non-Expendable</td>
<td>96,860</td>
<td>97,689</td>
<td>105,317</td>
<td>112,042</td>
</tr>
<tr>
<td>Restricted, Expendable</td>
<td>23,706,665</td>
<td>23,840,079</td>
<td>32,555,999</td>
<td>22,642,917</td>
</tr>
<tr>
<td>Unrestricted (Deficit)</td>
<td>(115,028,609)</td>
<td>(112,273,522)</td>
<td>(128,341,082)</td>
<td>(559,370,824)</td>
</tr>
<tr>
<td>TOTAL NET POSITION</td>
<td>$536,713,576</td>
<td>$562,598,096</td>
<td>$611,076,696</td>
<td>$198,140,517</td>
</tr>
<tr>
<td>Total Net Position</td>
<td>$536,713,576</td>
<td>$562,598,096</td>
<td>$611,076,696</td>
<td>$198,140,517</td>
</tr>
<tr>
<td>Less: Net Investment in Capital Assets</td>
<td>627,938,660</td>
<td>650,933,850</td>
<td>706,756,462</td>
<td>734,756,382</td>
</tr>
<tr>
<td>Less: Restricted Funds</td>
<td>23,803,525</td>
<td>23,937,768</td>
<td>32,661,316</td>
<td>22,754,959</td>
</tr>
<tr>
<td>Less: Pension Obligations</td>
<td>(204,199,268)</td>
<td>(249,327,383)</td>
<td>(336,526,348)</td>
<td>(305,027,775)</td>
</tr>
<tr>
<td>Less: OPEB Obligations</td>
<td>(432,921,805)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adjusted Net Position</td>
<td>$89,170,659</td>
<td>$137,053,861</td>
<td>$208,185,266</td>
<td>$178,578,756</td>
</tr>
</tbody>
</table>

Source: Audited Financial Statements FY15-17 and draft FY18 financial report

The retirement and OPEB obligations are noted in the lower half of the table to evidence their significant negative impact on the University’s net position. The positive “adjusted net position” in the table above reflects the net position exclusive of capital asset investments, restricted funds, and pension and OPEB obligations.

The ratios in the table below reflect stability following consolidation, strong liquidity and low debt burden. These ratios and sound financial base contribute to the Moody’s credit rating of Aa3 associated with the University’s lease revenue obligations.[2] Long-term pension obligations and OPEB liabilities
have been removed from the Unrestricted Net Position utilized in these calculations.

### Financial Ratios

<table>
<thead>
<tr>
<th></th>
<th>6/30/2015</th>
<th>6/30/2016</th>
<th>6/30/2017</th>
<th>6/30/2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary Reserve Ratio</td>
<td>0.19</td>
<td>0.18</td>
<td>0.18</td>
<td>0.16</td>
</tr>
<tr>
<td>Viability Ratio</td>
<td>0.55</td>
<td>0.54</td>
<td>0.58</td>
<td>0.51</td>
</tr>
<tr>
<td>Current Ratio</td>
<td>2.65</td>
<td>2.84</td>
<td>2.74</td>
<td>2.74</td>
</tr>
<tr>
<td>Cash Ratio</td>
<td>2.13</td>
<td>2.28</td>
<td>2.15</td>
<td>2.07</td>
</tr>
<tr>
<td>Capital Liability Burden Ratio</td>
<td>4.10</td>
<td>4.00</td>
<td>3.80</td>
<td>3.95</td>
</tr>
</tbody>
</table>

### Ratio Definitions

<table>
<thead>
<tr>
<th>Ratio Definitions</th>
<th>Formula</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary Reserve</td>
<td>Expendable Net Position Unrestricted Net Position (net of pension obligations)/Total Expenses</td>
</tr>
<tr>
<td>Viability</td>
<td>Expendable Net Position Unrestricted Net Position (net of pension obligations)/Debt</td>
</tr>
<tr>
<td>Current</td>
<td>Current Assets/Current Liabilities</td>
</tr>
<tr>
<td>Cash</td>
<td>Cash/Current Liabilities</td>
</tr>
<tr>
<td>Capital Liability Burden Ratio</td>
<td>FY Lease Payments/FY Operating and Non-Operating Revenue</td>
</tr>
</tbody>
</table>

### Evidence

1. [1] 1_minutes_2016_01

#### FY2018 Funding Sources
- GSU Budget Development and Control Process
- Revenue Sources FY2015-2018
- Sponsored Awards FY2015-2018
- Strategic Funding Initiatives
- Total Financial Resources

### 13.2 The member institution provides the following financial statements:

a. 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 system wide or statewide audit) 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.

b. 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.

c. an annual budget that is preceded by sound planning, is subject to sound fiscal procedures, and is approved by the governing board.

(Financial documents) [CR]

**Compliance Status:** Compliant

**Narrative**

**Narrative**
(1) Annual Audited Financial Statements

Georgia State University (GSU) is audited annually by the State of Georgia’s Department of Audits and Accounts in accordance with the Official Code of Georgia Annotated § 50-6-6.[1] Audit procedures are in accordance with generally accepted auditing standards and applicable to financial audits as contained in Government Auditing Standards. The reports are released directly to the members of the Board of Regents of the University System of Georgia and the President of GSU. The annual reports confirm the healthy financial condition of GSU and support the assertion that the University has a sound financial base and demonstrated stability. Fiscal year 2014[2] and 2015 [3] audit reports for GSU and Fiscal Year 2014[4] and 2015[5] audit reports for Georgia Perimeter College have been provided. Post consolidation audit reports for GSU have been provided for fiscal year 2016[6] and 2017[7].

As of the publication of this Compliance Certification Report, the financial audit for the fiscal year ending June 30, 2018, was not available. The final audit report is typically released in December by the State Department of Audits and Accounts. The University will provide copies of the financial audit and management letter to the Southern Association of Colleges and Schools Commission on Colleges and required members of the Off-Site Review Committee on or before October 22, 2018.

(2) Unrestricted Net Position

The following table reflects financial information contained in the University’s audited financial statements. This information reflects the University’s Total Net Position and Unrestricted balances net of investments in capital assets and long-term pension and other post employment benefit (OPEB) liabilities. The University has a positive unrestricted net position balance without the inclusion of the future pension and OPEB obligations.

<table>
<thead>
<tr>
<th>ADJUSTED NET POSITION</th>
<th>FY 2017</th>
<th>FY 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ASSETS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Current Assets</td>
<td>$253,410,632</td>
<td>$253,968,273</td>
</tr>
<tr>
<td>Capital Assets, Net</td>
<td>970,886,936</td>
<td>982,230,035</td>
</tr>
<tr>
<td>Other Assets</td>
<td>8,461,307</td>
<td>11,768,592</td>
</tr>
<tr>
<td>TOTAL ASSETS</td>
<td>1,232,758,875</td>
<td>1,247,966,900</td>
</tr>
<tr>
<td>DEFERRED OUTFLOWS</td>
<td>89,512,601</td>
<td>81,221,944</td>
</tr>
<tr>
<td><strong>LIABILITIES</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Current Liabilities</td>
<td>92,560,915</td>
<td>92,815,573</td>
</tr>
<tr>
<td>Non-Current Liabilities</td>
<td>583,953,543</td>
<td>965,454,212</td>
</tr>
<tr>
<td>TOTAL LIABILITIES</td>
<td>676,514,458</td>
<td>1,058,269,785</td>
</tr>
<tr>
<td>DEFERRED INFLOWS</td>
<td>34,680,322</td>
<td>72,778,542</td>
</tr>
<tr>
<td><strong>NET POSITION</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Net Investment in Capital Assets</td>
<td>706,756,462</td>
<td>734,756,382</td>
</tr>
<tr>
<td>Restricted, Non-Expendable</td>
<td>105,317</td>
<td>112,042</td>
</tr>
<tr>
<td>Restricted, Expendable</td>
<td>32,555,999</td>
<td>22,642,917</td>
</tr>
<tr>
<td>Unrestricted (Deficit)</td>
<td>(128,341,082)</td>
<td>(559,370,824)</td>
</tr>
<tr>
<td>TOTAL NET POSITION</td>
<td>$611,076,696</td>
<td>$198,140,517</td>
</tr>
<tr>
<td>Total Net Position</td>
<td>$611,076,696</td>
<td>$198,140,517</td>
</tr>
<tr>
<td>-------------------------</td>
<td>--------------</td>
<td>--------------</td>
</tr>
<tr>
<td>Less:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Net Investment in Capital Assets</td>
<td>706,756,462</td>
<td>734,756,382</td>
</tr>
<tr>
<td>Restricted Funds</td>
<td>32,661,316</td>
<td>22,754,959</td>
</tr>
<tr>
<td>Pension Obligations</td>
<td>(336,526,348)</td>
<td>(305,027,775)</td>
</tr>
<tr>
<td>OPEB Obligations</td>
<td></td>
<td>(432,921,805)</td>
</tr>
<tr>
<td><strong>Adjusted Net Position</strong></td>
<td><strong>$208,185,266</strong></td>
<td><strong>$178,578,756</strong></td>
</tr>
</tbody>
</table>

Source: Audited Financial Statements FY15-17 and draft FY18 financial report

(3) Annual Operating Budget

Annual Budget Development and Control Process:

The University’s budget follows an annual budget cycle, with the fiscal year ending June 30. Each year, the budget process begins with an estimate of funding needed for strategic priorities including enrollment, space, research, and enhancements. This leads to the development of a detailed budget request that outlines not only the financial trends at the University, but also the financial health of the institution, academic measures of performance such as retention and graduation, and other key metrics and ratios.

The detailed budget request is submitted to the Chancellor and the Board of Regents and is followed by a budget hearing with the University’s leadership team. The focus is on strategic priorities, new funding required, tuition increase, and capital budget.

The Board of Regents approves the state funding allocation, tuition increase, as well as the overall operating and capital budget for the University. During the year, the University monitors the budget periodically (monthly and quarterly) to ensure revenue targets are achieved, and expenditures are within budgeted levels. Budgets are amended quarterly and submitted to the Board of Regents for review and approval.

GSU Budget Development and Control
Funding Strategic Initiatives:

Over the last few years, the University has aligned funding with key strategic priorities as outlined below. Each goal and corresponding strategic objective is listed along with its funding since the adoption of the current strategic plan in 2011.

<table>
<thead>
<tr>
<th>Strategic Plan Goals</th>
<th>Allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal 1: Become a national model for undergraduate education</td>
<td>$25,888,067</td>
</tr>
<tr>
<td>Goal 2: Strengthen and grow distinctive graduate and professional programs</td>
<td>4,496,582</td>
</tr>
<tr>
<td>Goal 3: Become a leading public research university</td>
<td>19,883,885</td>
</tr>
<tr>
<td>Goal 4: Lead in understanding urban challenges and developing solutions</td>
<td>900,000</td>
</tr>
<tr>
<td>Goal 5: Globalize the university</td>
<td>1,421,507</td>
</tr>
</tbody>
</table>

Safe & Secure Environment: 3,797,403
Facilities Operations and Maintenance: 5,066,917
Total Strategic Funding: $61,454,361

The FY 2019 Operating Budget is reflected in the table below. This budget was approved by the Board of Regents on May 15, 2018. The initial budget submission is based on the BOR’s allocation of state appropriations, conservative estimates of tuition and fee revenue based on prior year enrollment and any approved rate increases, estimates of sponsored funds based on current awards and anticipated expenditures, and estimates of other revenues based on prior experience and enrollment.
### FY 2019 Education and General Funds

<table>
<thead>
<tr>
<th>Fund Category</th>
<th>Revenue</th>
<th>Expenditures</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Personal Services</td>
<td>Operating Expenses</td>
<td>Travel</td>
<td>Equipment</td>
<td>Totals</td>
</tr>
<tr>
<td>State Appropriation</td>
<td>$275,716,404</td>
<td>$262,693,911</td>
<td>$9,411,741</td>
<td>$2,134,616</td>
<td>$1,476,136</td>
<td>$275,716,404</td>
</tr>
<tr>
<td>Tuition</td>
<td>$287,848,743</td>
<td>240,998,655</td>
<td>38,329,928</td>
<td>1,821,261</td>
<td>6,696,899</td>
<td>287,848,743</td>
</tr>
<tr>
<td>Other General Revenue</td>
<td>49,080,424</td>
<td>2,325,252</td>
<td>46,542,885</td>
<td>24,502</td>
<td>187,785</td>
<td>49,080,424</td>
</tr>
<tr>
<td>Indirect Cost Recovery</td>
<td>30,000,000</td>
<td>1,819,447</td>
<td>28,180,553</td>
<td>-</td>
<td>-</td>
<td>30,000,000</td>
</tr>
<tr>
<td>Technology Fee</td>
<td>8,439,568</td>
<td>933,731</td>
<td>-</td>
<td>-</td>
<td>7,505,837</td>
<td>8,439,568</td>
</tr>
<tr>
<td>Sponsored</td>
<td>319,988,241</td>
<td>86,488,241</td>
<td>233,500,000</td>
<td>-</td>
<td>-</td>
<td>319,988,241</td>
</tr>
<tr>
<td>Departmental Sales &amp; Services</td>
<td>55,000,000</td>
<td>23,771,481</td>
<td>30,803,668</td>
<td>387,756</td>
<td>37,095</td>
<td>55,000,000</td>
</tr>
<tr>
<td><strong>Total Education &amp; General</strong></td>
<td><strong>$1,026,073,380</strong></td>
<td><strong>$619,030,718</strong></td>
<td><strong>$386,768,775</strong></td>
<td><strong>$4,368,135</strong></td>
<td><strong>$15,905,752</strong></td>
<td><strong>$1,026,073,380</strong></td>
</tr>
</tbody>
</table>

### FY 2019 Capital, Auxiliary and Student Activities Budget

<table>
<thead>
<tr>
<th>Fund Category</th>
<th>Revenue</th>
<th>Expenditures</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Personal Services</td>
<td>Non-Personal</td>
<td></td>
<td>Totals</td>
<td></td>
</tr>
<tr>
<td>Capital Outlay</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Auxiliary Enterprises</td>
<td>$58,882,903</td>
<td>$24,410,725</td>
<td>$34,472,178</td>
<td></td>
<td>$58,882,903</td>
<td></td>
</tr>
<tr>
<td>Student Activities</td>
<td>18,079,624</td>
<td>6,765,322</td>
<td>11,314,302</td>
<td></td>
<td>18,079,624</td>
<td></td>
</tr>
<tr>
<td><strong>Total Other Funds</strong></td>
<td><strong>$76,962,527</strong></td>
<td><strong>$31,176,047</strong></td>
<td><strong>$45,786,480</strong></td>
<td></td>
<td><strong>$76,962,527</strong></td>
<td></td>
</tr>
</tbody>
</table>

### FY 2019 Total Revenue and Expenditures

<table>
<thead>
<tr>
<th>Fund Category</th>
<th>Revenue</th>
<th>Expenditures</th>
<th>% of Budget</th>
</tr>
</thead>
<tbody>
<tr>
<td>State Appropriation</td>
<td>$275,716,404</td>
<td>$275,716,404</td>
<td>25.0%</td>
</tr>
<tr>
<td>Tuition</td>
<td>287,848,743</td>
<td>287,848,743</td>
<td>26.1%</td>
</tr>
<tr>
<td>Other General Revenue</td>
<td>49,080,424</td>
<td>49,080,424</td>
<td>4.4%</td>
</tr>
<tr>
<td>Indirect Cost Recovery</td>
<td>30,000,000</td>
<td>30,000,000</td>
<td>2.7%</td>
</tr>
<tr>
<td>Technology Fee</td>
<td>8,439,568</td>
<td>8,439,568</td>
<td>0.8%</td>
</tr>
<tr>
<td>Sponsored</td>
<td>319,988,241</td>
<td>319,988,241</td>
<td>29.0%</td>
</tr>
<tr>
<td>Departmental Sales &amp; Services</td>
<td>55,000,000</td>
<td>55,000,000</td>
<td>5.0%</td>
</tr>
<tr>
<td>Capital Outlay</td>
<td>-</td>
<td>-</td>
<td>0.0%</td>
</tr>
<tr>
<td>Auxiliary Enterprises</td>
<td>58,882,903</td>
<td>58,882,903</td>
<td>5.3%</td>
</tr>
<tr>
<td>Student Activities</td>
<td>18,079,624</td>
<td>18,079,624</td>
<td>1.6%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>$1,103,035,907</strong></td>
<td><strong>$1,103,035,907</strong></td>
<td><strong>100.0%</strong></td>
</tr>
</tbody>
</table>
GSU conducts an annual financial planning and resource allocation process as part of the overall original budgeting process for a new fiscal year. This process is administered in conjunction with the Georgia Legislature’s annual appropriation process. The legislature appropriates state formula funds for the University System of Georgia in a lump sum to the BOR. The BOR allocates a portion of the annual appropriation to each institution within the system. The BOR’s allocation of state appropriation funding for GSU’s FY 2019 budget totaled $275,716,404, an increase of 2.9% over the FY 2018 allocation of $267,904,773.

BOR Policy 7.1 addresses the budget process and Section 8.0 of the BOR Business Procedures Manual provides more detail regarding the budget process from a system-level perspective. Additional information about the BOR budget process along with a calendar depicting the timeline is provided on the USG Fiscal Affairs website. The BOR also sets tuition rates and mandatory fees during this time for all institutions within the system. This process is addressed in Section 8.3 of the BOR Business Procedures Manual. The BOR set annual tuition rates at a zero percent increase for all 26 institutions for the 2018-2019 academic year (FY 2019). GSU’s FY 2019 mandatory fees also remain consistent with FY 2018 rates.

GSU’s annual financial planning and resource allocation process is tied to the University’s mission and strategic plan. Ultimate budget authority rests with the President. Several strategic mission priorities will receive funding in FY 2019:

- Expansion of undergraduate Public Health programs
- Next Generation faculty hires
- Continuation of startup expenses for the College of the Arts, and
- Additional support for the USG’s virtual library (Galileo)

The University’s executive administration meets throughout the year to make decisions regarding allocation of funding based on the University’s strategic plan, relevant performance metrics and next fiscal year’s planning and resource priorities.

Provost Palm manages the various budget processes and solicits input from various constituencies, including the Fiscal Advisory Committee to the President (FACP), which is a standing committee of the University Senate with the following membership:

- Risa Palm, Provost & Senior VP for Academic Affairs (Chair)
- Jerry Rackliffe, Senior VP for Finance & Administration
- Tim Renick, Senior VP for Student Success
- Nancy Kropf, Dean of College of Nursing & Health Professions
- Mary Beth Walker, Associate Provost for Strategic Initiatives
- Unil Perera, Chair of the Senate Budget Committee
- Michelle Brattain, Chair of the Senate Executive Committee
- Jared Poley, Chair of the Senate Planning and Development Committee
- Rose Sevcik, University Senator
- Chris Goode, University Senator
- Eric Cuevas, Chair of the Staff Council
- Franklin Patterson, President of the Student Government Association

Minutes from the FACP meetings in FY 2018 are attached. (October 11, 2017; November 15, 2017; February 14, 2018)

The following table reflects the university’s annual budget cycle.

<table>
<thead>
<tr>
<th>July</th>
<th>GSU submits prior year enrollment data, updated square footage, health insurance and retiree data to the BOR for the BOR’s formula request to the Office of Planning and Budget for the subsequent fiscal year.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>President and Provost call for requests for new funding and/or redirection</td>
</tr>
</tbody>
</table>
for the upcoming fiscal year by College / Administrative Unit

<table>
<thead>
<tr>
<th>Month</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>December</td>
<td>Budget proposals are submitted by each Dean /Vice President</td>
</tr>
<tr>
<td>January</td>
<td>GSU presents budget request for subsequent year to the BOR</td>
</tr>
<tr>
<td>April</td>
<td>BOR approves tuition and fee rates and state appropriation allocations to USG institutions</td>
</tr>
<tr>
<td>April - May</td>
<td>The President finalizes &amp; approves the allocations, which become the beginning budget figure for each College / Administrative Unit. The University budget office consolidates all college and divisional templates in Spectrum (PeopleSoft) and verifies all data based on internal allocations and policies as well as University System of Georgia allocations and policies. Final budget is submitted to the BOR for approval.</td>
</tr>
<tr>
<td>May</td>
<td>The USG system office staff reviews budget submissions from all system institutions and makes recommendations to the BOR for approval for the upcoming fiscal year.</td>
</tr>
</tbody>
</table>

In general, the university utilizes the following assumptions to craft the annual operating budget:

**Revenue**

- **Enrollment**: While GSU and the USG project modest annual increases in overall enrollment, the university budgets conservatively to provide contingency for any unanticipated decline in enrollment. The university utilizes the current year enrollment to form the enrollment estimate for the subsequent year. The university will amend budgeted tuition revenue based on actual enrollment during the fiscal year.
- **Tuition and mandatory fees**: The university utilizes the tuition rate and mandatory fees as established by the BOR each April prior to budget completion and submission. The university also incorporates any potential student financial aid changes.
- **State appropriations**: The university utilizes the actual appropriation allocation provided by the BOR each April prior to budget completion and submission.
- **Auxiliary Operations and Student Activities**: The university utilizes current year revenues and incorporates any associated changes with housing and dining rates or voluntary fees.
- **Grants and Contracts**: The university incorporates current awards, estimated yearly expenditures and related indirect cost reimbursements. The university has experienced substantial increases in awards over the last five years. The revenue amounts budgeted for grants and contracts reflects the anticipated expenditures of current awards. Budgets are not established until awards have been finalized. Anticipated future awards are not included in budget estimates. Awards received subsequent to the initial budget approval by the BOR are amended into the budget through the quarterly amendment process.

**Expenditures**

- **Personnel Services**: The university utilizes current year expenditures plus any approved merit salary increases by the BOR. In addition, the university incorporates any new presidential directives and university needs for additional positions.
- **Fringe Benefits**: The university incorporates changes made to health insurance and retirement costs as provided by the BOR.
- **Regular Operating**: The university assumes current year expenditures plus any increases needed for new positions or initiatives.
- **Operation and Maintenance of Plant**: The university assumes current year expenditures plus any scheduled maintenance and changes in utility fees.

The University prepares quarterly financial reports that provide an overview of actual revenues and expenditures to date and compared to the amounts included in the approved budget. Budget amendments are submitted and approved quarterly to adjust for variances in actual revenues and
expenditures. These reports are reviewed with the President and Chief Business Officer and are submitted to the BOR (GSU FY18 Q1 Actuals[17]; GSU FY18 Q2 Actuals[18]).

The University restricts spending to balance with the conservative approach to estimating revenue. Contingency funds, including carry-forward tuition reserves up to 3% of prior year tuition revenue, are set aside to handle any budget fluctuations. When circumstances arise that result in a shortfall of budgeted revenue, the University reduces the budgets accordingly and adjusts plans for future spending.

The State Constitution requires a balanced budget. The Governor’s Office of Planning and Budget has established procedures to ensure that all state agencies maintain a balanced budget throughout the year. All institutions in the USG submit quarterly revenue and expenditure reports and budget amendments. These reports reflect actual revenue collections compared to budget and enable adjustments to be made based on actual enrollment, other revenue receipts, and expenditure trends. This process helps to ensure transparency and accountability to the BOR and to the Governor’s Office of Planning and Budget.

**Evidence**

[1] 3_OCGA 50 6 6  
[8] Board of Regents Policy Manual _ 7.1.1  
[10] Fiscal Affairs _ University System of Georgia  
[14] 10-11-17 FACP Minutes  
[15] 11-15-17 FACP Minutes  
[16] 2-14-18 FACP Minutes  
[17] 12_GSU FY18Q1 Actuals  
[18] 12_GSU FY18Q2 Actuals

13.3 The institution manages its financial resources in a responsible manner. (*Financial responsibility*)

**Compliance Status:** Compliant

**Narrative**
Narrative

GSU has grown its revenue base and utilized these fund sources to advance its strategic objectives in a sustainable and responsible manner. Revenues growth from FY 2015 to FY 2018 is reflected in the following table.

Table 13.3-a

![Revenue Sources FY 2015 - 2018](image)

Source: Audited Financial Statements FY15-17 and draft FY18 financial report

The University closely monitors the actual revenue collected compared to budgeted and maintains strict budgetary controls over spending. The University has steadily increased its net position.

State law requires the University to return any unspent state appropriations following the close of the fiscal year. The University is also required to return any unspent tuition and fees collected each year in excess of the statutorily permitted carry-forward balance. Current law allows for up to 3% of the prior year’s total tuition revenue to be carried forward, or reserved, for the following fiscal year. GSU has carried forward close to the maximum 3% tuition reserve during the FY 2016 to FY 2018 period. Through sound budget management and expenditure controls, the University steadily grew reserves in non-lapsing funds. This has enabled the University to acquire, build and renovate buildings and invest in other capital assets without incurring debt. The tuition carry-forward, together with other University reserve balances, is shown in the table below.

The reduction in auxiliary reserves from FY 2016 to FY 2017 reflects the purchase and renovation of Turner field as the new Georgia State Stadium.

Table 13.3-b
Expenditure Trends

GSU’s strong revenue base has enabled the university to fulfill its mission and improve education outcomes for students. The university continues to focus on academic excellence in teaching, growth of graduate programs, and expansion of research capabilities in accordance with the GSU strategic plan.

Expenditure trends for FY 2015 – 2018 are reflected in the table below. Expenditures in the research area have increased in concert with the University’s strategic focus on growing the research base across multiple colleges. Auxiliary expenditures in FY 2017-2018 increased due to the purchase and renovation of GSU Stadium (formerly Turner Field). To avoid incurring additional debt and unnecessary financing expenses, the University utilized surplus reserves primarily from auxiliaries for this project.

Table 13.3-c

<table>
<thead>
<tr>
<th>Category</th>
<th>FY 2015</th>
<th>FY 2016</th>
<th>FY 2017</th>
<th>FY 2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instruction</td>
<td>$266,063,559</td>
<td>$264,359,954</td>
<td>$275,348,949</td>
<td>$290,665,508</td>
</tr>
<tr>
<td>Research</td>
<td>139,543,479</td>
<td>147,536,230</td>
<td>171,998,345</td>
<td>175,983,466</td>
</tr>
<tr>
<td>Public Service</td>
<td>17,187,277</td>
<td>20,800,131</td>
<td>22,519,365</td>
<td>22,354,692</td>
</tr>
<tr>
<td>Academic Support</td>
<td>92,683,533</td>
<td>94,686,134</td>
<td>95,995,969</td>
<td>110,314,390</td>
</tr>
<tr>
<td>Student Services</td>
<td>54,544,932</td>
<td>56,679,626</td>
<td>54,665,106</td>
<td>59,578,153</td>
</tr>
<tr>
<td>Institutional Support</td>
<td>49,449,972</td>
<td>48,805,554</td>
<td>45,856,870</td>
<td>45,496,083</td>
</tr>
<tr>
<td>Plant Operations and Maintenance</td>
<td>76,905,072</td>
<td>76,456,483</td>
<td>60,714,395</td>
<td>78,172,356</td>
</tr>
<tr>
<td>Scholarships and Fellowships</td>
<td>48,497,607</td>
<td>50,517,369</td>
<td>42,709,992</td>
<td>49,872,663</td>
</tr>
<tr>
<td>Auxiliary Enterprises</td>
<td>66,137,405</td>
<td>64,585,228</td>
<td>87,680,982</td>
<td>98,866,948</td>
</tr>
</tbody>
</table>
Total Operating Expenses | 811,012,836 | 824,426,709 | 857,489,973 | 931,304,259
Interest Expense (Non-Operating) | 24,124,485 | 17,392,678 | 14,560,937 | 12,812,747
Total Expenses | **$835,137,321** | **$841,819,387** | **$872,050,910** | **$944,117,006**

FY 2017 – 2018 Auxiliary and Plant Operations expenditures reflect several strategic capital investments utilizing existing fund balances and surplus revenues.

The ratios in Table 13.3-d reflect stability following consolidation, strong liquidity and low debt burden. Operations do not rely on debt and the university has sufficient liquidity as demonstrated by the cash ratio. Long-term pension obligations and OPEB liabilities have been removed from the Unrestricted Net Position utilized in these calculations.

Table 13.3-d

<table>
<thead>
<tr>
<th>Financial Ratios</th>
<th>6/30/2015</th>
<th>6/30/2016</th>
<th>6/30/2017</th>
<th>6/30/2018</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary Reserve Ratio</td>
<td>0.19</td>
<td>0.18</td>
<td>0.18</td>
<td>0.16</td>
</tr>
<tr>
<td>Viability Ratio</td>
<td>0.55</td>
<td>0.54</td>
<td>0.59</td>
<td>0.51</td>
</tr>
<tr>
<td>Current Ratio</td>
<td>2.65</td>
<td>2.84</td>
<td>2.77</td>
<td>2.74</td>
</tr>
<tr>
<td>Cash Ratio</td>
<td>2.13</td>
<td>2.28</td>
<td>2.18</td>
<td>2.07</td>
</tr>
<tr>
<td>Capital Liability Burden Ratio</td>
<td>4.10</td>
<td>4.00</td>
<td>3.80</td>
<td>3.95</td>
</tr>
</tbody>
</table>

Ratio Definitions

<table>
<thead>
<tr>
<th>Ratio Definitions</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary Reserve</td>
<td>Expendable Net Position + Unrestricted Net Position (net of pension obligations)/Total Expenses</td>
</tr>
<tr>
<td>Viability</td>
<td>Expendable Net Position + Unrestricted Net Position (net of pension obligations)/Debt</td>
</tr>
<tr>
<td>Current</td>
<td>Current Assets/Current Liabilities</td>
</tr>
<tr>
<td>Cash</td>
<td>Cash/Current Liabilities</td>
</tr>
<tr>
<td>Capital Liability Burden</td>
<td>FY Lease Payments/FY Operating and Non-Operating Revenue</td>
</tr>
</tbody>
</table>

State support

GSU receives generous support from the Board of Regents and the State of Georgia for operations and capital assets. The Board provides an allocation of state formula funds appropriated by the General Assembly for the USG and general obligation bond funds are appropriated for GSU academic capital projects.

Capital Lease Obligations (Debt)

The USG and its member institutions are not permitted under state law to incur debt. The USG and its member institutions use an alternative lease revenue financing structure to finance capital projects not funded by the state’s general obligation bond program. This structure involves renting facilities from cooperative organizations, usually the institution’s foundation, on an annual basis.[1] While this structure enables compliance with state law, GASB and credit rating agencies treat these leases as long-term debt.

As reflected in Table 13.3-d, GSU’s capital liability burden ratio has remained well below the USG
recommended limit of 5%. Lease revenue financing is limited to capital projects and used on a limited basis due to the availability of state general obligation bond financing for major capital projects. GSU has also opted to utilize current year funds and reserves to fund capital projects, such as the stadium acquisition and the Science Park II building, to avoid the unnecessary legal expense, interest expense and compliance burdens of tax-exempt bond financing. Table 13.3-e reflects long-term lease obligations as of June 30, 2018.

**Table 13.3-e**

<table>
<thead>
<tr>
<th>Project</th>
<th>Lessor</th>
<th>Original Principal</th>
<th>Lease Term</th>
<th>End Month/Year</th>
<th>Outstanding Principal 6/30/18</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alpharetta Center</td>
<td>GSU Foundation</td>
<td>$11,500,373</td>
<td>19 years</td>
<td>October 2018</td>
<td>$450,259</td>
</tr>
<tr>
<td>Lofts Housing</td>
<td>GSU Foundation</td>
<td>39,965,234</td>
<td>27 years</td>
<td>August 2032</td>
<td>31,657,509</td>
</tr>
<tr>
<td>Student Recreation Center</td>
<td>GSU Foundation</td>
<td>29,442,679</td>
<td>18 years</td>
<td>Sep-18</td>
<td>862,436</td>
</tr>
<tr>
<td>Rialto Center</td>
<td>GSU Foundation</td>
<td>1,041,646</td>
<td>35 years</td>
<td>Nov-44</td>
<td>959,313</td>
</tr>
<tr>
<td>Petit Science Center</td>
<td>GSU Research Foundation</td>
<td>85,853,469</td>
<td>29 years</td>
<td>Jun-39</td>
<td>72,389,919</td>
</tr>
<tr>
<td>Suntrust Tower</td>
<td>GSU Foundation</td>
<td>52,689,804</td>
<td>29 years</td>
<td>Jun-36</td>
<td>44,730,905</td>
</tr>
<tr>
<td>Suntrust Parking Deck</td>
<td>GSU Foundation</td>
<td>12,793,580</td>
<td>29 years</td>
<td>Jun-36</td>
<td>11,016,007</td>
</tr>
<tr>
<td>Newton Academic Building</td>
<td>GSU Foundation</td>
<td>22,682,812</td>
<td>28 years</td>
<td>May-35</td>
<td>15,259,600</td>
</tr>
<tr>
<td>Newton Learning Center</td>
<td>GSU Foundation</td>
<td>12,754,177</td>
<td>29 years</td>
<td>Jun-38</td>
<td>8,184,822</td>
</tr>
<tr>
<td>Clarkston International Center</td>
<td>GSU Foundation</td>
<td>3,048,768</td>
<td>29 years</td>
<td>Jun-38</td>
<td>2,771,198</td>
</tr>
<tr>
<td>Clarkston Parking Deck</td>
<td>GSU Foundation</td>
<td>8,281,580</td>
<td>30 years</td>
<td>Jun-38</td>
<td>7,925,638</td>
</tr>
<tr>
<td>Clarkston Student Success Center</td>
<td>GSU Foundation</td>
<td>6,015,435</td>
<td>29 years</td>
<td>Jun-38</td>
<td>5,599,378</td>
</tr>
<tr>
<td>Decatur Student Success Center</td>
<td>GSU Foundation</td>
<td>9,002,865</td>
<td>29 years</td>
<td>Jun-38</td>
<td>8,313,594</td>
</tr>
<tr>
<td>Dunwoody Parking Deck</td>
<td>GSU Foundation</td>
<td>8,436,012</td>
<td>30 years</td>
<td>Jun-38</td>
<td>8,073,432</td>
</tr>
<tr>
<td>Dunwoody Student Success Center</td>
<td>GSU Foundation</td>
<td>9,358,859</td>
<td>29 years</td>
<td>Jun-38</td>
<td>8,676,938</td>
</tr>
<tr>
<td>Various Copiers</td>
<td>Various vendors</td>
<td>2,286,008</td>
<td>3 to 5 years</td>
<td>Jun-23</td>
<td>1,379,019</td>
</tr>
</tbody>
</table>
Total Principal Outstanding

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>$228,249,967</td>
</tr>
</tbody>
</table>

Evidence

[1] Board of Regents Policy Manual _ Section 9
    Reserve Balances Unrestricted
    Revenue Sources 2015-2018

13.4 The institution exercises appropriate control over all its financial resources. *(Control of finances)*

Compliance Status: Compliant

Narrative

Narrative

GSU’s financial statements and audits of federal awards from FY 2014-2017 do not contain internal control findings. The State auditor did recommend improvements to accounting controls at Georgia Perimeter College in FY 2015. These recommendations were addressed during consolidation with GSU. The FY 2018 state audit is underway as of the date of this submission. See Audited Financial Statements.

Georgia Perimeter College FY14[1]
Georgia Perimeter College FY15[2]
Georgia State University FY14[3]
Georgia State University FY15[4]
Georgia State University FY16[5]
Georgia State University FY17[6]

Leadership Position Qualifications in Fiscal Affairs

The leadership positions in the Finance and Administration Division are occupied by well-qualified personnel who have significant academic preparation and many years of relevant experience and progressive responsibility in higher education and with GSU.

<table>
<thead>
<tr>
<th>Title</th>
<th>Education</th>
<th>Previous Positions Held</th>
<th>Years of Experience</th>
</tr>
</thead>
</table>
| Jerry Rackliffe - Senior Vice President of Finance and Administration | Juris Doctorate, MBA, CPA | -Manager of Budgets, GSU  
-Associate Director of Grants, GSU  
-Director of Budget and Systems, GSU | 30+                       |
| Bruce Spratt - Comptroller and Associate Vice President of Finance and Administration | BA Accounting, CPA         | -Auditor, Georgia Department of Audits and Accounts  
-Director of Accounting Services, Georgia Institute of Technology  
-Associate Controller, Georgia Institute of Technology  
-Chief Business Officer, Clayton State University  
-Asst. Comptroller, GSU | 30+                       |
| Beth Jones - Associate Vice President of Finance and Administration | BS, MT(ASCP), MBA, EdD    | -Medical Lab Director, WellStar Health System, Asst to Vice President of Finance and Administration/ Director of Special Projects, GSU | 25+                 |
Accounting Controls

The Office of the Comptroller maintains robust policies and procedures to ensure compliance with audit requirements, the safeguarding of cash, and the prevention of fraud and abuse. Detailed compliance documentation is attached. [7] Other university policies related to Finance and Business Administration can be found in the GSU policy library. [8]

There have been no audited financial statement findings or questioned costs for GPC or GSU for the FY 2014-2017 time frame. The FY 2018 state audit is underway as of the date of this submission.

In FY 2015, the State Auditor included the following observation in the GPC audit:

Accounting Controls Overall
Observation
Our examination of Georgia Perimeter College included a review of IT General Controls related to significant financial applications. We noted several conditions of inadequate logical access controls to protect the integrity of information maintained in significant financial applications.

Recommendation
Georgia Perimeter College should enhance logical access controls to include general security
settings to limit access to unique authorized individuals and formal policies and procedures for rescinding user access to the financial application and access to supporting infrastructure. Formal Logical Access policies and procedures will assist in mitigating the risk of manipulation, corruption, or loss of financial data, to ensure the integrity of information which is utilized by management for decision making and financial reporting.

Management's Response
GPC Management agrees with the recommendation and will be working with Georgia State University during FY 2016 to formalize consolidated policies and procedures and implement logical access enhancements that will address the risks identified. We feel it is important to add that no data breach or unauthorized access occurred during FY 2015.

This observation was addressed during the consolidation under the guidance of the GSU Comptroller.

Budgetary Controls

The State Constitution requires a balanced budget. The Governor’s Office of Planning and Budget has established procedures to ensure that all state agencies maintain a balanced budget throughout the year. All institutions in the USG submit quarterly revenue and expenditure reports and budget amendments. These reports reflect actual revenue collections compared to budget and enable adjustments to be made based on actual enrollment, other revenue receipts, and expenditure trends. This process helps to ensure transparency and accountability to the BOR and to the Governor’s Office of Planning and Budget.

Budget systems within Spectrum (PeopleSoft) control spending at the organization, or campus unit, level. Campus units may opt to control expenditures at a lower level.

Internal Audit

The University has an internal audit function. The internal auditor reports to the President and to the Vice Chancellor for Internal Audit at the Board of Regents. Internal audit results are discussed with management and corrective action plans developed and implemented when necessary.

<table>
<thead>
<tr>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. 14-Georgia Perimeter College FDMR</td>
</tr>
<tr>
<td>2. 15-Georgia Perimeter College FDMR</td>
</tr>
<tr>
<td>3. 2014AuditReportGSU</td>
</tr>
<tr>
<td>4. FY2015AuditReportGSU</td>
</tr>
<tr>
<td>5. FY2016GAStrateAuditReportGSU</td>
</tr>
<tr>
<td>7. 14_Comptrollers Internal Controls</td>
</tr>
<tr>
<td>8. PolicyTech - F&amp;A Page</td>
</tr>
</tbody>
</table>

13.5 The institution maintains financial control over externally funded or sponsored research and programs. *(Control of sponsored research/external funds)*

**Compliance Status:** Compliant

**Narrative**
As a research university with the Carnegie Classification of Highest Research Activity, the volume of sponsored research and programs managed by GSU is extensive and growing rapidly. In FY 2017, sponsored research and program award activity, excluding Title IV funds, totaled $147 million, nearly triple the FY 2011 amount of $58.2 million. FY 2017 research expenditures totaled $201.2 million.

According to the 2016 report[1] of the Center for Measuring University Performance on *The Top American Research Universities*, GSU is in the top 200 institutions nationwide for total research expenditures, federal research expenditures, doctorates awarded, and post-doctoral appointees. Maintaining appropriate financial controls over GSU’s high volume of externally funded or sponsored research and programs is critically important to a research university, and GSU performs those responsibilities well.

Financial control over sponsored research and programs is the responsibility of the Vice President for Research and Economic Development (VPRED). The Vice President issues weekly reports as a member of the President's Cabinet, and reports monthly to the Administrative Council, and is responsible for pre-award and post-award financial control. As the organization chart[2] demonstrates, he achieves this financial control through his leadership of University Research Services and Administration (URSA). The resume for the VPRED[3] demonstrates that his qualifications and experience are appropriate for this role. The 2017 annual report[4] from the VPRED demonstrates the complexity and scope of this division.

**Sponsored Research Policy and Procedure**

The President of Georgia State University has authorized the University Research Services and Administration (URSA) department as the only institutional unit legally able to submit proposals to external entities for financial support in the form of a sponsored contract, grant, or agreement, and legally able to make a commitment on behalf of the University in the event an award is made. The Vice President for Research and Economic Development (VPRED), who heads URSA, is designated as the Institutional Official with the authority (or may delegate it) to sign submitted proposals, to receive awards and to conduct any other official business with funding agencies, whether federal, state, local or private. VPRED has delegated this authority to a unit within URSA, the Office of Sponsored Proposals and Awards (OSPA), which manages all pre-award and post-award administrative and financial issues for externally awarded funds. The Assistant Vice President (AVP) for OSPA has in turn delegated certain financial responsibilities to the four Associate Directors (ADs) of OSPA. The Associate Directors of OSPA report to the AVP for OSPA. Fiscal management oversight of the award through project closeout is provided by OSPA Financial Officers who report to the AD responsible for a set of sponsoring agencies.

Upon acceptance of grant funds, OSPA establishes the project account number in the university’s financial system, Spectrum. The project account number is used to track all receipts and expenditures related to each funded grant. OSPA Institutional Officers enter all information related to the project into the Spectrum Grants Module, which is used to track all projects within the University. Once this information is complete, a total packet of information regarding the project, which includes the notice of award, financial and legal terms and conditions, and budget, is provided to an OSPA Financial Officer to manage.

The information populated in the Awards section of the grants module automatically feeds over into the Projects section of the same module. The Financial Officer will check the information for accuracy against the packet of information received from the Institutional Officer, finalize the budget, and activate or update the contract in the Spectrum grants module.

Once this information is complete, a total packet of information regarding the project which includes the “NOAA” (Notice of Award Action, which summarizes the award terms[5]), the sponsor's award document, and budget is electronically generated in the Research Portal and routed to the team’s AD, who reviews the project setup in Spectrum for accuracy with the sponsor award document. Once satisfied with that accuracy, the AD signs off on the NOAA and the packet is routed to the university
researcher, or Principal Investigator (PI) and his/her academic department, and the documents are entered into the appropriate OSPA files.

**Sponsored Research Project Management**

Georgia State University utilizes an institutional oversight model for the management of sponsored projects to ensure the allowability of expenses and activities on an externally funded sponsored project is within regulatory guidelines. This oversight model gives PIs, departments and colleges the local accountability for many of the project management functions, so that decisions are made by individuals with the best information.

Oversight activities performed within URSA are:

1. to provide high quality service and effective administrative expertise to the University community,
2. represent the interests of the University in its contractual relationships with external sponsors, and
3. assist units in effectively and proactively managing their responsibilities.

The oversight model also establishes lines of authority within Georgia State University related to project activities and financial transactions for sponsored accounts. The PI is the primary person charged with the accountability and responsibility for decision making on sponsored projects at Georgia State University. Responsibility for decision making can be delegated from the PI to another person, but accountability for sponsored projects cannot be delegated. The GSU oversight model summary of responsibilities document is posted on the URSA website and can be viewed here[^6].

URSA provides various resources, data and tools to encourage and facilitate the management of sponsored funds in accordance with government regulations. The Research Administration Resources Manual has been migrated to a web based training module in GSU’s iCollege. The topics available are: Preparing Grant Proposals, Budgeting for Proposals, Accepting Grant Awards, Managing Grant Awards, Expenditure Review, and Personnel Effort Reporting. Allowable costs are those categories of costs that can be charged to a grant or contract and represent a direct benefit to the project (i.e., salaries, equipment, travel, participant support cost, supplies, etc.) In addition, the university has a federal Disclosure Statement (DS-2)[^7] that was reviewed and approved by its federal cognizant agency, the Department of Health and Human Services on September 17, 2007 which outlines the internal controls and processes of the university. Extensive mandatory training is conducted for individuals with responsibility for sponsored project management or administration including Expenditure Review[^9]. The DS-2 training covers the topics of allowable costs[^10] at length. URSA’s Office of Research Integrity (ORI) also conducts ongoing training sessions during the year to keep PIs, Research Administrators, and Business Managers at the university informed of allowable and unallowable activities such as use of human research subjects, animal care and use, use of hazardous materials, responsible conduct of research, and conflicts of interest.

The PI or its designee is responsible for ensuring that expenditures for sponsored awards are for allowable costs and activities. At the time expenditures are requested, the PI determines the allowability and reasonableness by reviewing each expenditure. The PI’s Unit Head maintains local oversight over the project budget and expenditures. The Unit Head is responsible for authentication of the monthly review by the PI, or his/her designee, of their sponsored projects. PIs, designees and Unit Heads receive internal training and other internally published guidance to maintain an appropriate knowledge and awareness to aid in the determination of allowable vs. unallowable activities and costs.

After the submission of an expenditure request, which the PI has determined to be allowable, it must be processed by a department Research Administrator, who has also been trained in allowable vs. unallowable costs and activities. Expenditure payments are submitted for process and payment; included with this submission is a detailed invoice and all other supporting documentation, as required by the central disbursements office. The Unit Head approves the expenditure before it is forwarded to the university’s central Disbursements office. As it is up to each Unit Head to develop procedures to
implement the policies of Georgia State University, the Board of Regents, the State of Georgia, and other federal laws and regulations at the unit level, approval signatures may be found on the expenditure requests or approvals may be done electronically. All the individuals at these levels of processing and approval have sufficient understanding of staff, processes and controls to identify unallowable costs which may occur on a sponsored project.

Upon arrival at the disbursements unit, the invoice is checked for computational accuracy and allowability within state standards, which mirror federal standards. After meeting these requirements, payment is released.

All project expenditures are reviewed for allowability by OSPA staff prior to requests for payment from the sponsor. OSPA will review the Actuals report to ensure the expenditures are in line with budgeted categories, the dates on the project are accurate, the indirect cost is calculated correctly, and the proper account codes are being used. The report is then initialed by OSPA and attached to the invoice for approval by an AD of OSPA. OSPA reviews unallowable costs on cost reimbursable projects as part of their requests for payment preparation process while department Business Managers perform a similar review as part of their monthly expenditure review process.

Those responsible for ensuring that expenditures are for allowable costs know what costs are allowable through training internally and by attending various professional associations such as NCURA, Society of Research Administrators, and Southeastern Conference on College Cost Accounting training workshops and conferences. OSPA provides centralized fiscal oversight for externally sponsored awards by determining that the university complies with all financial provisions of awards or agreements entered with outside entities. OSPA, in conjunction with other URSA units, delivers training sessions throughout the year to the research community. In addition, reviews are done when requests for payment are prepared to ensure that indirect costs (such as telephone costs and supply items) are not charged to the grants, and any questionable costs are justified by the department/PI. OSPA responsibilities include advisement to PI’s and departmental administrators on the fiscal management of awards and ensuring (after the fact) that the expenditures are for allowable costs, with guidance coming from the UG, university policies, the Board of Regents, and the specific terms of the individual award.

Organization-wide cognizance of the need for separate identification of allowable federal costs is advanced through training at all levels, including research administrative staff and PIs. This training encompasses the organizational policy that only allowable costs are to be charged to projects, with each project being accounted for separately.

Invoices are submitted with reimbursement requests based on award/contract guidelines and the type of project. (Certain sponsors/projects have their own forms which must be filled out and sent in addition to the standard invoice sent from OSPA). Drawdowns are based on cost reimbursable contracts and do not require additional reimbursement requests. If the PI and Business Manager are not sure regarding a questionable cost, they contact the OSPA Officer who acts as an advisor in determining questionable cost or not.

Analytics comparing budget-to-actual and reviewing costs are performed monthly by the department administrator or PI, who use reports such as those found here (Drilldown[11], PO Report[12], Expenditure Review[13], Salary Distribution[14]) - these reports can be accessed daily, but the official monthly or annual report can be accessed only after the books are officially closed for that period. The department administrator or PI signs off on the report upon completion of the expenditure reviews. OSPA will review these reports as well as part of the request for payment process. The SORF report [15] is reviewed monthly by OSPA and is used for reviewing fund balances (to manage receivables), project status, and completing performance metrics.

**Project Costs**

The Spectrum Grants system is where all receipts and disbursements are tracked by project.
Advance accounts are set up if expenditures for projects are expected to occur prior to acceptance of a grant by the University. In this case, the department will submit a request that a pre-award or advance account be set up in the financial system. The department is required to provide OSPA with a guarantee account number.

All grant expenditures run through an approval process in both Spectrum Grants and Panthermart, which is called the “workflow”. Electronic approvals are required at various levels (project manager, department head, etc.) for a disbursement request form to be considered complete. These approvals can only be overridden by an individual with a higher approval level in the approval process.

Once an expense is approved, the system records A/R and Revenue in the amount of the expense. Expense data is passed directly to the new Spectrum Grants (A/R & Revenue) module from the G/L system.

**Invoicing**

Expense data is compared to the project budget within the system and any expenses outside of the approved budget for that period are reviewed and approved by the OSPA Financial Officer handling the project.

Once the university’s financial system general ledger closes each month, OSPA receives notification that invoices can be generated. Invoices sent to granting agencies are prepopulated from Spectrum Grants and include to whom the granting agency should remit the funds. This prepopulation is based on the information entered into the grants module and reviewed by the assigned Financial Officer in OSPA.

The assigned OSPA officer reviews the expenditures by GSU for proper authorization (based upon amount and required approvals), reasonableness, and allowability.

Open A/R are billed to grant sponsors periodically (generally monthly) by the OSPA Financial Officer. Invoices are reviewed and manually approved by the OSPA ADs.

**Cash Management**

OSPA receives grant funding through letter-of-credit drawdowns, wire transfers, and paper checks. Federal funds and those from some other sources are drawn down using letters of credit at the end of each month, initiated by OSPA financial officers, or are submitted via wire transfers from the funding agencies. Other funding agencies provide checks directly to OSPA, indicating the invoice or project number and containing any necessary remittance advice. When these checks are received, an OSPA financial officer creates a Remittance Form for Deposit of Sponsored Funds, indicating the appropriate fund account (i.e. state, local, private) to credit. The Remittance Form is prepared by the OSPA financial officer and approved by the supervising associate director. The checks and Remittance Forms are hand-delivered to the University Cashier for deposit into the operating bank account.

Typically, funds are drawn from sponsors on a cost-reimbursable basis. Draws are performed on actual disbursements. A senior officer in OSPA does the draw using the Schedule of Restricted Funds (SORF)[15] as the tool for deriving the fund balance, while an AD of OSPA will review and sign off on the draws. The University draws down monthly for the prior month’s expenditures for federal grants that are on the letter of credit. Invoices are submitted to other agencies on a reimbursement basis either monthly, quarterly, or on another time frame as designated in the award.

Some awards are issued on a fixed price basis. These awards are not based upon expenditures, but rather upon meeting certain milestones. In the case that an award is neither cost-reimbursable nor fixed price, detailed instructions in the awards terms and conditions are adhered to for cash receipt, deliverables, and return of excess interest earned. These are monitored and executed by the assigned OSPA staff. OSPA uses attributes in the monthly SORF (such as frequency of reports, type, etc.) to dictate how often funds are to be drawn down or invoiced. The frequency field in the SORF will dictate
the method to be used and when to invoice and issue a financial report. OSPA staff coordinates with the PI to ascertain whether the deliverables are complete.

Subcontracts to researchers at other institutions are established on a cost-reimbursement basis. Cost reimbursement invoices from subrecipients are sent to the department for evaluation and approval and a check request is prepared. Any subrecipient requests for payments are approved by the PI, who assures the subrecipient is appropriately carrying out their scope of work and the payment falls within the approved budgetary constraints.

Cash management monitoring is a function of OSPA. The Senior Officer reviews cash requirements monthly and requests funds as needed. Requests for funds are generally based upon actual expenditures reported in the system. These funds are requested on an individual grant basis. If there is positive cash resulting from cost-transfers or over-reimbursement, funds are returned within 30 days. Senior officers, using the monthly SORF report and/or the Letter of Credit report, are tasked with the return of funds, which is reviewed by an AD of OSPA. Reimbursements are requested by agency (not at the individual project level) for projects sponsored by agencies set up on a line of credit system. Reimbursements on cost reimbursable projects are requested at the project level.

Cash requests are supported by an excel file which tracks cumulative grant disbursements and prior funds requests as well as total funds authorized and calculates the amount to request. Cash requests are prepared by Senior Officer in OSPA and approved by the AD of OSPA. Cash received is posted by the university’s Accounting Services department. There are regular reviews by assigned OSPA staff of budget and actuals as well as receipts and disbursements. There are periodic internal audit reviews and management reviews as well. Copies of these reviews are available through the University’s Audit and Advisory Services department.

Matching, Level of Effort and Earmarking

The PI is responsible for ensuring that the regulatory requirements for Matching, Level of Effort, and Earmarking are met. Award proposals and proposed budgets (including cost sharing obligations) are approved by Unit Heads and college management, indicating acknowledgement of any cost share obligation and the availability of resources to fulfill such obligation. The approval for cost share obligations is posted on the website and can be viewed here OSPA Proposal Approval Form (OSPA/PAF).[16] There is a Cost Sharing Policy and Procedure on Sponsored projects[17]. Generally, there is a companion project set up in Spectrum assigned to required grants and contracts to capture cost share. In the case that cost sharing funds are generated outside of organizational budgets, certification of value and source is required. OSPA staff, in coordination with the PI, will certify the value and source. Amounts are not posted to cost share accounts because they are non-GSU financial transactions; records are maintained in the OSPA project file. PIs review cost share accounts monthly during expenditure review process, and OSPA staff check match requirements as appropriate for each individual project (which is dictated by the SORF). The SORF includes various indicators which dictate the required frequency of reviews.

In terms of salary caps, OSPA identifies individuals who are above the cap when the budget is submitted. When those situations are applicable, OSPA sets up a companion cost sharing project to capture the over the cap salary.

Every semester (fall, spring, summer), PIs use the university’s effort reporting system (PERS) to certify effort[18]. This will capture both funded and voluntary committed cost share.

Period of Availability of Federal Funds

Regulations require that federal sponsored award funds must be obligated within the period of availability and obligations must be liquidated within the required time period.

The PI and the assigned OSPA officer are responsible for monitoring that federal funds are obligated within the period of availability. OSPA is responsible for monitoring federal funds. OSPA notifies the PI
when grant periods are ending by sending closeout letters[19] at 90 and 30 days pre-termination, which communicate availability requirements and expenditure deadlines and are automatically generated by the Spectrum accounting system. Closeout letters are maintained in the OSPA project files, and there is a procedure in place to identify projects within 3 months of their end dates such that OSPA knows when to issue the closeout letter. This procedure involves reviewing the monthly BRT (Billings, Reports, and Terminations) report which will show when a project is set to end. The Project Director/Program Director/PI is aware of the grant period end date based upon the close out letters they are sent and reviews expenditures charged to the program funds just before and after the close of the period of availability.

OSPA can override the system for legitimate expenses that may occur after the period of availability; this determination is made by OSPA staff. The program director/project director/PI of the individual program also reviews. The identification and communication of the period of availability cut-off requirements as to both obligation and disbursement of the funds is established in the NOAA developed and routed by OSPA, who has set up the obligation and expenditure end dates in the system. The accounting system prevents the obligation or expenditure of federal funds out of the period of availability by closing the project code in the system as soon as the period ends. An Associate Director of OSPA also monitors closeout timing and expenditures monthly by looking at end dates, expenditures, and fund balance on the SORF.

**Procurement**

Procurements for federal sponsored projects must be made in compliance with the provisions of the A-102 Common Rule, the Uniform Guidance, and other procurement requirements specific to an award. Non-federal entities must obtain the required certifications for covered contracts and subawards. No subaward, contract or agreement for the purchase of goods or services can be made with any debarred or suspended party.

GSURF uses the State Purchasing Guidelines[20] that incorporate the federal regulatory requirements. Purchases must be in compliance with state purchasing guidelines at the time of commitment. There is after-the-fact monitoring of these purchases for federal procurement policies by the OSPA office and cost analysis staff.

Management is prohibited from intervening or overriding established university procurement controls. GSU’s Purchasing department acts as an oversight for high dollar, lengthy, or other sensitive procurement contracts. Procurement managers are knowledgeable and experienced in light of responsibilities for procurements for Federal awards. There is a clear assignment of authority for issuing purchasing orders and contracting for goods and services. The PI and OSPA are responsible for monitoring that expenditures are in compliance with the provisions of the A-102 Common Rule[21], the Uniform Guidance[22], and other specific procurement requirements.

Generally, by reference, the state’s terms and conditions indicate that all federal rules must be followed where applicable. Each specific federal rule is not identified. There is a system to evaluate vendors for quality of goods, etc., as well as procedures to identify vendor inadequacy risks. Additionally, there are procedures to identify conflict-of-interest risk. Conflict-of-interest statements are maintained for individuals with procurement responsibility. Procurement files are maintained by the university Purchasing department where actions are appropriately documented.

The Purchasing department’s checking on suspended or debarred vendors does not normally extend to the subaward level. However, all new subrecipients are checked for suspension and debarment on both federal and state databases by the assigned OSPA officer. Further, contracts with the subrecipients contain a clause whereby they certify that they have not been suspended or debarred. Additionally, all subrecipients are reviewed annually for suspension and debarment by OSPA.

Official written policies for procurement and contracts cover contract files which document procurement history, authorized procurement methods, competition verification, cost analysis requirements, suspension and debarment certifications, and other applicable requirements. Documentation includes
the basis for contractor selection, justification for lack of competition when appropriate, and the basis for award cost or price. Additionally, policies regarding subawards reference federal requirements, and ensure that subrecipients are not suspended or debarred entities. Links to both federal and state lists are available to procurement and contracting staff.

Supervisory review of procurement and contracting decisions for compliance is conducted by the Purchasing department. The initial review to ensure compliance with established policies and procedures is conducted by the responsible buyer. In short, this means that the buyer reviews the bid for compliance with local, state and or federal regulations. If the bid is found to be non-compliant (which makes the bidder non-responsive to the solicitation) the buyer makes a note to the file and goes to the next bidder. This process is completed until a bidder has been determined to meet the local, state and federal requirements of the solicitation. Bid results and award notification are posted on the Georgia Procurement Registry so that all bidders and interested parties may see the award information. Signatory authority for each buyer on staff is limited to less than $50,000.00. All purchase orders $50,000.00 or greater must be reviewed, approved, and signed by the Director of Business Services.

Management periodically conduct reviews of procurements and contracting activities to ensure compliance with policies and procedures. Management is the Director of Business Services and Manager of Purchasing. Reviews are conducted to ensure compliance with local, state and or federal requirements. For example, a review is conducted to determine if the appropriate number of potential bidders have been contacted, whether competitive bidding was conducted when required and, if not, does the file contain sole source or exemption documentation, etc.

**Reporting**

Required reports for sponsored project awards must include all activity of the reporting period, must be supported by applicable accounting or performance records, and must be fairly presented in accordance with program requirements. As established by policy, OSPA is responsible for filing the required financial reports for sponsored awards. OSPA staff is trained in necessary functions and possess the required knowledge, skills, and abilities. The Spectrum financial system is used to prepare the financial reports. The accrual basis is used for reporting. Reports tie into the general ledger.

Reporting dates are set up in Spectrum. There is a system in place that indicates to staff when financial reports are due. The BRT report indicates in the reporting column when a financial report is due. Monthly, an AD runs the monthly BRT report to ensure reporting requirements are met timely for all projects. Federal agencies send electronic notifications to PIs, while including the ADs of OSPA in the e-mail. Reports are prepared by the OSPA officer and reviewed by an AD or AVP of OSPA to ensure that reporting is compliant. The reviews ensure that the reports are: timely, submitted in the proper format, and contain all required information.

PIs are responsible for the preparation and submission of technical and programmatic reports. OSPA indicates programmatic and technical reporting requirements on the internal notice of award that PIs receive upon receipt of the award from the sponsor.

**Subrecipient Monitoring**

The PI is responsible for ensuring that the subrecipient complies with the various requirements of the award and has been trained in the necessary knowledge. They maintain all the contact with the subrecipient and review and approve all subrecipient requests for reimbursement. OSPA staff obtains letters from all subrecipients certifying their completion of A-133 audits and whether there were any findings associated with the subcontract. OSPA also reviews the subrecipients’ audit reports and follows up on requests for corrective actions where warranted. If reports are not received after repeated requests, then the subcontract can be terminated in accordance with the provision of the subcontract agreement.

A system is maintained to track audit reports and deficiencies, review of A-133 reports, and communication with subrecipients. A subrecipient monitoring team, comprised of an AD for contracts
management, the subcontract coordinator, the OSPA AVP, and the PI evaluates each subrecipient annually at the end of the calendar year and maintains documentation in the OSPA Office. This review will allow the monitoring team to understand subrecipients’ environment, systems and controls to identify the best method for monitoring.

**Special Tests and Provisions**

Regular account reviews and monitoring helps management identify and manage the risks related to any Special Tests and Provisions. Internal Audit also reviews sponsored project activities. Audits are scheduled based on risk assessment and are designed to be comprehensive in scope. The scope includes an evaluation of internal controls, an assessment of compliance with applicable laws, regulations, etc., a determination of the effective utilization of resources, and the evaluation of integrity of financial and operational information and systems. All audit reports[23] in the last two years are available for review. Various policies related to Direct Costing, Cost-Sharing, Program Income, and Personnel Effort Reporting are taught during the PI and department administrator training. Required personnel attend training offered both internally and externally, they have access to URSA Resource Manual, DS2 policy update available on URSA website, award terms and conditions accessible through web, as well as agency regulations available via web. URSA’s Training Director tracks training offerings and attendance. OSPA staff maintains a working file for each assigned project account which contains documentation of monitoring activities, invoices, financial reports, and correspondence.

Georgia State University has an extensive system to maintain financial control over externally funded or sponsored research and programs.

**Evidence**

[1] mup-2016-top-american-research-universities-annual-report
[3] CV for Jim Weyhenmeyer
[5] Award Notice - 4442 - 1
[6] ROLES-AND-RESPONSIBILITIES-a1
[8] Expenditure Review
[9] Expenditure Review Handouts
[10] AllowableCostMatrix1
[15] SORF as of 6.4.18
[17] Cost_Sharing_Policy_and_Procedures
[18] Personnel_Effort_Reporting_Policy_and_Procedures
[19] Project Closeout
[21] a102
[22] OMB Uniform Guidance (2014) _ GRANTS.GOV
[23] FY17-GSURF-A133
The institution (a.) is in compliance with its program responsibilities under Title IV of the most recent Higher Education Act as amended and (b.) audits financial aid programs as required by federal and state regulations. In reviewing the institution's compliance with these program responsibilities under Title IV, SACSCOC relies on documentation forwarded to it by the U. S. Department of Education. (Federal and state responsibilities)[Off-Site/On-Site Review]

Compliance Status: Compliant

**Narrative**

Georgia State University is in compliance with its program responsibilities under Title IV of the most recent Higher Education Act.

- Georgia State University is not aware of any compliance issues.
- Georgia State University is not on reimbursement method.
- Georgia State University is not required to obtain a letter of credit in favor of the DOE.
- Other than noted in the narrative below, Georgia State is unaware of any significant compliance issues. The issues address below have been corrected.

Georgia State University, the Board of Regents, and the State of Georgia regularly audit financial aid programs as required by federal and state regulations. The Georgia Department of Audits and Accounts, in accordance with the U.S. Office of Management and Budget Circular A-133, conducts an annual audit of the federal awards programs of the state of Georgia, which includes financial aid programs administered by state universities. Observations related to Georgia State University appear in the most recent audit by the Department of Audits and Accounts for the fiscal year ended June 30, 2016.

GSU had no audit findings during fiscal years 2011 and 2013-2018. During the 2012 audit, there was an audit finding in regards to Return of Title IV (See Supporting Documents[1]). It was found that Georgia State University did not perform Return of Title IV required by the U.S Department of Education for students who unofficially withdrew from the University. As a result, Georgia State University was required to pay the United States Department of Education $4,521 for accrued interest and other costs. Internal controls were enhanced to avoid future findings in this area.[2]

During the 2018 follow up audit[3], the auditors validated that internal controls implemented to ensure Return to Title IV calculations were completed for students who unofficially withdrew. However, it was noticed that several students returns were returned late. In response to this finding, the University has implemented a new control to ensure all refunds are returned timely.

Audit 2011[4]
Audit 2012[5]
Audit 2013[6]
Audit 2014[7]
Audit 2015[8]
Audit 2016[9]
Audit 2017[10]

On January 6, 2016, Georgia Perimeter College merged into Georgia State University. This merger was initiated by the Board of Regents of the University System of Georgia to streamline operations. The University’s fiscal year 2016 audited financial statements have been consolidated with Georgia Perimeter College.

In addition to the annual external audit, the Office of Financial Aid performs reconciliations of student
account and student loan information. There are also reconciliations with the U. S. Department of Education. Both the U.S. Department of Education and the state require a separation of duties for all offices involved in the awarding, disbursement and reconciliation of funds to insure program integrity.

Georgia State University meets all reporting requirements of the U.S. Department of Education. Federal Pell Grant activity is reported online through the Common Origination and Disbursement system. The Federal Perkins Loan Program is reported monthly through the National Student Loan Data System. The Fiscal Operations Report and Application to Participate (FISAP) is filed annually with the U.S. Department of Education.

Georgia State University adheres to all federal regulations as set forth under the Title IV Student Aid Programs regulations. Processing of student aid applications and federal funds is carried out as mandated by these regulations. Student eligibility is verified according to federal and state verification regulations; the regulations are reviewed, and both manual and systematic verification procedures are adjusted each year.

Georgia State University voluntarily operates under the reimbursement payment method for federal financial aid funds. The University makes disbursements to students and parents for the amounts which they are eligible to receive under the Federal Pell Grant, TEACH, and FSEOG before seeking reimbursement for those disbursements. The University is considered to have made a disbursement when it credits a student's account or initiates any payment. Federal funds are electronically transferred to the University.

In July 2016, the University was approved for recertification of its Title IV participation by the U.S. Department of Education. The University is approved to participate in Title IV programs, per the Federal Student Aid Program Participation Agreement.

**Evidence**


**13.7** The institution ensures adequate physical facilities and resources, both on and off campus, that appropriately serve the needs of the institution's educational programs, support services, and other mission-related activities. *(Physical resources)* **[Off-Site/On-Site Review]**

**Compliance Status:** Compliant

**Narrative**

**Adequate and Appropriate Physical Resources: Strategic Overview**

Georgia State University (GSU) has adequate physical facilities and appropriate resources to support the mission of the University. The University’s current strategic plan (2011-2021) focuses on becoming a national model for undergraduate education, strengthening and growing distinctive graduate and
professional education, becoming a leading research university, addressing challenges facing cities, and globalizing the university.

In 2012, the university engaged Sasaki and Associates, an internationally recognized global design firm, to review Georgia State University’s capital space infrastructure and develop a master plan[1] update to ensure that the university had adequate and appropriate physical resources to deliver its mission. The plan resulted in a summary of physical resource needs identified by Sasaki. The results of that master plan and the university’s actions since its development are as follows:

<table>
<thead>
<tr>
<th>Category</th>
<th>2012 Sasaki Master Needs</th>
<th>2012 - 2018 Actuals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrollment</td>
<td>32,000 - 40,000</td>
<td>32,818</td>
</tr>
<tr>
<td>Classrooms</td>
<td>None required</td>
<td>Added 25K Sq Feet</td>
</tr>
<tr>
<td>Teaching Labs</td>
<td>Add 10 - 15 Labs</td>
<td>Added Net 12 labs</td>
</tr>
<tr>
<td>Research Labs</td>
<td>Add up to 229K Sq Ft</td>
<td>Added 70K Sq Feet, funding/design 84K sq ft</td>
</tr>
<tr>
<td>Office Space</td>
<td>None required</td>
<td>Renovated 363K Sq Feet, Added 32K Sq Feet</td>
</tr>
<tr>
<td>Student Life</td>
<td>Add 30- 50K Sq Ft</td>
<td>Funding &amp; design for 100K Sq Ft</td>
</tr>
<tr>
<td>Student Residences</td>
<td>2,000 New Beds</td>
<td>2,352 New Beds</td>
</tr>
</tbody>
</table>

The above chart demonstrates that the University has undertaken the necessary steps as identified by Sasaki to have adequate and appropriate physical resources to fulfill its mission. Classroom capacity was added when the University opened the new Law School building in 2015. A net of 12 new instructional labs were added with the addition of the Classroom South Expansion and the Natural Science Center Expansion. A new 70,000 square foot research building was added to the Petit Science Center Complex with an additional 84,000 square foot research building currently funded and in design. While no additional office space was needed, over 360,000 square feet of office space was renovated to better meet the needs of the university. The Student Government Association is working with the Vice President for Student Affairs to expand the Student Center by 100K square feet with funding already identified and on hand. Finally, the university reached its goal of housing 20% of the undergraduate population on its campus when it completed the 1,152 bed Piedmont Central Housing Complex in 2016 bringing the university’s total capacity to 5,200 beds.

All facility and resource decisions are made in support of the University’s strategic plan[2] and its five goals. The University has been very successful in terms of enrollment, financial resources, research awards, available square footage to support its mission and capital spending as demonstrated by the following charts:
The University's enrollment increased from 28,229 in fall 2008 to a total of 51,562, including the enrollment from the Georgia Perimeter campus. This represents a 45% increase in enrollment.

While the University's enrollment increased by 45%, the total space more than doubled from 7.2M to 14.9M square feet.

Additionally, the university has been very strategic in its funding for the goals of the University Strategic Plan, providing a safe and secure environment and allocating resources to maintain and protect its physical assets. The following table shows the cumulative investments for these areas since adoption of the 2011-2021 strategic plan:

**Georgia State University**
### Strategic Funding Initiatives
#### Fiscal Years 2011 - 2019

<table>
<thead>
<tr>
<th>Goal/Initiative</th>
<th>Allocation</th>
</tr>
</thead>
<tbody>
<tr>
<td>G1 - Undergraduate Education</td>
<td>$25,888,067</td>
</tr>
<tr>
<td>G2 - Graduate &amp; Professional</td>
<td>4,496,582</td>
</tr>
<tr>
<td>G3 - Research</td>
<td>19,883,885</td>
</tr>
<tr>
<td>G4 - Challenges of Cities</td>
<td>900,000</td>
</tr>
<tr>
<td>G5 - Globalization</td>
<td>1,421,507</td>
</tr>
<tr>
<td>Safe &amp; Secure Environment</td>
<td>3,797,403</td>
</tr>
<tr>
<td>Facilities - O&amp;M</td>
<td>5,066,917</td>
</tr>
<tr>
<td><strong>Total Strategic Funding</strong></td>
<td>$61,454,361</td>
</tr>
</tbody>
</table>

A detailed report of each funding initiative can be found [here](#). The above amounts are continuing base budget allocations funded on an on-going basis.

The University has also been successful in increasing its sponsored funding since implementation of the strategic plan in 2011. The following table demonstrates awards funded for the last eight years:

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>Total Awards</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>$59,307,974</td>
</tr>
<tr>
<td>2012</td>
<td>$66,054,059</td>
</tr>
<tr>
<td>2013</td>
<td>$71,140,503</td>
</tr>
<tr>
<td>2014</td>
<td>$81,695,060</td>
</tr>
<tr>
<td>2015</td>
<td>$101,181,005</td>
</tr>
<tr>
<td>2016</td>
<td>$120,154,519</td>
</tr>
<tr>
<td>2017</td>
<td>$147,006,153</td>
</tr>
<tr>
<td>2018</td>
<td>$122,910,780</td>
</tr>
</tbody>
</table>

The university has more than doubled its sponsored funded awards over the last eight years. In fact, it was up over 150% before the Federal Government slowdown in the Spring of 2018. It is expected to recover with a very strong fiscal year 2019 and rebound to its highest levels ever.
The above chart demonstrates that university invests significant resources in acquiring and maintaining its physical assets. This significant investment in the university’s physical plant is evidence that the university ensures that it possesses the asset necessary to continuing being successful in carrying out its mission.

During the same period, the University has invested heavily in buildings and infrastructure, spending almost $375 Million on the main campus and other facilities. Campus planning decisions are made based on alignment with institutional goals, benchmark analyses of peer institutions’ facilities, and feedback from the constituencies of Georgia State University.

GSU Overview

Georgia State University is a public institution that was founded in 1913 in Atlanta, GA. Initially an outgrowth of the Georgia Institute of Technology called The Evening School of Commerce and later incorporated into the University of Georgia as The Atlanta Division of the University of Georgia, GSU encapsulates the expansion, cooperative efforts, and spirit of civic engagement unique to downtown Atlanta. From its acquisition of a unique mission in 1961 as Georgia State College (and Georgia State University in 1969), GSU had continued to grow and evolve while retaining the university’s core commitments to teaching, research, and public service. In January 2016, Georgia State University merged with Georgia Perimeter College, creating the new Perimeter College within GSU, and adding associates level degrees to its diverse educational offerings.

Academics: Eleven schools and colleges constitute the university: The Andrew Young School of Policy Studies, the Byrdine F. Lewis College of Nursing and Health Professions, the College of Arts and Sciences, the College of the Arts (formed in the summer of 2016), College of Education and Human Development, the College of Law, the Honors College, the Institute for Biomedical Sciences, the School of Public Health, the J. Mack Robinson College of Business, and the newly formed Perimeter College.

GSU offers nearly 300 degree and certificate programs in over 100 fields of study. In FY 2016, GSU conferred 8,760 degrees, contributing to a total of 238,649 degrees conferred since 1913.

Students: Approximately 51,000 students were enrolled as of fall 2016. Full-time undergraduate four- and two-year students, graduate students, and professional students totaled 31,071 and part-time
undergraduate four- and two-year students, graduate students, and professional students totaled 19,908. Out of the total students enrolled, 30,294 were female and 20,678 were male. Students who identified as American Indian totaled 83, as Asian totaled 5,592, as Black/African-American totaled 20,126, as Hawaiian/Pacific Islander totaled 36, as Hispanic totaled 4,775, as Multiracial totaled 2,604, as White totaled 14,209, as Non-resident alien totaled 2,828, and students who chose not to report their race totaled 719. The total undergraduate two-year enrollment was 18,508 students, the total undergraduate four-year enrollment was 25,455, the total graduate enrollment was 6,339 students, and the total professional enrollment was 670 students. In-state residence status was claimed by 45,065 students and 5,907 students claimed out-of-state status.

Perimeter College student population by campus can be seen in this chart[4].

Faculty: The total full-time faculty for fall 2016 was 1,600. Out of the total full-time faculty employed, 1,534 were full time instructional faculty. PhDs and professional degrees were held by 76.7% of the total full-time instruction faculty, and Masters and Specialists degrees were held by 22.7%. Full time instructional faculty with tenure comprised 50% of the total faculty and 21% were on tenure track.

Faculty by campus can be seen in the chart below:

<table>
<thead>
<tr>
<th>Full Time Faculty By Primary Site - Unduplicated</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td># of Full-time Faculty</td>
</tr>
<tr>
<td>-------------------------</td>
</tr>
<tr>
<td>Atlanta site</td>
</tr>
<tr>
<td>Atlanta</td>
</tr>
<tr>
<td>Atlanta - Off campus</td>
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<tr>
<td>Perimeter College</td>
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<tr>
<td>Alpharetta - Off campus</td>
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<tr>
<td>Clarkston - Off campus</td>
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<tr>
<td>Decatur - Off campus</td>
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<tr>
<td>Distance/Online</td>
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<tr>
<td>Dunwoody - Off campus</td>
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<tr>
<td>Newton - Off campus</td>
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Facilities: GSU’s Atlanta campus occupies downtown Atlanta, spanning 110 acres with 61 buildings. Established in 1913, the Atlanta campus of GSU has 248 classrooms, 229 teaching laboratories, 196 open laboratories, 640 research laboratories, and 5,232 offices. Additional campuses include the Alpharetta Campus, with 24.67 acres, the Clarkston Campus, with 64 acres, the Decatur Campus, with 58 acres, the Dunwoody Campus, with 74.53 acres, the Newton Campus, with 101 acres. Additionally, GSU maintains the Panthersville Athletics Center with 271 acres, the Language Research Center with 289.2 acres and Indian Creek Lodge Campus with 16.2 acres, all in Decatur, as well as the Hard Labor Creek Campus in Social Circle, and the Robinson College of Business MBA Buckhead Tower Center Campus in Buckhead. Outside of Georgia, GSU also occupies CHARA at Mt. Wilson in California for astronomical research. In 2016, 13 renovation and improvement projects were completed, all together totaling an approximate cost of $66.3 million.

Detailed data on size and usage and updates of campus facilities from 2015-2017 is contained in this chart.[5]

Board of Regents Master Planning
The mission of the Real Estate and Facilities Administration Division of the University System of Georgia (USG) Board of Regents is to support and promote the value of Georgia’s higher education learning environments. The division provides strategic direction and leadership in all areas of facilities management, including campus master planning, project development, real estate transactions, design and construction, facilities operations, and environmental health and safety. The division also supports its institution’s efforts to keep campus communities safe and secure, through public safety operations, emergency preparedness and planning, and recovery from disasters that impact facilities.

**Design and Construction:** BOR Real Estate and Facilities staff implement the USG’s annual capital program and oversee other campus projects that support the institutional mission, regardless of funding source. Staff provide capital program management at a system level. This includes budgeting, scheduling, qualifications-based selections for professional services, as well as design and construction review and other due diligence activities for all projects of any type (i.e. new construction, renovation or infrastructure.)

Design and Construction also provides institutions with technical assistance and support on architectural design and construction-related processes, historic preservation and other code issues. It serves as a resource for compliance with the State Construction Manual [6] and BOR guidelines and procedures.

**Environmental and Occupational Safety:** Provides online resources to all USG institutions, federal and state regulatory agencies, rules and regulations, other colleges and universities, material safety data sheet (MSDS) databases and many other resources. Documents such as Environmental Procedures for Construction, Renovation and Real Estate Transfers, Laboratory Fume Hood Design Criteria and recommended checklists for self-assessments are also included, as are online environmental health and safety training programs.

**Operations:** Lifecycle costs associated with maintaining, operating, repairing, and renewing facilities far exceed initial construction costs. Today’s facilities are technologically complex, adding to the importance of proper operation and maintenance to ensure functionality and preserve asset value. Real Estate and Facilities staff assists the Board in maintaining a strategic focus on efficient and effective operation of facilities. Under the Board’s direction, Operations allocates major repair and renovation (MRR) [8][9] funding to the institutions to provide for significant non-routine expenditures, such as roof replacements and mechanical and electrical system upgrades. Operation staff also actively pursue system-wide opportunities for cost savings, such as energy and water conservation measures.

Facilities staff also make sure that all university space is operating.

**Planning:** Real Estate and Facilities staff provide, coordinate and support physical planning and analysis for the USG institutions. Staff offer generalized and specialized consultative planning and analysis services to campus constituents, often working with the assistance of professional planning consultants. We also serve as liaison to other functional areas within the University System Office to ensure facilities planning and analysis issues are considered in an appropriately comprehensive context.

**Real Estate:** All real estate of the University System of Georgia is owned by and titled to the Board of Regents. Real Estate and Facilities’ staff process all leases and contracts for sale or purchase of real estate on behalf of the Board.

Staff also develop and maintain due diligence guidelines[9] for leases of private real estate, use by others of Regents’ real estate, sale, purchase, or gift of real estate, easements, and facility demolitions. These guidelines include required information that a campus must have, or steps the campus must have completed, before any such action will be taken by the Committee and the Board.

**Georgia State University Facilities Leadership and Organization**
The GSU Vice President for the Facilities Management Services Division[10] (FMSD) reporting directly to Senior Vice President for Finance and Administration has the administrative oversight of institution’s physical facilities, infrastructure and maintenance equipment for all campuses. The Facilities VP is supported by director of facilities planning, director of design and construction, director of maintenance and operations, director of renovation, director of administration, director of building services and various professional, trades, maintenance and administrative staff.

The FMSD 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.

The management and staff within the Facilities Management Services Division (FMSD) work to ensure that the physical facilities and resources appropriately serve the needs of the University’s educational programs, support services, and other mission-related activities.

For efficient and effective maintenance purposes campus buildings are divided into six zones. Each building zone is led by a zone manager and they report to Maintenance and Operations Director. Zone managers are supported by assistant zone managers and staff trained in the areas of mechanical, plumbing and electrical systems. Selective contract services are used for specialized maintenance functions as roof repair, elevator maintenance, building environments controls and fire alarm systems. The preventive maintenance process is based on manufacturer recommendations and prioritized listing of critical equipment such as chillers, air handling units, pumps, and emergency generators. This process is used for all major facilities located at Atlanta, Clarkston, Decatur, Dunwoody, Alpharetta and Newton campuses.

The combination of preventive maintenance and recent major capital equipment replacements has resulted in a significant improvement in the working environment for students, faculty and staff. Through the Board of Regents Major Repair and Renovation[11] (MRR) funding and GSU’s internal funding the university has renovated and upgraded electrical and mechanical systems in its existing buildings such as Urban Life, Arts and Humanities Building, Langdale Hall, Classroom South, College of Education, Aderhold Learning Center and Library South.

Customers can place requests for special needs or report problems in their facilities through the Customer Communication Center (CCC). They can contact CCC via phone, e-mail or FMSD website. This single point of contact allows the customer to place their request for maintenance, design, renovation or construction services. The CCC then forwards the request to the appropriate department within FMSD while creating an electronic record of each request for tracking, timely completion and performance measurement purposes.

Facilities Information Systems (FIS) is responsible to provide a fast, secure and reliable computer network environment and accurate facility information through the use of analytical systems. FIS uses Archibus as a core system package to manage and report space usage, ownership and functions. Work on Demand/Preventative Maintenance module of Archibus on the Web Central platform was implemented in October 2011.

The FMSD also operates a robust Facilities Work Order request system that allows users to directly contact a help line to address any and all facilities related issues. The university uses the Archibus system to record and track these requests. The following chart shows the number of work order requests received and acted upon over the last 3 years:
### Work Order Requests

**Fiscal Years 2016 - 2018**

<table>
<thead>
<tr>
<th>Work Order Requests</th>
<th>FY '16</th>
<th>FY '17</th>
<th>FY '18</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>22,401</td>
<td>24,626</td>
<td>22,893</td>
</tr>
</tbody>
</table>

An example of this work order system can be viewed here[12].

**Primary planning-related activities include:**

- Campus master planning (guided by USG master planning templates)
- Consultant selection
- Project scope identification
- Coordinating and advisory participation
- Procedural and methodological review
- Space Utilization Analysis
- System facilities data analysis
- Database issues
- Capacity studies
- Special planning studies
- Cross-disciplinary participation in topics and issues related to facilities planning

### 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. FM&O does this by maintaining safe and efficient building systems and performing quality, cost effective maintenance and repair in an environmentally responsible manner.

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.

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.

Maintenance for several of the off-campus instructional sites is contracted out as indicated in the Other Off Campus Facilities section of this standard.

### Ensuring Adequate and Appropriate Facilities

The University undertakes campus master planning to ensure adequate and appropriate facilities are available to students, faculty and staff. Facilities are necessary for GSU to accomplish the goals of the
The strategic plan. Assessment and planning activities include engaging outside consultants for benchmarking and optimizing facilities on a periodic basis. In recent years, two campus master plans were updated, first in 2012 and again in 2018.

The 2012 Campus Master Plan: Georgia State University retained Sasaki Associates for its Campus Master Plan[1] update which was completed in December 2012. Its primary goal was to identify implementation strategies to advance the University Strategic Plan.[2]

Sasaki Associates, who conducted the 2012 master plan for GSU, provide a summary of the process on their website[13] and updates on this plan are added below.

Georgia State University (GSU) is among the fastest-growing institutions in the University System of Georgia with 32,000 students. As an urban research institution GSU has historically served an important role educating non-traditional students. The existing campus, embedded in the street grid of downtown Atlanta, is composed of recently acquired commercial office buildings and institutional buildings. The University engaged Sasaki to assist with a vision for campus that would accommodate an enrollment increase from 32,000 to 40,000 students, a significantly expanded research mission, and other initiatives identified in GSU's recently-completed strategic plan. The updated master plan also attends to a number of goals articulated by the university's faculty, staff, and students.

These include a strong desire for physical improvements that ultimately reinforce the campus's sense of place -

- more convenient, safe, and attractive pedestrian connections between campus facilities
- green campus landscape spaces,
- communal study and social spaces outdoors and within buildings
- high quality classrooms and laboratories
- improved student life facilities.

Sasaki's approach to this challenge utilized the University System of Georgia Master Planning Template, a guide for campus master planning that Sasaki developed for the 34 institutions within the state system. Teaming with Robert and Company, an Atlanta-based engineering and landscape firm, Sasaki performed a comprehensive assessment of the existing campus and identified key opportunities for connecting and enhancing the three major campus districts:

- the Campus Core District
- the Woodruff Park District
- the Piedmont Corridor District

The master plan proposes a major renovation of the campus core with the selective, phased removal of outmoded building facilities, the introduction of an interior, landscaped Greenway from Petit Science Center to Hurt Plaza at Peachtree Center Avenue, and landscaped gateways.

These proposed improvements are designed to provide a more welcoming appearance, improve pedestrian circulation, and provide a series of memorable places that positively contribute to the campus identity.

In addition to providing a broad strategy for campus improvements, the updated master plan suggests solutions for a number of specific challenges to the university.

These include the schematic site design for major capital projects:

- Law and Business schools
- Expanded research facilities
- An alternate recommendation for rebuilding a street viaduct in the center of campus
- suggested improvements to the pedestrian realm
The plan also takes the first step towards implementing the Greenway concept by providing a preliminary phasing scheme and associated cost estimates. These specific recommendations complement the overall vision of the master plan by establishing next steps forward while still allowing GSU the flexibility to respond to the opportunities and changing circumstances presented by their downtown context.

**MASTER PLAN PROGRAM** (from the 2012 Sasaki report)

The master plan program is a response to the university’s goal of growing from 32,000 (headcount) to 40,000 students as well as to space needed for current programs and additional space that will be needed with growth of student enrollment to 40,000 students.

**Classrooms**
Analysis shows there is sufficient classroom space available for the current enrollment. Existing classroom space also will be sufficient for enrollment of 40,000 students if the current classroom use can increase from the existing average of 30 hour per week to 40 hours per week.

**Teaching Laboratories**
An additional 10 to 15 teaching laboratories with an estimated 20,000 assignable square feet (ASF) are needed now at current enrollment for programs in the sciences, fine arts, and music. At the 40,000 student level an estimated additional 100,000 ASF of teaching laboratory space is required.

**Research**
In order to house the university’s goal of $100 million dollars in research from the existing $60 million, including $32 million of laboratory intensive research, the university estimates it will require an additional 229,000 ASF of research laboratory space.

**Office**
There is sufficient office space at present and the university’s recent acquisitions mitigate the need for additional office space with growth in enrollment, faculty, and staff.

**Student Life**
Given the university’s location in downtown Atlanta and assuming private participation, an estimated 30,000 to 50,000 ASF of additional student life facilities are needed now. Additional space will be needed to accommodate enrollment growth to 40,000 students.

**Student Residences**
The university anticipates the addition of 4,000 residential students over the next 10 to 15 years and will phase development of additional student housing in response to demand.

According to the 2012 Master Plan, the Georgia State campus was characterized by three districts:

**The Campus Core District** – the traditional heart of campus consisting of two city blocks bounded by Peachtree Center Avenue, Gilmer Street, Piedmont Avenue, and Decatur Street

**Woodruff Park District** – university facilities within one or two blocks of Woodruff Park

**Piedmont Corridor District** – residential facilities along Piedmont Street as well as an area east of the I-75/85 corridor which the university acquired for playfields

These three districts have been developed as planned and major proposals from this master plan update were transformational for the GSU Atlanta campus. At the retreat for senior leadership in May 2018 the Senior Vice President for Finance and Administration presented[14] capital updates including progress on the master plan. Priorities driving the facilities plan include:

- Supplemental Labs
Green Space to meet and study
Appropriate faculty offices
More cross functional lab space
Research Lab Space
Affordable Dorm Rooms

In 2017, capital spending totaled $51.5 million and included:

- 25 Park Place, Phase V Pavilion and Annex Renovation (College of Arts and Sciences)
- Urban Life Building Renovation (School of Public Health)
- Delta Success Center (J. Mack Robinson College of Business)
- 55 Park Place Renovation (Andrew Young School of Policy Studies)
- Teaching Labs (Science Annex)
- GSU Stadium and 1,400 Parking Spaces

In 2018, capital spending totaled $43 million and included:

- Classroom South: Classrooms and Teaching Labs
- Geo Sciences: Moves, Sparks Hall Mechanical, Fitout, and Casework
- Anthropology: Move to Dalhberg Hall
- Nursing and Health Professions: Urban Life Building Classroom and Lab
- Langdale Hall: Move Physics and Astronomy Lab; Renovate Classrooms
- Courtland Bridge: Moves
- Alpharetta Campus: Teaching Labs
- CMII Plaza: Renovations

Capital Spending for 2019 is budgeted at $117 million and plans include:

- Byrdine Lewis College of Nursing and Health Professions: Classrooms and Lab
- J. Mack Robinson College of Business: FinTech and 11th Floor
- Andrew Young School of Policy Studies: Continue Work on 55 Park Place
- School of Public Health: Continue Urban Life Building Renovations
- College of Arts and Sciences: Psychology
- Kell Hall: Moves and Demolition
- BSL 4: BSL 4 Building
- GSU Convocation Center

**Campus Master Plan Update – 2018**

GSU selected Cooper Robertson[15][15] from New York to update[16][16] the 2012 Campus Master Plan to meet the academic, strategic and research mission of the university. The Capital Planning and Space Allocation Committee (CPSAC[17]) an affiliate committee of the University Senate, oversaw the selection[15] process. Beginning with a meeting with University senior leadership, the planning team began meeting with key administrative, academic and student figures on campus. By end of Fall 2017 the team had conducted thirty-one interview sessions as they gathered information and developed an understanding of the university and its strategic goals and programs. The team also visited each of the Perimeter College campuses and the GSU Stadium. With gathering of existing information the planning team has identified additional data needed to support further studies. It includes campus maps, building plans, and details/plans on projects currently contemplated or underway (Science Park Phase III, 25 Park Place Plaza, Kell Hall and Library Plaza Demolition, Library Master Plan, etc.) Resource materials made available to the planning team includes the 25 Park Place Plaza Master Plan, Broad Street Master Plan, Woodruff Park Master Plan, Courtland Bridge Replacement scope, 55 Park Place and Urban Life (School of Public Health) program and concept analyses, and former campus master plan studies completed on the Perimeter College campuses.

Cooper Robertson is assessing conceptual designs proposed by Sasaki in 2012 against unanticipated changes to the campus since that time. The planners are assessing growth and trajectories in
academic, research, student support and sports programs to determine possible space and building needs in the next five to ten years. Their work will identify areas of physical growth and repurposing opportunities for the university to consider. Drawings are underway to document their findings and to identify areas and precincts of growth that may differ from the original Sasaki recommendations. A final visit to campus for additional interviews further clarified need and verified growth opportunities identified during individual interview sessions.

The preliminary findings of the consultant team have endorsed the overall plans and concepts advanced by the Sasaki 2012 plan, interpreting the campus as precincts of activity and movement. Cooper Robertson has also noted the increasing importance of city streets as connectors and avenues along which to consider future growth opportunities. The consultants have also noted the importance of new property acquisitions that occurred subsequent to the Sasaki report, particularly the 550,000 square foot 55 Park Place building and Centennial Hall, and the impact of these buildings on the general density, growth, and directions of an evolving urban campus.

While many of the interview sessions were with individuals, there were also meetings with Deans that included key staff and sessions that included representatives of student organizations. After these final interview meetings and review sessions with the master plan committee Cooper Robertson concentrated their time and efforts in analyzing all data, obtained additional space data and metrics from USG Board of Regents staff, and have prepared plans, designs, and recommendations to be presented in draft form for discussion in June to the President and senior staff. Presentations will also be made to Board of Regents planning staff and the planning committee for review and comment.

The final draft will consist of a condensed report on information gathered through visits and interviews, an analysis of current assets and amenities, and identify current trends and future needs for each of the six campuses and the Stadium. Concentrating on the Atlanta Campus, a much more thorough analysis of campus space and buildings will inform anticipated need and future development concepts and recommendations. These concepts will be in the form of prioritized narrative, impact on the near and distant growth of the campus, drawing and plans illustrative of these concepts, rough costs associated with an implementation plan, and materials useful in possible capital fund-raising campaigns should the university desire.

Final presentations to the university leadership, university community forums and posting to the Facilities Planning website will occur in August and September, completing the 2018 Campus Master Plan Update.

**Feedback from University Facilities Survey 2017**

In the Fall of 2017, the Facilities Management Services Division (FMSD) in conjunction with the Office of Institutional Research created and launched a survey to gage usage and opinions data on the multi-campus facilities of Georgia State University. The survey was kept open for two weeks. The survey targeted faculty, staff (excluding facilities staff), graduate students, baccalaureate students and associate students.

The survey questions were segmented into four categories:

1. General Information
2. Building Quality and Services
3. University Review
4. Overall Impression

A copy of the survey form is located here in the evidence to this standard.[18]

A total of 1,831 faculty, staff, and student (stratified random sample) participants took the Facilities survey. Of the total responses, 1,802 participants self-identified their role or status at the university: 3.9% are administrators, 26.6% faculty, 19.6% staff, and 49.8% are students. Within the student demographic responses the following are the degree levels of each: 11% are graduate students, 6% are US level students and 3% UA levels students. The majority of the 1,812 responses were from the
faculty, staff, and students located on the Atlanta (main) campus. The percentages were as follows: 3.8% are located on the Buckhead site, 65.8% are on the Atlanta main campus, 2.5% are Online, and 27.8% are located on one or more of the Perimeter campuses.

The full report is available for viewing. Results were shared with each area in the FMSD to address customer service and other items from the qualitative and quantitative feedback.

In summary, this survey asked responders to rate building quality and services of the area they were based in as well as provide a rating of the overall campus in general based on appearance of GSU grounds, campus buildings and accessibility.

Answers were based on a Likert scale of 1 (Poor) to 5 (Excellent). The answers ranged from lowest (3.32) "How would you rate the quality of heat and cooling in your building?" to highest (3.85) "How would you rate the quality of lighting in your building?"

Overall respondents reported mid- to positive ratings for facilities quality at GSU. The qualitative comments provided more details around issues of aging infrastructure, cleanliness, and access.

**Perimeter College/Off-Campus sites**

GSU/Perimeter College has five off campus instructional sites that serve the access admission student population of GSU. Perimeter College facilities are maintained by Georgia State University staff. For the purposes of the facilities descriptions, "campus" and "instructional site" are used interchangeably because campus refers to a physical location.

**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 770,000 GSF in 15 buildings on 64 acres.

The Clarkston Campus originally opened as DeKalb College in 1964 and quickly established itself as a community gem. Today, the campus is home to the DeKalb Symphony Orchestra and The Chattahoochee Review, a nationally recognized literary magazine. Clarkston Campus also serves as a cultural hub for the community around it, offering art exhibits, concerts, theatrical productions and other programs open to the public.

Clarkston is one of the most culturally diverse cities in the nation, and Clarkston Campus is among the most culturally diverse campuses in the University System of Georgia, with students from more than 140 countries. The campus is noted for its top-tier academic offerings in nursing, fine arts and sign language interpreting, in addition to strong engineering, science and math programs from which students transfer to some of the nation’s most competitive universities.

Clarkston enjoys a broad array of student activities and student life, from the History and Politics Club to international festivals.

Building inventory includes science teaching labs, computer classrooms, general classrooms, International Center, Student Success Center, Fine Arts building, Physical Education building, Nursing building, Continuing Education building, Public Safety building, Jim Cherry Learning Resource Center, College Center, Auxiliary Services building and 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 265,000 GSF in 8 buildings on 58 acres.

Building inventory includes Classroom building, Student Success Center, Administration building,

The rolling, landscaped lawns, miles of sidewalks and pedestrian nature trail of the Decatur Campus make it a popular destination for students and nearby residents alike. The campus serves students from south DeKalb County, southeast Atlanta and surrounding areas. Established in 1972, Decatur Campus now has a 30,000-square-foot Student Services center, providing a central location to assist students with admissions, enrollment, financial aid and other needs. One of the newer amenities at Decatur is the Science, Technology, Engineering and Math (STEM) Resource and Study Center, which enables students to receive peer-led tutorials and additional faculty-led instruction. The campus also features fitness facilities and an attractive outdoor classroom. Decatur also is home to an internationally known native botanical garden featuring more than 4,000 native plants from throughout the United States.

GSU Dunwoody Campus[22]

The Dunwoody campus is located at 2101 Womack Road, Dunwoody, in DeKalb county, 16 miles northeast of downtown Atlanta. It consists of approximately 670,000 GSF in 13 buildings on 75 acres.

Building inventory includes Administration building, Learning Resource Center/ Student Center, Science building, Classroom building, Field House, Public Safety building and Plant Operations building.

The Dunwoody Campus sits on 100 acres in a residential district of north DeKalb County, where the college has developed a strong reputation as a community partner and institution for higher learning. Business is one of the most popular majors at Dunwoody, but the campus also is recognized for its impressive accounting pathway and dental hygiene program. For seven years, Perimeter College’s dental hygiene graduates have achieved a 100 percent first-time pass rate on national board exams, and students regularly provide care for the community. The Dunwoody Campus Observatory is a resource for students and the public alike for night sky viewing. Dunwoody is home to almost 30 chartered student organizations to appeal to an array interests, from math to outdoor adventures.

GSU Alpharetta Campus[23]

The Alpharetta campus is located at 3705 Brookside Parkway, Alpharetta in Fulton County, 25 miles north of downtown Atlanta. It consists of approximately 109,000 GSF in 2 buildings on 25 acres. These facilities provide general classrooms, teaching labs, computer labs, small bookstore and library, administrative office and academic support space. A new science teaching lab addition project is currently in design phase.

Alpharetta Campus is a popular location for students interested in business as well as participants in Dual Enrollment, a program allowing high school students to enroll and earn college and high school credits simultaneously.

Science-minded students also find a welcome home on the campus, where Perimeter College offers physics, astronomy, chemistry, biology, upper-level math and computer science classes and labs. A new science building, now under construction, soon will add lab capabilities to the campus offerings.

Alpharetta Campus enjoys active student organizations, including Student Government Association, Panther Activities Council, STEM Career Club, Community Service Scholars, Alpha Beta Gamma honor society for business students and ECO, an environmentally focused club.

This thriving and diverse campus initially opened in 2000 as a center in partnership with Georgia State University. In 2010, Perimeter College course offerings at Alpharetta expanded to include all academic areas, including 2000-level classes and additional day and evening courses. Check out all that Perimeter College at Alpharetta has to offer.
GSU Newton Campus[24]

The Newton campus is located at 239 Cedar Lane in Newton County, 40 miles east of downtown Atlanta. It consists of approximately 165,000 GSF in three buildings on 101 acres. They house all instructional, student services, student life, library, administrative and academic support spaces.

Perimeter College in Newton County opened its doors in 2007, thanks to strong community support and a 100-acre land donation from the Arnold Fund. The Newton Campus was welcomed as good news for students in the eight southeast metropolitan Atlanta counties the campus serves. A highlight of the campus is a vibrant student life program providing a wide array of activity options.

Perimeter College On Line Campus

Perimeter College Online is the largest virtual learning program in the University System of Georgia, offering most core courses and the ability to complete 27 pathways, such as business administration, criminal justice and (teacher) education totally and affordably online. Students also may choose to combine online and on-campus courses to fit particular degree and schedule needs. Online courses include accounting, computer science, education, English, Math, Spanish and more.

Other Off-Campus Facilities:

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

- Language Research Center: Located in DeKalb county LRC consists of five (21,999 GSF) buildings on a 289-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: 40,194 GSF office facility is located at 1975 Lakeside Drive, Tucker, GA. It primarily houses Information Technology and other administrative offices and is maintained[25] by the building owner as per lease terms and conditions.

- 200 Tower Place: GSU currently leases 142,733 GSF at 3348 Peachtree Road, Atlanta for academic use (E-MBA programs) by Robinson College of Business and is maintained[26] 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: 2,291 SF three-building facility is located in Hard Labor Creek State Park, Rutland, GA 30063.

- CHARA Observatory: 18,535 SF ten-building facility is located at 307 Observatory Road, Mt. Wilson, CA, 91203. The site at Mt. Wilson California is the flagship project of Georgia State University's Center for High Angular Resolution Astronomy (CHARA) is its optical/interferometric array of six telescopes.

Student Learning and Student Service Space

Student Housing[27]: GSU currently has 2,000 beds at the University Commons, 550 beds (in 231 apartments) at the Lofts, 325 beds in Patton Hall (freshman housing), 139 beds in fraternity and sorority housing, approximately 1,200 beds in the Piedmont North complex, and 1,152 beds in the Piedmont Central residence hall.

Student Dining Halls:[28] 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 is the largest campus dining hall and which became operational in August 2016. Customer service data is collected at all points of service from diners. Usage is tracked at dining halls to ensure all students are being served and for planning purposes.

Athletic Facilities: GSU has a 15-sport (9 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 Athletics Center in DeKalb County.

Former Atlanta Braves Turner Field was acquired by GSU in 2016 and was renovated and converted into a 25,000 seat football stadium. It houses team locker rooms, Athletics administration offices, University Club, GSU Police precinct and Emergency Management offices. Phase I renovation was completed in August 2017 and the first home opening game was played on August 31, 2017.

The current GSU assignable square feet (ASF) are shown in the following table:

### General University Facilities Use

#### Assigned Square Footage:

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<tr>
<th>ASF Category</th>
<th>Type of Space</th>
<th>GSU ASF</th>
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<tr>
<td>800</td>
<td>Health Care Facilities</td>
<td>3413</td>
</tr>
<tr>
<td>900</td>
<td>Residential Facilities</td>
<td>1,064,646</td>
</tr>
<tr>
<td></td>
<td>Total Area</td>
<td>8,383,551</td>
</tr>
</tbody>
</table>

### Georgia State University Facilities

#### Campuses and Locations Fall 2017

<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>Main Campus</td>
<td>Atlanta, GA</td>
<td>109.87 acres</td>
<td>64</td>
<td>All Programs</td>
<td>All Usage</td>
<td>1913</td>
</tr>
<tr>
<td>Panthersville Athletics Center</td>
<td>Decatur, GA</td>
<td>271 acres</td>
<td>5</td>
<td>Student Support</td>
<td>Athletics Recreation</td>
<td>1987</td>
</tr>
<tr>
<td>Language Research Ctr. Campus</td>
<td>Decatur, GA</td>
<td>289.2 acres</td>
<td>6</td>
<td>Education</td>
<td>Research</td>
<td>1981</td>
</tr>
<tr>
<td>Campus Name</td>
<td>City, State</td>
<td>Acres</td>
<td>Students</td>
<td>Major(s)</td>
<td>Type</td>
<td>Date</td>
</tr>
<tr>
<td>---------------------------------</td>
<td>--------------</td>
<td>-------</td>
<td>----------</td>
<td>--------------</td>
<td>----------</td>
<td>------</td>
</tr>
<tr>
<td>Indian Creek Lodge Campus</td>
<td>Decatur, GA</td>
<td>16.20</td>
<td>5</td>
<td>Student Support</td>
<td>Student Support</td>
<td>1947</td>
</tr>
<tr>
<td>Hard Labor Creek Campus</td>
<td>Social Circle, GA</td>
<td>1.0</td>
<td>3</td>
<td>Astronomy</td>
<td>Research</td>
<td>1989</td>
</tr>
<tr>
<td>CHARA at Mt. Wilson Campus</td>
<td>California</td>
<td>10</td>
<td></td>
<td>Astronomy</td>
<td>Research</td>
<td>1997</td>
</tr>
<tr>
<td>RCB MBA Buckhead Tower Center</td>
<td>Atlanta, GA (Buckhead)</td>
<td>1.71</td>
<td>1</td>
<td>Business</td>
<td>Academic</td>
<td>2007</td>
</tr>
<tr>
<td>Alpharetta Campus</td>
<td>Alpharetta, GA</td>
<td>24.67</td>
<td>2</td>
<td>All Programs</td>
<td>Academic</td>
<td>2016</td>
</tr>
<tr>
<td>Clarkston Campus</td>
<td>Clarkston, GA</td>
<td>64.00</td>
<td>15</td>
<td>All Programs</td>
<td>Academic</td>
<td>2016</td>
</tr>
<tr>
<td>Decatur Campus</td>
<td>Decatur, GA</td>
<td>58.05</td>
<td>8</td>
<td>All Programs</td>
<td>Academic</td>
<td>2016</td>
</tr>
<tr>
<td>Dunwoody Campus</td>
<td>Dunwoody, GA</td>
<td>74.53</td>
<td>13</td>
<td>All Programs</td>
<td>Academic</td>
<td>2016</td>
</tr>
<tr>
<td>Newton Campus</td>
<td>Newton County, GA</td>
<td>101.14</td>
<td>3</td>
<td>All Programs</td>
<td>Academic</td>
<td>2016</td>
</tr>
<tr>
<td>Lakeside Campus</td>
<td>Tucker, GA</td>
<td>1</td>
<td>1</td>
<td>Administrative</td>
<td>Administrative</td>
<td>2016</td>
</tr>
</tbody>
</table>

**Library Facilities and Resources**

The GSU Atlanta campus Library is housed in 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.), a newer 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 touch-enabled interactWall 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 four internal links spanning Decatur Street that are 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 University Library provides seating for 1,961 students/users as well as two computer-equipped classrooms seating 52 and 27 students/users respectively. 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” HDTVs, bring-your-own-device connections, whiteboards and group tables; and, one “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 will be available to all students, faculty and staff of the consolidated 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 range 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.

The Law Library is housed on the GSU campus in a 50,817 sq. ft. facility inside the just completed (2015) College of Law. 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.

The GSU Perimeter campus libraries are housed in the following locations:

- The 1,800 sq. ft. Alpharetta library opened in 2010, and 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 3 employees.
- The 97,000 sq. ft. Clarkston library, in the Jim Cherry Learning Resources Center, was built in 1993 and 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 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 sq. ft. facility has seating for 158 students/users with 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 5 employees. Laptops and calculators are available for users to borrow and use within the facility.
- The Dunwoody Campus library occupies approximately 37,600 sq. ft. 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 9 employees. Laptops and calculators are available for users to borrow and use within the facility.
- The Newton Campus library occupies 8,800 sq. ft. 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 4 employees.

A survey[32] of student users of the library was conducted in 2018.

Physical Facilities

Capital Planning Process

GSU has a robust 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 2018 MRR funding GSU requested $19,965,200 for thirty-three projects and received $6,155,000. All these requests are
reviewed, discussed and prioritized by the Senate Planning and Development Committee, Capital Planning and Space Allocation Committee (CPSAC)[33], and the MRR Joint Planning and Development and Budget Committee.

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[16] 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.[34]

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.

**Construction and Renovation Projects Underway Presently**

The following projects represent improvements in the adequacy of the GSU’s facilities that are either 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>Classroom South Addition Phase II</td>
<td>$17 M</td>
<td>April 2018</td>
</tr>
<tr>
<td>Alpharetta Science Lab Addition</td>
<td>$6.3 M</td>
<td>Completed in January 2018</td>
</tr>
<tr>
<td>Kell Hall Chilled Water Pipe Relocations</td>
<td>$2M</td>
<td>April 2018</td>
</tr>
<tr>
<td>Student Center East Pedestrian Bridge Repairs</td>
<td>$209,000</td>
<td>July 2018</td>
</tr>
<tr>
<td>1 Park Place Phase II AHU Replacement Floors 3-10</td>
<td>$1.5M</td>
<td>August 2018</td>
</tr>
<tr>
<td>Phase II Langdale Hall – Replace Terminal Units, Light Fixtures, Ceilings Floors 8-9</td>
<td>$1.063M</td>
<td>August 2018</td>
</tr>
<tr>
<td>Campus ADA Upgrades</td>
<td>$650,000</td>
<td>October 2018</td>
</tr>
<tr>
<td>Phase II Upgrades to Fire Alarm Systems Clarkston, Dunwoody and Decatur</td>
<td>$225,000</td>
<td>August 2018</td>
</tr>
<tr>
<td>Urban Life Phase II VAV Replacement</td>
<td>$500,000</td>
<td>September 2018</td>
</tr>
<tr>
<td>Building SB and SC HVAC Controls Upgrades Phase I Decatur</td>
<td>$352,000</td>
<td>June 2018</td>
</tr>
<tr>
<td>Building CL Roofing Replacement Clarkston</td>
<td>$515,844</td>
<td>August 2018</td>
</tr>
<tr>
<td>25 Park Place – Cube Building Renovation: For Center for Media Innovation and Instruction. Funded by a grant from Woodruff Foundation.</td>
<td>$10.5 M</td>
<td>Completed in October 2017</td>
</tr>
<tr>
<td>Building CH Replace Flowtronic Carrier Units Clarkston</td>
<td>$250,000</td>
<td>September 2018</td>
</tr>
<tr>
<td>55 Park Place Phase II Replace VAV System</td>
<td>$200,000</td>
<td>July 2018</td>
</tr>
<tr>
<td>Language Research Center Mechanical Improvements</td>
<td>$200,000</td>
<td>July 2018</td>
</tr>
<tr>
<td>Langdale Hall Renovations for Classroom/Computer Labs – Floors 4,5 and</td>
<td>$700,000</td>
<td>April 2018</td>
</tr>
</tbody>
</table>
Projects in Design Phase

<table>
<thead>
<tr>
<th>Project Description</th>
<th>Cost</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science Park Phase III – BSL 2, BSL-3 and BSL-4 Research Lab space</td>
<td>$84.5M</td>
<td>June 2021</td>
</tr>
<tr>
<td>Kell Hall and Library Plaza Demolition</td>
<td>$3M</td>
<td>January 2019</td>
</tr>
<tr>
<td>GSU Stadium Phase II Renovation</td>
<td>$4.3M</td>
<td>July 2019</td>
</tr>
<tr>
<td>Urban Life 12th Floor Renovation for Psychology Relocation from Kell Hall</td>
<td>$750,000</td>
<td>October 2018</td>
</tr>
<tr>
<td>Dahlberg Hall Ground Floor Renovation for Anthropology Relocation from Kell Hall</td>
<td>$350,000</td>
<td>September 2018</td>
</tr>
</tbody>
</table>

Projects in Planning Phase

<table>
<thead>
<tr>
<th>Project Description</th>
<th>Cost</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>GSU Convocation Center</td>
<td>$80M</td>
<td>Funding to be approved</td>
</tr>
</tbody>
</table>

Deferred Maintenance/MRRF

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.

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.

The Major Repair and Renovation (MRR) request is a listing of regulatory deficiencies that is submitted for funding to the Board of Regents (BOR) each year. Prior to submissions to the BOR, the list is reviewed and prioritized by a Planning and Development (P&D) subcommittee composed of faculty, staff, and key FMS employees. The prioritized list is sent to the Capital Planning and Space Allocation Committee (CPSAC) for approval. Recommendations from CPSAC are then sent to P&D, who forwards the list and any recommendation to the Fiscal Advisory Committee to the President (FACP). The President approves the final list before submission to the BOR.

ADA Study

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
One major responsibility of the unit is compliance with the American Disabilities Act (ADA). In 2014 the Department acquired the services of ISES Corporation to conduct a detailed survey of ADA issues existing on the Downtown campus. This report, completed in early 2015, identified three major categories for study:

1. Access into and egress from buildings,
2. Functional access to and use of facilities once inside, and
3. Additional issues related to ease and convenience of use where accommodations are in place but could use improvement or increase in numbers.

The study prioritized projects based on general movement throughout campus, academic buildings, library, student support and administrative services, auxiliary functions, parking, and recreation centers. Loosely estimated costs for these projects exceeded $12,500,000. Utilizing the prioritized list of 234 projects, the Disabilities Initiative Committee (DIC) evaluated individual projects and ranked them in importance based on factors of impact, and has made recommendations for the allocation of $500,000 annually (from annual MRRF requests) to address this list of projects. In 2016, when the Perimeter College campuses were added to the annual GSU MRRF request, an additional $150,000 was added to the ADA request for these five campuses. An accessibility survey for the Perimeter College campuses was conducted in early 2018 and will be combined with the ISES survey to provide a list of prioritized compliance projects for all six GSU campuses.

Technological Infrastructure

The Chief Innovation Officer (CIO) is responsible for planning and coordinating academic and administrative information technology, voice communications, and network operations on a university-wide basis, primarily using the resources available in the Instructional Innovation and Technology (IIT) department.

To assist in the fulfillment of these responsibilities, the CIO coordinates the IIT Program Review, the IIT Roadmap Review, and participates in the Senate Information Systems and Technology (ISAT) which help to guide institution-wide information technology projects that complement the University’s Strategic Plan. Bi-weekly newsletters to constituents document progress and upcoming initiatives across the campus.

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 3,400 access points spread across all campuses and provides wireless connectivity to over 29 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.

As a part of the consolidation process in 2015-2016, an analysis was done of technology to determine adequacy and appropriateness of services for the consolidated university. This analysis can be viewed here as an example of a recent review of capacity.
In order to support and ensure the adequacy and sustainability of the technological infrastructure, IIT uses three primary methods:

1. review of the university master plan to determine under-served areas, or areas that no longer need service;
2. satisfaction surveys of campus constituencies (students, faculty, customers) combined with analysis of real-time system feedback and social media sentiment; and
3. an annual review of existing technological infrastructure to develop options for expansion or replacement.

IIT is included in the review of all changes to the university master plan. These reviews allow IIT to identify areas of the campus that require changes to the technological infrastructure – specifically changes needed to the institution cable plant, and to the centralized data centers. Over the period of this review, significant building construction and building renovation has occurred. Below is a table of recent construction projects and their related technology requirements.

<table>
<thead>
<tr>
<th>Master Plan Initiative</th>
<th>Approval</th>
<th>IT Infrastructure Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>175 Piedmont – Dormitories</td>
<td>3/2011</td>
<td>Extension of campus dark fiber ring</td>
</tr>
<tr>
<td>Alpharetta Campus – Building 2</td>
<td>8/2011</td>
<td>New dark fiber</td>
</tr>
<tr>
<td>Alpharetta Campus – Data Center</td>
<td>12/2012</td>
<td>Mechanical infrastructure / production equipment</td>
</tr>
<tr>
<td>Main Campus – North Expansion</td>
<td>8/2011</td>
<td>Re-architect and expand Campus dark fiber ring</td>
</tr>
<tr>
<td>100 Auburn Ave</td>
<td>11/2012</td>
<td>Extension of campus dark fiber ring</td>
</tr>
<tr>
<td>60 Piedmont Ave</td>
<td>4/2013</td>
<td>Extension of campus dark fiber ring</td>
</tr>
<tr>
<td>25 Park Place</td>
<td>4/2010</td>
<td>Fiber optic lateral connections</td>
</tr>
<tr>
<td>55 Park Place</td>
<td>8/2013</td>
<td>Extension of campus dark fiber ring</td>
</tr>
</tbody>
</table>

Early review of design plans for these buildings allowed IIT to propose an expansion of the existing cable infrastructure to encircle the planned expansion area. Approval and funding of this expansion provided the institution with direct access to network infrastructure with no impact on other construction schedules.

Early review of the master plan also opened an opportunity for a remote site to house an alternate data center. Working with an already planned network expansion, the alternate data center provides redundant connectivity and application services, keeping the network up during unplanned outages.

IIT uses a general survey to determine satisfaction with technology resources and isolate areas that needed attention. IIT also collects and analyzes feedback on network resources using online feedback collection and monitors student sentiment on social media related to GSU’s technology infrastructure.

Additionally, IIT provided an account review service to all departments of the University. This service identified unique requirements IIT could satisfy and thus assist these departments in meeting their mission needs. The service has been very well received and was modified at the recommendation of the serviced departments to focus more on project-related work.

Electronic equipment and infrastructure require periodic upgrades and replacement. IIT uses two methods to identify and prioritize funding for upgrades or additions:

1. Student Technology Fee funding proposals, and
2. End-of-year institution budget redirection

Both of these processes depend on the technical knowledge and operational experience of the IIT staff to identify individual pieces of equipment, applications, or entire suites of infrastructure that should be
considered for purchase or replacement. Decisions are based on factors that impact our ability to support the institution’s missions, such as the cost of maintenance, an ability to maintain acceptable availability, potential for expansion, and features needed by the changing culture and offerings of the institution. In the case of the Student Technology Fee proposals, student input is required as part of the decision-making process.

Until fiscal year 2013, the Student Technology Fee process was competitive across the entire institution. For fiscal year 2013, IIT established a committee of students, faculty, and technology professionals to determine how best to allocate awards. A refresh of existing lab and classroom infrastructure, and the outfitting of two classrooms with university-standard technology were included.

Major upgrades, replacements, and additions to the technological infrastructure are also achieved through end-of-year institution budget redirection. Candidate lists are prepared each year by the IIT senior staff and reviewed with the CIO.[53] These lists include the impact on the institution mission by action or inaction. The CIO then presents a prioritized list to the Senior Vice President for Finance and Administration. The resulting list and funding levels is finally presented to IIT for execution.

Through budget redirection, the university was able to provide the first centralized facility on campus for shared research computing support, and then able to upgrade that capability within three years. Funding through this process has also allowed the institution to switch from an in-house email system to the Microsoft Office 365 service, and engage in a multi-year process to centralize network directory services on Microsoft Active Directory. Office 365 also upgraded the suite of information security applications, providing defense to individual workstations and laptops as well as the overall institution infrastructure. Most recently, this process has allowed the replacement of the institution application for identity management, and the complete replacement of the wireless network infrastructure. These last changes have had an immediate impact on the usability and reliability of the institution infrastructure and provide a very robust environment for the growing usage of mobile devices for both on and off-campus learning.

Grant solicitations from national funding agencies require documentation of enterprise research computing and cyberinfrastructure to ensure that researchers have the tools and support they need to perform the proposed research studies. Building relationships with a wide ecosystem of partners, technology, and researchers is important for Georgia State University to expand its innovative improvements in terms of curriculum, faculty, students, research, and technology, while increasing security and compliance. Georgia State University is developing and deploying a hybrid cloud and data-centric cyberinfrastructure in support of the institution’s learning, research, and outreach missions. Georgia State University is shifting from an enterprise and on-prem cyberinfrastructure towards a hybrid focus cyberinfrastructure to benefit from self-service, compliant solutions and diverse partners including cloud vendors. One of Georgia State University’s goals is to enable researchers to work and collaborate from anywhere while improving security, productivity, and compliance. This “eResearch” focus includes grants, collaboration, data-intensive activity, grid-computing, cloud computing, and open data. One of the key challenges and focuses is to enable non-traditional researchers, students, and staff members to benefit from cloud solutions to HPC resources while reducing the learning curve. A Cyberinfrastructure Plan[54] is underway.

For off-campus and online education, the institution utilizes shared services for course management offered through the University System of Georgia (USG). This service utilized WebCT as the Learning Management System (LMS) application until 2013. In 2012, the USG surveyed its shared services customers to determine the needs and preferences for a replacement to WebCT. The survey results led the USG to select Desire2Learn (D2L) as the replacement LMS. Georgia State University made the decision to continue with the USG shared services and switch to D2L. As this is a shared service, the same content and functionality is available to on-campus as well as online students. The university ensures that there is sufficient bandwidth (10 Gb) for on-campus use of D2L, and provides ancillary services that complement those of D2L.

Educational technologies and applications at GSU are presented in this chart.[55]
GSU’s Distance Learning Operations

Georgia State University 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) [56] 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. The CETL facility has two computer-based training classrooms and an interactive workshop room as well. At each of the Perimeter sites, CETL has 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 the largest off-campus sites. All faculty from all sites are invited to make use of the resources at all sites.

At the Atlanta campus and the Perimeter sites, facilities are available that can serve as proctored testing labs for 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.

Cyber Security Program (CSP)

Reporting to the Chief Innovation Officer (CIO), the Chief Information Security Officer (CISO)/Director of Cyber Security Services, is responsible for planning and management of a university-wide, comprehensive Cyber Security Program (CSP).

A comprehensive CSP has been established with the mission aligning with, support and enable the IIT and University strategic imperatives and business objectives, through the identification and reduction of cyber and information related risks throughout the business environment. The CSP covers critical infrastructure planning, security monitoring operations, policy and compliance, research, cyber risk management, and analysis and reporting, in an effort to ensure the university's information assets are protected, associated risks are kept within agreed-on, acceptable levels, and compliance requirements.

The University President and Administrative Council has granted the CSP full authority to operate and represent the institution on all matters related to cyber security, and to functions as a fully developed program. A Cyber Security Program Charter[57] was approved in support of the program and established as official university policy by the Administrative Council, and is available for viewing in GSU's policy library system. The Governance, Risk, and Compliance Program Charter[58] demonstrates Georgia State’s maturity toward cybersecurity governance.

The vision of the CSP is to provide comprehensive security and compliance leadership and direction for the institution, addressing the needs of cyber security risks, through utilization of a formal risk management process, while maturing elements of the program overtime, into a first-class operation, commensurate with like-sized higher education institutions, possessing mature, highly regarded cyber security practices.

The scope of the CSP is on maturing practices and processes within the top-level security domains of:

- Governance of Enterprise Cyber Security
- Strategic Planning
- Policy and Compliance
- IT and IS Risk Management
- Incident Management and Response
- SATE (Security Awareness, Training, and Education)
- COOP (Continuity of Operations Planning)
- Program Monitoring and Reporting
The goal is to consistently mature the program over time, across all security domains. The program strategy employs a four-pronged approach toward these maturity goals. The current high-level strategic areas of focus with a sampling of activities and milestones are listed below:

**Cyber Security Enterprise Governance** – introduction and establishment of foundational governance for cyber security.
- Establishment of Governance, Risk, and Compliance (GRC) Program in early 2018
- Two committees - membership consisting of key stakeholders from academic functions (college Deans), and enabling business functions (Legal, HR, Internal Audit)
- Primary activities are centered on decision making for cyber security policy, risk management, and compliance, and investments to reduce risks and enhance security

**Detection and Response** – increasing ability to rapidly detect and respond to security incidents.
- Partnered with 3rd-party MSSP and MS-ISAC for continuous monitoring and alerting
- Deploying next-generation technologies and maturing processes for rapid detection

**Security Culture** – changing user behavior and organization cyber security culture
- Mandatory annual awareness training for all faculty, staff, student workers and others
- Targeted training for specialties such as database administrator, business executive, researcher, etc.
- Hosting cyber security awareness events and activities on campuses
- National Cyber Security Awareness Month (NCSAM)

**NIST CSF** (Cyber Security Framework)– align with the SP800-171 to implement critical controls and safeguards across the enterprise
- Project established to monitor and drive the implementation of critical controls such as the Center for Internet Security – Critical Controls
- Policy development initiative in alignment with 800-171 ‘Basic’ and ‘Derived’ security standards and requirements

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[59], Finance and Business: covers finance and business activities, including budget, insurance, purchasing, contracts, and risk management.
- BOR Policy Manual, Section 9[60], Facilities: covers facilities, including real estate, instructional sites, grounds, and asset management.
- BOR Policy Manual, Section 11[61], Information Technology: covers information technology (IT) to include IT physical assets, planning, design, acquisition, management, and operation.

**Other Auxiliary Services**

**Parking and Transportation**

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 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 entry with a budget card, or paying a 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 4pm. 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 Perimeter College campuses follows a different model. Parking operations receives some funds through ticket revenue, and other University institutional accounts. Georgia Perimeter College Foundation issued bonds (2007 series) to construct the parking decks at Clarkston and Dunwoody campuses along with five other building. 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 service is only available on the 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. Transportation routes are tracked and analyzed to ensure they are meeting the needs of the community.

Currently, the Panther Express services provides bus service from Georgia State Stadium to campus Monday through Friday 7:00 a.m. to 12 midnight. 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 8,742 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>Lot</td>
<td>Number of Spaces</td>
</tr>
<tr>
<td>-----</td>
<td>------------------</td>
</tr>
<tr>
<td>C</td>
<td>35</td>
</tr>
<tr>
<td>E</td>
<td>22</td>
</tr>
<tr>
<td>G</td>
<td>1,096</td>
</tr>
<tr>
<td>H</td>
<td>38</td>
</tr>
<tr>
<td>I</td>
<td>47</td>
</tr>
<tr>
<td>K</td>
<td>546</td>
</tr>
<tr>
<td>L</td>
<td>43</td>
</tr>
<tr>
<td>M</td>
<td>988</td>
</tr>
<tr>
<td>N</td>
<td>574</td>
</tr>
<tr>
<td>55 Park Place Deck</td>
<td>146</td>
</tr>
<tr>
<td>S</td>
<td>342</td>
</tr>
<tr>
<td>T</td>
<td>1,394</td>
</tr>
<tr>
<td>University Lofts Deck</td>
<td>362</td>
</tr>
<tr>
<td>U</td>
<td>36</td>
</tr>
<tr>
<td>V</td>
<td>46</td>
</tr>
<tr>
<td>W</td>
<td>163</td>
</tr>
<tr>
<td>Y</td>
<td>70</td>
</tr>
<tr>
<td>Z</td>
<td>12</td>
</tr>
<tr>
<td>Georgia State Stadium</td>
<td>2,200</td>
</tr>
</tbody>
</table>

**Leased Parking Facilities**

<table>
<thead>
<tr>
<th>Facility</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>Georgia State Stadium Blue Lot</td>
<td>1,400</td>
</tr>
<tr>
<td>200 Tower Place (Buckhead)</td>
<td>41</td>
</tr>
</tbody>
</table>

**Total Parking Spaces:** 8,742

*Lofts is a Housing Deck with 50 spaces allocated for faculty/staff

### Class Scheduling and classroom usage data

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 on line 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 and procedure.

- Student Center Space Request Website[64]
Classroom usage is analyzed on all campuses to monitor peak times and classroom availability. This data is used to help with classroom space. Incentives for teaching and registering on low demand days, i.e. Friday are being piloted.

**Academic Program Review**

As part of the Academic Program Review (APR) template, academic programs are asked for information about their unit’s physical and technological resources. There is also a peer comparison component to their reports. The data from these reports is housed on a dashboard and available for institutional planning purposes.

**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 Risk Management director reports to the Associate Vice President of Finance and Administration.

The Risk Management Services division of the 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). 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.

**Physical Inventory**

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[72] and the Department of Administrative Services.[73][74][74] Specifically, team members conduct inventory control and reporting via a centralized inventory system, provide reporting for insurance purposes, and maintain control of assets.

Purchasing and Business Services, in the Division of Finance and Administration, includes the Purchasing Department, Property Control, Central Receiving, and Surplus Property. Policies and procedures for purchasing and business services can be viewed here.[75]

The GA Board of Regents requires all institutions within the University System of Georgia to conduct a mandatory physical equipment inventory annually. The results of this inventory will be updated into the equipment inventory systems utilized by the institution to satisfy state reporting requirements. These results should change the status or condition of the item if required, such as missing or poor condition.

When the data file is submitted as of the end of the fiscal year, each item contained in the file should have been part of a physical inventory during that fiscal year. This allows for periodic physical inventories to be conducted on small segments of the institution’s property throughout the fiscal year to eliminate the need for conducting a complete inventory during the last month of the fiscal year. Inventory documentation[76] can be viewed here.

GSU complies with requirements for the accounting, management, and disposal of physical and capital assets. Disposal, transfer, or surplus[74] of non-consumable assets is completed in accordance with the state of Georgia Department of Administrative Services[73] requirements.

Comprehensive Review Process

Georgia State University has multiple processes in place that allow for on-going monitoring of appropriateness and adequacy of physical resources.

In 2016 GSU consolidated with Georgia Perimeter College. As part of this process an extensive review and assessment of the entire university, including physical resources, was conducted. The consolidation implementation committee worked for a year to achieve this consolidation. A list of recommendations and accomplishments tracked the progress. This tracker[77] had a section on physical resources.

Currently GSU is undergoing a Comprehensive Administrative Review (CAR) by the Board of Regents. This review[78] includes questions on physical resources, inventories and evaluation processes as part of this exercise.

These comprehensive reviews as well as the on-going internal processes and procedures of GSU leadership provide the university community with the ability to ensure the physical resources support the mission of GSU and serve the needs of the students, faculty and staff.

Conclusion

GSU ensures adequate physical facilities and resources, both on and off campus that appropriately serve the needs of the institution's educational programs, support services, and other mission-related activities.

Evidence

[1] Physical-Master-Plan-7-9-2013  
[3] Copy of SACS Data JJR Final  
[4] Perimeter_College_Enrollment_By_Campus_(7770) (002)
The institution takes reasonable steps to provide a healthy, safe, and secure environment for all members of the campus community. *Institutional environment*

**Compliance Status:** Compliant

**Narrative**

### Narrative
Georgia State University takes reasonable and appropriate steps to provide a healthy, safe, and secure environment for its over 60,000 students, faculty and staff members. The health, safety and security of the campus community is one of the major areas of focus for the university as reflected by significant investment made by the university of the last several years. The following chart demonstrates this commitment:

<table>
<thead>
<tr>
<th>Georgia State University Police</th>
<th>New Funding Allocation – Continuing Basis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fiscal Year 2017</td>
<td>$1,000,000</td>
</tr>
<tr>
<td>Fiscal Year 2018</td>
<td>$1,170,856</td>
</tr>
<tr>
<td>Fiscal Year 2019</td>
<td>$500,000</td>
</tr>
<tr>
<td>Total Additional Funding</td>
<td>$2,670,856</td>
</tr>
</tbody>
</table>

The above allocations provided continuing funding for the following additional positions:

<table>
<thead>
<tr>
<th>Fiscal Year</th>
<th>Police Positions</th>
<th>Security Guards</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017</td>
<td>22</td>
<td>0</td>
</tr>
<tr>
<td>2018</td>
<td>22</td>
<td>6</td>
</tr>
<tr>
<td>2019</td>
<td>11</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>55</td>
<td>6</td>
</tr>
</tbody>
</table>

The Fiscal Year 2017 funding was to increase the number of sworn police officers by 22 public safety officers to increase coverage and visibility for the downtown campus. The Fiscal Year 2018 funding was to increase the number of sworn police officers by 22 to increase coverage and visibility for the downtown campus and to hire 6 additional security guards for the Petit Science Center complex. The Fiscal Year 2019 funding was to increase the number of sworn police officers by 11 to increase coverage and visibility for the downtown campus.

This culture of providing a safe and secure campus starts with support of the President and flows throughout the entire campus community. Georgia State University Police, Emergency Management personnel and other departments with safety responsibilities work in coordination with the respective law enforcement agencies in the community as well as its various departments to build a healthy, safe and secure campus. It is the goal of the university to achieve this for every Georgia State University (GSU) community member, whether on one of its campuses or abroad in a foreign land. These departments commit a vast amount of time and money on the resources, tools, equipment, training and staffing to achieve this goal. While each department in the university has different reporting structures, the same safety and security goal is paramount. As this narrative will confirm the institution takes extensive and reasonable steps to provide a healthy, safe, and secure environment for all members of the campus community.

**Campus Responsibility for Health, Safety and Security Functions**

The President of GSU has ultimate responsibility for the health, safety and security of the campus. [1]

The Senior Vice President for Finance and Administration who reports directly to the president oversees several areas responsible for safety and security on campus:

- University Police - Overall campus safety including random security patrols on the streets and in the buildings to offering a safety escort.
- Emergency Management - Provide emergency management training and preparation including preparing and planning for a threat to responding and continuing operations after the incident. Provides training on preparation and response to faculty, staff and students.
• Safety and Risk Management - Provide training and insurance services including right to know training to safety measures for international travel and study abroad.
• Auxiliary Services - Provide security in auxiliary and other units including security card door access to parking lot safety.
• Facilities Management - Provide facility support services including maintaining the fire and life safety equipment to designing a building that meets the ADA standards.

The Vice President of Research and Economic Development oversees the safety functions of handling hazardous materials as well as cyber security.

• Instructional Innovation and Technology - Provide information technology support including video surveillance support to providing cybersecurity measures.
• Research Integrity - Provide research safety support including lab safety training, human subject review board to knowledge of safety data sheets.

The Vice President for Student Affairs oversees:

• Student Health Services - Provide health services to students including immunizations, health clinic visits to individual/group counseling sessions.

The Associate Vice President of Human Resources oversees:

• Human Resource activities including employee benefits, grievances, violations of employee rights, employee development and wellness programs, and crisis counseling.

University Police

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 instructional sites.

The department, which is accredited[2] by the Commission on Accreditation for Law Enforcement Agencies (CALEA[3]) and by the International Association of Campus Law Enforcement Administrators (IACLEA)[4], offers a variety of services, including crime prevention, emergency management, key control and safety escorts. Campus police also partner with respective law enforcement agencies to patrol Georgia State’s downtown campus and respond to emergencies.

The University police have MOU’s with the metropolitan departments near the campuses for assistance and members of the department meet monthly with Metropol (heads of Metro Atlanta Police Departments), ILE (Interagency Law Enforcement), and Downtown Security Forums. Meetings are held Quarterly with GACP (Georgia Chiefs of Police), GACLEA (Georgia Campus Law Enforcement Administrators and GPAC (Georgia Police Accreditation Coalition).

The department operates 24 hours a day, 365 days a year.

Emergency Management

As part of the University Police Department, the Office of Emergency Management (OEM) is charged with coordinating and integrating all activities necessary to build, sustain and improve the university’s capability to mitigate, prepare for, respond to and recover from threatened or actual natural disasters, acts of terrorism, or other man-made emergencies. OEM strives to accomplish this mission by managing the collective University Emergency Management Program; creating, revising and maintaining university-wide policy[5] and plans related to emergency operations, essential communications, fire safety and strategic security initiatives.
Campus Safety Plan

Besides writing, training and testing a university level safety plan, GSU’s Office of Emergency Management (OEM) also assists appointed Emergency Coordinators to design collegiate and departmental emergency action plans. The critical goals of each plan are:

- To synchronize efforts.
- To prevent fatalities and injuries.
- To reduce damage to buildings, documentation, stock, and equipment.
- Accelerate the resumption of normal operations.

Each plan, regardless of hazard or threat category, will address the common duties, responsibilities, authority/chain of command, and resources for emergency response. A plan template is provided for each building’s emergency coordinator. An emergency plan from Recreational Services is attached.

Among the responsibilities that will be addressed and assigned in each emergency plan are:

- Reporting the emergency and activating the emergency plan.
- Assuming overall command and alerting staff; coordinating activities of various groups.
- Establishing communication (e.g. advising media, alerting external agencies, or alerting the outside population of possible risk).
- Ordering evacuation and confirming evacuation completed.
- Requesting external aid.
- Providing medical aid or advising relatives of casualties.
- Ensuring emergency shut offs are closed.
- Sounding the all-clear.

Completing a comprehensive plan for handling emergencies is a major step toward preventing disasters. However, it is difficult to predict all of the problems that could occur unless the plan is tested. The OEM assists in coordinating and conducting exercises and drills to practice all or critical portions of the plan with the goal to obtain a high level of proficiency and preparedness.

The University Emergency Management Program consists of the following major components:

- Emergency infrastructure in university buildings (Fire and Life Safety Systems)
- University Emergency Management Policy
- University Emergency Response Organization
- University Emergency Operations Plan
- University Emergency Notification Systems
- University Hazard Vulnerability Assessment and Mitigation Plan
- University Emergency Notification Guidelines and Procedures (Communication Plans)
- Building Emergency Coordinator Program
- Building Emergency Operations Plans and Evacuation Plans
- Critical Infrastructure Vulnerability and Threat/Hazard Assessments
- Fire/Life Safety Program
- CPR/AED/First Aid Program
- Scheduled testing of alarm systems and other life safety supporting infrastructure
- Regular evacuation drills
- Routine emergency training exercises (which may be drills, and table-top, functional and full-scale exercises)
- Operation and management of the Emergency Operations Center.

Georgia State maintains a Safety and Security website that addresses campus carry, personal safety, vehicle safety, pedestrian safety and housing safety. Information on emergency procedures are available for faculty, staff and students and individuals living with disabilities.
All of the safety and security functions at Georgia State University are in-sourced, including the off-campus instructional sites in Georgia.

**Services Offered – available on all campus locations unless notated**

- **Patrol**

  The Patrol Bureau[24] provides a variety of protective and security services designed for the preservation of life and personal safety of the university community and the protection of personal and university property. The bureau works to prevent crime through aggressive community-oriented policing and visible patrol methods.

  The Patrol Division has a Lieutenant, two Sergeants and at least 10 to 15 officers for each shift. Officers patrol by vehicle, bike and foot.

  The Police Department started the Bike Patrol Unit more than 15 years ago. It has 21 officers assigned to the unit. Bike patrols by uniform officers enhance community engagement and are very popular with members of the university community, which finds bike patrol officers are more approachable and easier to talk with than officers in vehicles.

  A very welcomed and unpredictable advantage of bike patrol is that it enables officers to experience community policing in its ideal state. Officers are able to interact with bike patrol officers from Atlanta Police, MARTA Police, Georgia Building Authority and the Centennial Park Bike Patrol Police. The bike program has become one of the best community-oriented policing tools being used today.

- **Housing Safety** (there is no student housing on the Perimeter College off-campus sites)

  Safety is the number-one priority for students in university housing. The university staffs a 24/7 police substation in University Commons, where security officers monitor more than 600 cameras set up throughout all of the on-campus housing.

  Residents in university housing are required to check in all guests and leave a government-issued photo ID at the community desk upon arrival. All guests receive a wristband, which they are required to wear while in the building. Residents must escort their guests at all times and are responsible for their guests’ behavior.

  Students are informed of procedures for housing safety, including fire safety for dorms.[19] Drills are conducted.

- **Safety Escort[25] / Panther Ambassador Services**

  The Panther Ambassador services contribute to the ongoing commitment of Georgia State University to provide students, faculty and staff with a campus environment that is a hospitable environment to work, study and play.

  The Panther Ambassadors serve as an extra set of eyes and ears for the university. Their services are offered seven days a week between the hours of 6:00 p.m. and 1:00 a.m. with limited service on the weekend. Primary duties include: transporting students, faculty, staff, alumni and their guests safely around campus at night on designated routes; ensuring the safe crossing of students and GSU personnel at designated crosswalks and streets; and keeping a visual on students, GSU property, and surrounding area to deter any suspicious activity. Panther Ambassadors accomplish their duties by providing four shuttle routes along different campus sectors, bike patrols, and strategically placing Panther Ambassadors centuries at certain high pedestrian campus locations.

- **Investigations**

  The Investigations Unit is commanded by an officer with the rank of Lieutenant, one Sergeant, along
with two investigators. The unit investigates crimes, following up on reports initiated by the Patrol Unit for every criminal case reported to the Police Department.

Every complainant is contacted, no matter how minor the offense, to determine if any other pertinent information is available on the case and to ensure the complainant still wishes to file charges.

Each reported criminal incident is assigned to an investigator. These assignments consist of working crime scenes, conducting interviews and fingerprinting crime scenes. Investigators assess areas on campus that may be experiencing an unusually high number of reported criminal activities, to target those areas for “special attention.”

The Investigations Unit conducts background investigations on applicants for the Police Department.

- Pedestrian Safety [18]

The Pedestrian Safety Traffic Team was formed in spring 2002 in conjunction with Crime Prevention and the Governor’s Office of Highway Safety to assist with traffic enforcement and pedestrian safety within the campus and in downtown Atlanta. The team’s goal is to help ensure safety on the streets of Atlanta and to maintain a pedestrian-friendly traffic environment.

The overall operation of this unit places emphasis on: pedestrian education for crosswalks, distribution of PEDs pamphlets, traffic stops and citations for moving violations and jaywalking citations.

Bus safety[26] guidance is also provided for students.

- Key Control

The President, Provost, Vice Presidents, Deans and Department Heads are authorized to grant access to facilities within their areas of responsibility that are designated level 1, “General Access.” Department Heads and above may grant access to areas assigned security levels 2 through 5, only when those areas are under their direct control.

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 shall be 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 Campus.

- Community Outreach

The Community Outreach Unit focuses its attention on the following three crime prevention categories:

- Property Security – both private and public property
- Personal Safety
- Training Programs

Details of various program offerings can be viewed on the website.[27]

U.S. DOE Office of Civil Rights – violations alleging sexual violence

The University keeps a record of complaints [28]alleging sexual violence and the resolution of these complaints for the DOE Office of Civil Rights. These records are maintained by the University Police.
Sexual Misconduct Reporting

Georgia State University does not discriminate on the basis of sex in its education programs and activities and prohibits such discrimination by students, faculty and staff. Nondiscrimination on the basis of sex is mandated by Title IX of the Education Amendments of 1972[29] (20 U.S.C. §§ 1681 et seq.), and the corresponding implementation regulations (34 C.F.R. Part 106).

Title IX prohibits sex discrimination. Sex discrimination constitutes sexual misconduct and includes both sexual harassment and sexual violence. Sexual misconduct is any kind of unwanted sexual contact including sexual contact with someone who is unable to give legal consent due to intoxication or being underage.

Reporting sex discrimination/misconduct:

Sex discrimination including sexual misconduct should be reported to a Georgia State University Title IX Coordinator.

Sexual misconduct by University students, faculty or staff should be immediately reported to one of the University’s designated Title IX Coordinators as set forth below.

Primary Title IX Coordinator – Associate Vice President for Opportunity Development/Diversity Education Planning (ODDEP)[30]

Internal Complaint Process FAQ[31]

Responsibilities:

1. Responding to reports of sexual misconduct by faculty and staff.
2. Overseeing Title IX complaints and identifying/addressing any patterns or systemic problems that arise during the review of such complaints, in consultation with the Office of Legal Affairs.
3. Conducting Title IX training.

Deputy title IX Coordinator student Affairs – Dean of Students

Responding to reports of sexual misconduct by students. Incident Report Form[32]

Office of the Dean of Students[33]

Deputy Title IX Coordinator/ Athletics – Executive Senior Associate Athletics Director

Responsible for the Title IX compliance of the Georgia State University athletic program.

The university will protect confidentiality by not disclosing the complainant’s information to anyone outside the university, except as required by law. Within the university, a complainant’s request for confidentiality must be balanced by the university with its responsibility to provide a safe and non-discriminatory environment for the university community. Where the university cannot take disciplinary action against a student because of a complainant’s insistence upon confidentiality, the university’s response will be limited, but it will pursue other steps where available to limit the effects of the alleged sexual misconduct and attempt to prevent its recurrence.

Law Enforcement Reporting:

Sexual misconduct may be reported to campus or local law enforcement agencies. University officials are available to provide assistance with making such reports, upon request. Reporting to law enforcement is not required.
Students who are considering filing a university report or law enforcement report of sexual misconduct are encouraged to preserve any evidence of sexual misconduct. Examples of evidence that would assist in an investigation of sexual misconduct include such things as:

- clothing worn during the incident including undergarments;
- sheets, bedding, and condoms, if used;
- list of witnesses with contact information;
- text messages, call history, social media posts; and
- pictures of injuries.

Preventing sexual harassment training is provided on campus for faculty, staff, and students.

Engaging in retaliatory acts against a person who reports an alleged sexual misconduct or testifies, assists or participates in a conduct proceeding or investigation is prohibited.

The college will maintain confidentiality insofar as it does not interfere with the college’s legal obligation or ability to investigate allegations of misconduct and take corrective action.

University Reporting information is shared with faculty, staff, and students.

Annual Security Report

The Student Right to Know and Campus Security Act of 1990 (also known as the Clery Act) is a federal law enacted to provide students, faculty and staff with information to make decisions that affect their personal safety. In accordance with the Clery Act, Georgia State University annually compiles and publishes crime statistics for the campus and surrounding areas in an annual crime report known as the Safety Net. The Safety Net also includes Georgia State University’s policy on drugs and alcohol in accordance with the Drug-Free Schools and Campuses Act. The report is posted on the website.

Strengthening Campus Security

Responding to crime incidents in recent months, Georgia State has:

- Doubled the number of police officers on each shift patrolling campus.
- Taken steps to increase security at University Library exits and entrances, including having uniformed officers at each entrance checking the Panther IDs of faculty, staff and students.
- Installed additional security cameras on campus.
- Temporarily closed the library to the public while installing new security measures.
- Held a campus safety forum to hear concerns from the community.

Timely Notices are the daily crime statistics and can be found on the website.

PantherAlerts is a system that notifies the GSU community of any campus emergency.

Instructional Innovation and Technology

GSU Cyber Security Program

The Office of Instructional Innovation and Technology (IIT), 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.

The Georgia State University Cyber Security Charter was created in an effort to assist the GSU community in carrying out its academic, research and fundraising mission. All members of the GSU community 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[39] and the Information Security Policies[40] 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
- **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.

In spring 2018, a Data Access, Governance, and Security Committee[41] (DAGS) was launched by the Office of Institutional Research. The committee will address issues relating to user access, data quality and stewardship, and security requirements. In the light of daily news reminders of how vulnerable electronically-stored information can be, efforts to ensure that the data of students, faculty, and staff are protected and used only for legitimate university purposes are crucial to a safe and secure campus.

**Incident Response**

The Computer Security Incident Response standard[42] 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.

**Safety and Risk Management**

Safety and Risk Management (SRM) administers the university’s self-insured and commercial programs, determines adequacy of coverage, assists departments with insurance needs, facilitates the tracking of insurance claims, reviews insurance policies and presents reports. Other responsibilities include:

- **Occupational Health and Safety[43]**
- **International Travel[44]**
- **Insurance Claims[45]**
- **Loss Control[46]**
SRM through the University System of Georgia provides online Right-To-Know Basic Awareness to faculty, staff, and students via the Global Harmonized System[52]. Right to Know training is mandatory for all employees in accordance with O.C.G.A. 300-3-19[53]. Records of training completions trainings are maintained by SRM.

- Bloodborne Pathogens[54]
- Hazardous Waste Awareness[55]
- Computer Workstation Ergonomics[56]
- Library Ergonomics Training for Stacking[57]

**International Travel SRM**

The Department of Safety and Risk Management's website[44] provides information on International Travel Emergency Notification Procedures[58], International travel FAQs[59], Travel Warnings[60], and Study Abroad[61]. All Departments including Study Abroad must submit travel forms[62] and plans to the Office of International Initiatives[63] (OII) for approval. OII then sends International Travel Reports to SRM on a weekly basis. Should a crisis or emergency situation arise during International Travel, a Crisis Protocol[58] is in place as outlined on the SRM website.

Per University policy[64], GSU strongly recommends against, but does not prohibit, travel to countries for which the U.S. Department of State has issued a travel warning or where there is reliable information of significant health of safety risks. The University reserves the right to prohibit or suspend travel for University-related purposes to any destination by faculty, staff or student if significant health, safety or security concerns pose extreme risks that warrant such a decision. Faculty and staff must sign an Assumption of the Risk and Waiver of Liability[65] obtained from the Office of Legal Affairs and submit this form to the Office of International Initiatives.

**Safety Training**

In accordance with University System of Georgia Human Resources Policy[66], SRM provides assistance to all departments in the interpretation and implementation of nationally recognized laws, rules and standards, assistance with developing safety training, and overall safety compliance to all University departments. SRM provides Defensive Driving and Personal Transportation Vehicle training[51] to Faculty, Staff and Students required as part of their duties to operate these vehicles. The training is provided on a regular defined schedule or on an as needed basis. SRM conducts an annual MVR campaign to assure compliance.

SRM also performs incident/accident investigations in identifying risks/exposures, perform root cause analysis, and provides corrective actions to departments to prevent future occurrences. Healthy work environments are maintained by performing indoor air quality assessments and mitigations as required. Ergonomic assessments are also provided to employees to address work-related musculoskeletal and nerve disorders. All reports of existing potentially hazardous conditions are treated as serious and are investigated, assessed and mitigated in a timely manner.

SRM administers the GSU workers’ compensation program for Faculty, Staff and Students to indemnify and assist during the claims process. SRM also administers all property and casualty insurance coverages and participates in the State of Georgia’s Comprehensive Loss Control Program. Incidents/accidents are reported to SRM and recorded or reported to respective insurance carrier. SRM manages all claim files and works to bring all files to closure.

**Minors on Campus**
GSU's Programs Serving Non-Student Minors Policy[67] meets operational standards and is in compliance with the Board of Regents of the University System of Georgia Policy 6.9 (“Programs Serving Non-Student Minors”).[68] SRM and The Office of Legal Affairs host annual trainings for Sponsored, Hosted and Athletic Programs as this Program requires annual registration and training. It is also required that employees of all organizations serving non-student minors complete an online “Recognizing and Reporting Suspected Child Abuse” training module.[69] SRM holds all program registrations for Sponsored programs. Submission of the Program Checklist[70] by the Program Director is verification to SRM that the Program is in compliance with the Non-Student Minors Policy. Additional available documentation includes: Code of Conduct (required)[71], Incident/Accident Report Form[72], and Volunteer Agreement Form.[73]

Required Sponsored Program participant forms to be completed by Parent or Guardians of the minors enrolled include; Medical Form[74], Pickup Authorization Form[75] and Participation Agreement and Waiver.[76] By submission of the Facilities Use Agreement held in The Office of Legal Affairs, the Hosted program certifies that the Program is in compliance with all Minors on Campus Policy requirements.

Off-campus trips

Two offices at Georgia State University focus on course-based experiential learning. The Office of the Senior Vice President for Student Success and The Academic Community Engagement Office. On the downtown Atlanta campus, departments and colleges offer many Signature Experiences, including internships, research, study abroad, service learning, service learning and community based experiential learning. Office of the Senior Vice President for Student Success keeps a record of all Signature Experience courses.

In the planning phase of an off-campus field trip or activity, faculty at both the downtown Atlanta campus and Perimeter campuses are guided to the Signature Experiences website[77] to take the LARM (Legal and Risk Management) survey[78] as a tool to address common issues when incorporating experiential learning into the classroom. The Office of Legal Affairs and Risk Management reach out to Faculty to provide support when specific hazards are identified in the survey.

When off-campus activities are included in course curriculum, it is recommended to faculty that their students participate in both a course-based orientation and an off-campus host location orientation. Generally, professional programs across campuses have orientation as a standardized practice within their experiential learning courses. Faculty and staff work with the Office of Legal Affairs to ensure that outside entities have a Memorandum of Agreement on file with Legal Affairs and the department, when appropriate. Additionally, students participating in experiential learning will have waivers on file with the department, when appropriate.

The Office of the Senior Vice President for Student Success tracks all faculty that take the LARM (Legal and Risk Management) survey.

Auxiliary Services

Panther Card System (ID and Door access)

The administration of the ID and access Card for GSU (Panther Card[79]) is with Blackboard Technology and is handled in the Panther Card ID/IT office and is part of University Campus Services department. The Panther Card is a machine-readable photo identification card and is available to all GSU faculty, staff, retirees, students and approved affiliates and allows the user access and discounts to many University programs, while providing current association with the University. Many University doors are set to open using Panther Card technology. Biometric readings from a person’s finger is
associated with the Panther Card providing another layer of identification protocol for access to the Downtown University library and recreational service locations. Students access the University dining halls using biometric entries.

Identification information[^80] for faculty and staff is electronically transferred from the University payroll system to the University person registry system and at regular intervals interfaces to the Panther card ID blackboard system. The Student Information System (Banner) is the source of student identification into the person registry then interfacing into the card system. Affiliate cards may be requested by a sponsoring University department for specified period of times for persons such as contractors who need building access. ID card offices are at all campus locations.[^81]

**Parking on the downtown Atlanta campus**

The university self-operates many parking lots on its downtown and other campuses. The various parking decks and lots are identified as allowing parking for faculty, staff or student parkers. Access on the downtown campus is controlled with a parking access revenue control system (PARCS) which require parkers to be enrolled in the parking system and to enter with registered permits.

For downtown students, faculty and staff, the PARCS allow Georgia State University to provide daily permit cards students can obtain from the parking office and place funds on the permit and use as a declining balance card at several of our largest parking lots. The cost of parking with the budget card is $3.50 per park. Having a parking system allows for the opportunity to sell Semester permits at the M deck providing unlimited parks for a limited number of students. Semester rates remain at $215.00 for the semester. Due to technology limitations, only 1 parking deck allows for student semester permits. Faculty and Staff are assigned parking based on their office location and receive a parking permit programmed for their particular parking area. Payment for the permit is via payroll deduction.

Another parking option available to Downtown GSU students at no cost is parking at the GSU Stadium Blue and Green Lots. Georgia State University contracts with a transportation company to move students from GSU Stadium Blue and Green Lots to campus Monday – Thursday, 7:00am – 12 midnight and 7:00am – 10:30pm on Friday. Students pay a semester transportation fee of $57 per semester which covers the cost of the contracted bus service and providing discounted monthly transit cards for the local transportation authorities’ bus and rail systems.

**Parking at GSU- Perimeter College Locations**

Parking at GSU – Perimeter College locations provide parking at no charge for faculty, staff and students utilizing a parking pass. Parking is secured and enforced by university police by use of fines for illegal or improper parking.

**Research Integrity**

Georgia State University fosters an environment of research compliance and promotes the responsible conduct of research. All research activities at Georgia State University are governed by institutional policies and committees established according to federal, state and local laws and regulations.

The Office of Research Integrity oversees research compliance and serves as a resource for investigators to maintain the ethical principles of research. The Office of Research Integrity ensures the University’s commitment to compliance with all governing regulations, policies and accreditation standards is maintained. Committee membership[^82] meets regulatory requirements[^83] and is maintained by the office.

Through our programs and committees, the Office of Research Integrity oversees research compliance and administers University policies in the following areas:

**Human Research Protection**
The University’s program on human research protection is based on the three basic ethical tenets of respect for persons, beneficence and justice, and the application of these tenets set forth in the Belmont Report[84], issued in 1979 by the National Commission for the Protection of Human Subjects of Biomedical and Behavioral Research.

Georgia State University’s Institutional Review Boards apply these tenets to all human subjects research, regardless of funding. The Institutional Review Boards are charged with the responsibility of protecting the rights and welfare of human subjects participating in research under the auspices of the University.

The human research protection program is accredited by the Association for the Accreditation of Human Research Protection Programs Inc. All human subjects research conducted under the auspices of the University is reviewed by the Institutional Review Board (IRB). There are two types of review conducted by the IRB which approves and monitors the conduct of human research. Membership is constituted according to federal regulations. The IRB for full review meets monthly[85] on the third Thursday. The IRB for expedited review conducts business virtually and meets two times annually. Meeting dates, times, locations and submission deadlines are posted on the URSA website.

All investigators are required to complete the appropriate Collaborative Institutional Training Initiative (CITI) [88] training courses every three years. The training is online. Other training is provided as appropriate (i.e. new regulations, policies or procedures). The IRB Manual [89] is posted on the website and provides a comprehensive guide for conducting human research at the University.

Animal Care and Use Program

The animal care and use program is committed to responsible animal care and use. The program ensures all research animals are used appropriately and treated in accordance with the highest standards of humane care. The program is accredited by the Association for Assessment and Accreditation of Laboratory Animal Care International. The program includes:

- Properly constituted Institutional Animal Care and Use Committee (IACUC[90]);
- Procedures for self-monitoring;
- Adequate veterinary care program;
- Appropriately trained personnel;
- Occupational health and safety program;
- Environment, housing and management program for animals; and
- Appropriately maintained facilities for housing and support.

The IACUC ensures compliance with the Animal Welfare Act, Guide for Care and Use of Laboratory Animals and Public Health Service Policy on Humane Care and Use of Laboratory Animals.

The IACUC reviews and approves all animal protocols, inspects University animal facilities at least every six months, and reviews the entire program at least every six months. The IACUC conducts post approval monitoring to identify and correct deficiencies in a timely manner. It meets [91] monthly on the fourth Friday. Meeting dates, times, locations and submission deadlines are posted on the website.[92]

All personnel having animal contact are required to complete the appropriate American Association for Laboratory Animal Science Learning Library training as well as hands on training provided by the Department of Animal Resources. The IACUC Manual outlines all procedures and requirements for conducting animal research at the University. The IACUC Manual is posted on the website. [93]

Biosafety Protection

The biosafety program provides assistance and technical information to ensure a safe working environment for faculty, staff and students. The Biosafety Office operates in consultancy with investigators for compliance with regulations and the Institutional Biosafety Committee[94] (IBC)
requirements. The Biosafety Officer administers the IBC, conducts risk assessments and provides training on the principles and practices of biosafety.

Individuals working in or visiting locations containing recombinant DNA (rDNA), bacteria, viruses, or any biohazardous/pathological materials are required to take training prior to entering the laboratory. The training includes classroom instruction provided by the Research and Environmental Safety Office on Laboratory Safety and Biosafety as well as online annual refresher training for both. A calendar and registration information are clearly posted on the website.

Since 1998, GSU has had a BSL 4 facility, which is recommissioned by the Centers for Disease Control every three years. The IBC reviews the adequacy of facilities for Biosafety Level 2, 3 and 4 agents, and rDNA molecules as required by regulatory agencies and funding sources. It adopts emergency plans covering accidental spills and personnel contamination from biohazards. The IBC advises the Vice President for Research on sanctions, policies, training and other activities that involve biological hazards and the use of rDNA. The IBC meets monthly [95] on the third Friday to review Registrations.

The IBC Manual [96] outlines responsibilities and requirements for the use of rDNA and biohazardous materials. Laboratories using rDNA, bacteria, viruses or any biohazardous/pathological materials are required to have laboratory specific safety manuals. The High Containment Laboratories have separate manuals for BSL 3, ABSL 3, BSL 4, and ABSL 4 laboratories.

Radiation Safety

Georgia State University is licensed by the State of Georgia to possess certain radioactive materials. The Georgia Department of Natural Resources “Rules and Regulations for Radioactive Materials” governs the use of radioactive materials. Users of X-ray and radiation producing machines are required by state law to comply with the Georgia “Rules and Regulations for X-ray.”[97]

The success of the Radiation Safety Program results from the cooperative efforts between the Radiation Protection Committee (RPC)[98], the Radiation Safety Officer (RSO), Investigators, and laboratory personnel.

The RPC is charged with advising the President of the University on matters related to the use of these materials on campus. The committee reviews all applications for radioactivity-producing machines and substances and has the authority to enforce all safety guidelines set forth by the Radiation Safety Program. The RPC meets bimonthly [99] as needed.

Individuals working in or visiting locations containing radioactive materials, x-rays or lasers are required to complete classroom training provided by the Radiation Safety Officer before entering the laboratory. The training must be renewed annually online.

The Radiation Safety and Regulatory Compliance Manual outlines requirements for possession and use of radioactive materials. The Radiation Safety and Regulatory Compliance Manual is posted on the URSA website.[100]

Chemical Safety

The Chemical Safety program establishes safety standards for waste handling, disposal, and minimization. All laboratories are expected to adhere to the safety standards for proper use and storage of chemicals to ensure the welfare and safety of personnel and the environment.

The chemical inventory program allows ordering chemicals, reconciling inventory, transfer of chemicals, and scheduling chemical waste pickups. Individuals visiting or working in laboratories containing chemicals are required to complete Laboratory Safety and Hazardous Waste Training. Both
courses are offered in the classroom and online. Training must be renewed annually online.[101] Training on the chemical inventory system is offered in the Hazardous Waste Training provided in the classroom only.

All Research and Environmental Safety personnel serve as first responders for emergencies in University research facilities. Personnel must be current with HAZWOPER training, and are cross-trained for response to chemical, biohazardous and radiation emergencies. The High Containment Laboratory Core has separate emergency response protocols to comply with CDC requirements for Tier One Select Agents.

Laboratory and Environmental Safety

Georgia State University is committed to keeping individuals working in our facilities safe and to protecting our environment. Research and Environmental Safety takes a proactive, collaborative approach to laboratory safety and serves as a resource for investigators in operating safe facilities.

The Laboratory Safety Committee[102] (LSC) provides guidance and administrative oversight of environmental health and safety procedures[103] in the academic research and teaching laboratories. Minutes[104] from the meetings are attached. The Committee develops policies and guidelines[105] to assist in addressing hazard identification[106], accident prevention, and security in the laboratory[107] to ensure the safety and welfare of individuals. Each department develops laboratory safety manuals[108] specific to the department with input from LSC.

A comprehensive, 90-point laboratory inspection checklist[109] is provided for investigators to use in safety and quality improvement efforts. The checklist provides a scoring system to rank the laboratory’s compliance.

Research and Environmental Safety conducts annual laboratory assessments[110] in collaboration with investigators. The assessments serve to prevent and correct any potential laboratory safety issues.

Research and Environmental Safety maintains compliance with local and federal regulations regarding air, water and land quality. Research and Environmental Safety provides services[111] to the University in the following areas:

- Asbestos
- Lead-based paint
- Indoor air quality
- Clean Air Act
- Water quality
- Universal waste
- Spill prevention control and countermeasures
- Underground storage tanks

Conflicts of Interest

Georgia State University is fully committed to maintaining objectivity in research and upholding the highest scientific and ethical standards. The Policy on Financial Disclosures in Sponsored Research promotes objectivity in University research by establishing processes that provide a reasonable expectation that the design, conduct, and reporting of sponsored research are free from bias resulting from financial conflicts of interest of the University employee involved in the research. The Policy complies with the Public Health Service revised regulations on the “Responsibility of Applicants for Promoting Objectivity in Research for which PHS Funding is Sought.”

All individuals capable of influencing the outcome or results of sponsored projects as determined by the Principal Investigator must complete the CITI Conflicts of Interest training for Georgia state University prior to engaging in activities pursuant to the sponsored project and must be repeated at least every four years. Each investigator/key personnel identified on the project must complete and submit a
Significant Financial Interest Disclosure form at the time of proposal submission and annually in September. The related policies and links to the disclosure forms are accessible on the website and compliance with this process is monitored by URSA staff.

Responsible Conduct of Research

The foundation of all scientific and research endeavors is the integrity of the process. To ensure that Georgia State University faculty, students, and staff meet the highest levels of research integrity, the Office of Research Integrity provides ongoing support to ensure the proper treatment of human and animal subjects, address lab and biosafety issues, radiation and environmental safety, all post-docs, graduate students, and undergraduate students involved in empirical research at Georgia State University are required to undertake Responsible Conduct in Research (RCR) education and training as part of their requirements for graduation or employment. Web-based training thru CITI has been made available as part of this educational requirement. Graduate students and post doctoral research fellows are required to engage in at least five hours of additional discussion-based RCR education as adopted by their affiliate College prior to degree completion.

The Research Misconduct policy protects those who in good faith bring forward evidence of Research Misconduct while protecting researchers against false and injurious allegations.

Student Health Services

The Division of Student Affairs works collaboratively to support a healthy and safe environment for students at Georgia State University. Students have access to free and confidential consultation with counselors on a walk-in basis daily. Faculty and staff have access to consult with a senior clinician daily to discuss any concerns that they have about students' safety, mental health, or behavior and can walk students over for services if needed. Additionally, the counseling center has an after-hours and weekend crisis counseling service so that students or concerned faculty or staff can reach the on-call provider for assistance. The Student Health Clinic also has free walk-in primary and urgent care health services available for students and also has an after-hours and weekend nurse consultation line.

Monthly programming on health and safety related topics is offered to students on all campuses through the Student Affairs Healthy State Committee. Examples of such programming include: suicide prevention, sexual assault awareness, HIV prevention, as well as Safer Spring Break (substance use risk reduction & sexual assault prevention). Additionally, the Office of Student Victim Assistance provides weekly programming for a variety of campus groups and classes on violence prevention. The Counseling & Testing Center also provides regular weekly programming on campus on a wide array of health and safety topics including: stress management, conflict resolution, how to help a friend who is suicidal, and substance use risk reduction. Student Health Promotion also offers peer health educator led discussions as well as health fairs for students to raise awareness about a range of safety issues including: violence prevention, substance use risk reduction, tobacco cessation, and HIV and STI prevention.

The GA Board of Regents has a well-being program for faculty and staff.

Facilities Management

Georgia State University (GSU) Facilities Management is responsible for planning, design and maintenance of safe, clean and aesthetically pleasing built environment. It is responsible for enhancing the physical assets of the university. The current GSU building portfolio consists of over 14M sq. ft. of space in about 100 buildings at six campus locations. These facilities serve academic, research, instructional, recreational, administrative and athletic programmatic needs benefiting students, faculty, staff and community.

Working with external design consultants Facilities Management ensures compliance with local, state and federal regulations. All new GSU buildings are designed by licensed architects and are required to
meet local and state building codes with oversight from GSU Facilities Management, Board of Regents and Georgia State Finance and Investment Corporation (GSFIC). Over 50% of existing GSU space is in acquired buildings which were designed and built by others for private sector office space functions. GSU acquires them with Board of Regents approval and renovates them to meet university program requirements. Architects are required to develop construction documents adhering to local and state building codes and submit them to GSFIC[115] the Georgia State Financing and Investment Commission, for life safety code review and approvals.

Any design and construction project at GSU, be it new, partial or full renovation, is a comprehensive and integrative undertaking. It requires a collaborative effort on the part of a team that, in its most expansive form, includes the Design Professional, the Contractor, and the Institution's staff.

Given the complexity of 21st Century campuses for higher education, it is important to establish guidelines for the product as well as the process associated with any project. The intent of the AEDSG document is to provide specific guidelines to architects, engineers, design consultants and contractors for all construction activities at Georgia State University. The 2018 guidelines can be viewed here.[116]

Annually GSU Facilities Management delivers several life safety improvement and ADA enhancement projects. The Fire Safety manager retains an external contractor to perform on-going testing and inspections of all fire extinguishers, fire alarm and sprinkler systems and conducts regular fire drills across all GSU campuses. Facilities Management works collaboratively with Office of Safety and Risk Management and Office or Emergency Management in coordinating safety initiatives on campus.

**Facilities Maintenance and Operations**

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.

The major goals of this 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.

One of the tasks of (FM&O) is developing plans for retirement of deferred maintenance through the Major Repair and Renovation Funding (MRRF) request.

There is a multidisciplinary MRRF committee that is convened and meets once a year to assist in prioritizing funding[117] for these projects. Accessibility and community/program impact are factored into these priorities. The BOR sets aside funding each year for projects specifically related to improving access for individuals living with disabilities. The University senate committee, The Disabilities Initiatives Committee (DIC), is charged with improving the experience of people living with disabilities at GSU. The DIC works with the MRRF[118] committee to establish a list of ADA related
Facilities Management plays a large role in the safety and security of all GSU campuses. Some of the ongoing or recently completed projects are:

1. Clarkston campus fire alarm panel and device upgrades (Buildings CB, CC, CH and CM)
2. GSU Stadium fire sprinkler system upgrades
3. Newton (Building 2N) fire alarm panel and device upgrades
4. College of Education restroom ADA upgrades (two floors)
5. Urban Life building restroom ADA upgrades (2nd and 4th floors)
6. Langdale Hall exterior stair handrail upgrades
7. Standard and Hass-Howell buildings audible/visual strobe upgrades
8. Dunwoody (Building NA) and Clarkson (Building CG) fire alarm panel and device upgrades

**Summary**

GSU takes reasonable steps to provide a healthy, safe, and secure environment for all members of the campus community.

**Evidence**

[1] GSU Org Chart - 8-27-18
[2] CALEA letter
[4] IACLEA letter
[10] safety.gsu.edu-Crime Alerts
[12] emergency plans
[14] Training Services
[15] safety.gsu.edu-Play It Safe At GSU
[16] safety.gsu.edu-Campus Carry
[17] safety.gsu.edu-Stay Safe on the Road
[18] safety.gsu.edu-Pedestrian Safety
[19] safety.gsu.edu-Housing Safety
[20] Quick-Reference-Guide-for-Faculty
[21] Quick-Reference-Guide-for-Staff
[22] Quick-Reference-Guide-for-Students
[24] safety.gsu.edu-Patrol
[25] safety.gsu.edu-Play It Safe At GSU (1)
[106] Emergency-Signage

[107] ORI-EMERGENCY-CONTACT-INFO-Natural-Disaster-Plan


[109] Laboratory-Opening-Checklist

[110] SACS Laboratory Assessment Samples

[111] Environmental Safety (air, water, and property) services

[112] Responsible Conduct in Research Education and Training - Postdocs and Grads

[113] Research-Misconduct-Policy-Procedures-final-approved-version

[114] ESPYR, USG Employee Assistance Program - University System of Georgia Well-being

[115] Georgia State Financing and Investment Commission _

[116] GSU-Design-Standards-January-2018

[117] MRR FY 2019 Projects List_02-14-18

[118] MRRF DIC mtg

[119] ADA projects for scoring

[120] MRRF emails
Section 14 Transparency and Institutional Representation

14.1 The institution (a.) accurately represents its accreditation status and publishes the name, address, and telephone number of SACSCOC in accordance with SACSCOC’s requirements and federal policy and (b.) ensures all its branch campuses include the name of that institution and make it clear that their accreditation is dependent on the continued accreditation of the parent campus. (Publication of accreditation status)[Off-Site/On-Site Review]

Compliance Status: Compliant

Narrative

GSU represents its accreditation status accurately and publishes the name, address and telephone number of the Southern Association of Colleges and Schools Commission on Colleges in accordance with Commission requirements. That accreditation status with SACSCOC is published on the GSU website[1] and in the Georgia State University 2018-2019 Graduate Catalog[2], the 2018-2019 Bachelor-Level Catalog[3], and the 2018-2019 Associate-Level Catalog[4]. These catalogs are also available online.

The statement that is used is the one prescribed by the Commission in its policy on Institutional Obligations for Public Disclosure. All of the GSU catalogs publish identical statements in section 1020 Accreditation. The same statement is published on the GSU website which says:

Georgia State University 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 at 1866 Southern Lane, Decatur, GA 30033-4097 or call 404-679-4500 for questions about the accreditation of Georgia State University.

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.

Evidence

[1] SACSCOC Accreditation Statement on Website

14.2 The institution has a policy and procedure to ensure that all substantive changes are reported in accordance with SACSCOC’s policy. (Substantive change)

Compliance Status: Compliant
Narrative

Georgia State University has a comprehensive policy and procedure to ensure that all substantive changes are reported in accordance with current SACSCOC’s policy. There is also ample evidence that GSU regularly adheres to that policy and procedure in reporting substantive changes to SACSCOC.

GSU Policy for Reporting Substantive Changes

Georgia State University (GSU) has a policy to ensure that all substantive changes are reported to the SACSCOC in a timely fashion. The GSU Substantive Change Policy is published in the GSU Policy Library and defines the types of changes requiring SACSCOC notification or approval and the institutional procedures for reporting substantive changes to the Commission on Colleges. The policy states:

Georgia State University is responsible to comply with the SACSCOC Substantive Change policy as a condition of its continued accreditation by SACSCOC.

Definition

Substantive change is defined by SACSCOC as “a significant modification or expansion of the nature and scope of an accredited institution.”

“Under federal regulations, substantive change includes:

- Any change in the established mission or objectives of the institution
- Any change in legal status, form of control, or ownership of the institution
- The addition of courses or programs that represent a significant departure, either in content or method of delivery, from those that were offered when the institution was last evaluated
- The addition of courses or programs of study at a degree or credential level different from that which is included in the institution’s current accreditation or reaffirmation
- A change from clock hours to credit hours
- A substantial increase in the number of clock or credit hours awarded for successful completion of a program
- The establishment of an additional location geographically apart from the main campus at which the institution offers at least 50 percent of an educational program
- The establishment of a branch campus
- Closing (terminating) a program, off-campus site, branch campus or institution
- Entering into a collaborative academic arrangement such as a dual degree program or a joint degree program with another institution
- Acquiring another institution or a program or location of another institution
- Adding a permanent location at a site where the institution is conducting a teach-out program for a closed institution
- Entering into a contract by which an entity not eligible for Title IV funding offers 25% or more of one or more of the accredited institution’s programs”

Responsibility

Responsibilities of Associate Provosts, Vice Presidents, Deans, and Directors:

Associate Provosts, Vice Presidents, Deans, and Directors have the fundamental responsibility to be generally aware of the substantive change policy, inform the University’s SACSCOC Liaison at
the earliest point possible of proposals that may be considered a substantive change for the University, and provide the SACSCOC Liaison with any data, information, or prospectus necessary to comply with SACSCOC policy when requested.

Responsibilities of the SACSCOC Liaison: The SACSCOC Liaison will:

- provide the Associate Provosts, Vice Presidents, Deans, and Directors with information about the SACSCOC substantive change policy. This includes, but is not limited to, maintaining a section of the Office of Institutional Effectiveness website concerning substantive change and sending information about substantive change to the Associate Provosts, Vice Presidents, Deans, and Directors at least annually;
- provide a list of examples of substantive change on the Office of Institutional Effectiveness website;
- work with Associate Provosts, Vice Presidents, Deans, and Directors to determine whether a proposed change is substantive;
- determine what action with respect to SACSCOC is needed when a change is substantive;
- file the appropriate notice or prospectus with SACSCOC; coordinate with SACSCOC and the Provosts, Vice Presidents, Deans, and Directors about any required follow-up action.

Procedure

Notification of SACSCOC Liaison of Proposed Changes

If a change is substantive, SACSCOC must be notified as much as 12 months in advance of implementing the change. Upon becoming aware of a proposed change that may be substantive, Associate Provosts, Vice Presidents, Deans, and Directors of the unit proposing the change should notify the SACSCOC Liaison. The Vice President for Academic Affairs will provide the SACSCOC Liaison with a copy of the University Senate agenda prior to each meeting. The SACSCOC Liaison will then determine if any of the University Senate agenda items could be considered a substantive change.

Late Notification of SACSCOC Liaison

If it is discovered that a program that may be considered a substantive change has been implemented without notification of the SACSCOC Liaison, the appropriate Associate Provost, Vice President, Dean, or Director has responsibility to notify the SACSCOC Liaison immediately. It is then the responsibility of the SACSCOC Liaison to notify SACSCOC as provided in the SACSCOC Policy.

To ensure that proposals that may be considered substantive changes do not go unreported, it is recommended that Associate Provosts, Vice Presidents, Deans, and Directors review annual reports taking into consideration the substantive change policy.

Point of Contact

Every SACSCOC member institution has an Accreditation Liaison whose charge is to ensure compliance with accreditation requirements. The current SACSCOC Liaison for Georgia State University is:

Michael Galchinsky Ph.D.
Associate Provost for Institutional Effectiveness
Phone: (404) 413-2578
Email: mgalchinsky@gsu.edu

GSU’s policy for reporting substantive changes to SACSCOC specifically references all of the types of changes to be reported according to federal regulations and SACSCOC policy, including the most recently added substantive change of offering direct assessment competency based education
programs. The university recognizes that federal regulations and SACSCOC policy on substantive change reporting change often. In order for GSU to keep its policy current, the university’s Accreditation Liaison is charged with reviewing the SACSCOC website annually for revisions to the Commission’s policy on Substantive Change and initiating corresponding changes to GSU’s policy on reporting substantive changes.

GSU makes concerted efforts to ensure that administrators, faculty, and staff are kept informed and reminded about the importance of substantive change reporting. The Associate Provost for Institutional Effectiveness (APIE) makes an annual report to the Deans’ Council, to CAP, and to the Planning and Development sub-committee of the University Senate. The Office of Institutional Effectiveness serves as an intermediary between units undergoing substantive change and SACSCOC.

**GSU Procedures for Reporting Substantive Changes**

The APIE serves as the institution’s Accreditation Liaison, and he has responsibility for enforcing compliance with the GSU Substantive Change Policy and informing GSU’s President, Provost, and other senior leaders of all changes to Commission policies, including the policies pertaining to substantive changes. Reporting to him is the Director of Policy and Accreditation, whose responsibility is to operationalize the GSU Substantive Change Policy by assisting programs and units with understanding which changes require Commission notification or approval and providing support in preparing notifications and requests for approval, and maintaining a log of substantive changes submitted to the Commission.

When programs or units plan to implement substantive changes, they must consult the APIE for guidance on appropriate and timely notification to SACSCOC. A guide to such notifications can be found on the University Senate’s web page.[1] The Director of Policy and Accreditation in collaboration with the APIE then reviews the current version of the SACSCOC Policy Statement on Substantive Change for Accredited Institutions of the Commission on Colleges to confirm that a) the change is considered to be substantive in nature according to the Commission policy, and b) if so, the appropriate procedure for notifying or seeking approval from the Commission is followed. The APIE prepares and sends on behalf of the president appropriate substantive change notifications and requests for approval to SACSCOC and keeps GSU’s records of those communications and responses.

The APIE’s role as a senior leader with a direct reporting line to the Provost enables early detection of pending substantive changes. The APIE serves as a member of the Provost’s Cabinet which includes all direct reports to the Provost and meets daily.

The University Senate, in particular the Committee on Academic Programs (CAP), is a central governance group overseeing curriculum change across the entire university. Consequently, CAP’s workflow is another valuable source of information for early detection of substantive changes, especially related to new program approvals, program terminations, and changes in instructional sites. The APIE is an ex officio member of CAP, receives timely notification of all proposed curriculum changes, and attends CAP meetings.

**Evidence of GSU’s Adherence to Substantive Change Policy**

Adherence to institutional policy and procedure for reporting substantive change is a regular event at GSU. Evidence of GSU’s most recent reporting of a substantive change within each of the types of substantive change that must be reported to SACSCOC is provided below as follows:

Any change in legal status, form of control, or ownership of the institution. In January 2015, GSU’s governing board decided to pursue an institutional consolidation of Georgia Perimeter College and Georgia State University, forming an expanded GSU. Soon after that decision, the GSU president and the GPC president sent a joint letter to President Wheelan at SACSCOC informing her of that intent, and indicating that a consolidation prospectus would be submitted for SACSCOC review and approval in December, 2015[2]. The required prospectus was submitted in the fall of 2015, approved by SACSCOC in December 2015, and the consolidation was subsequently finalized by the BOR effective
in January 2016. At that time, SACSCOC also authorized a Substantive Change Committee for the institutional consolidation which visited the campuses in fall 2016. The Committee’s visit resulted in no recommendations.

Any change in the established mission or objectives of the institution. The institutional consolidation of GPC and GSU resulted in a substantive change in the functional mission of GSU as authorized by the BOR (i.e., retaining a selective research university primary mission and adding a secondary mission involving associate degree programs and access admissions) as well as a revised mission statement approved by the BOR, all of which was reported in the consolidation prospectus which was reviewed and approved by SACSCOC in December 2015.[3]

The addition of courses or programs of study at a degree or credential level different from that which is included in the institution’s current accreditation or reaffirmation. Prior to consolidation, GSU was a Level VI institution but did not offer associate degrees. After consolidation, GSU remained a Level VI institution but now offers associate degrees. That proposed substantive change was reported in the consolidation prospectus which was reviewed and approved by SACSCOC in December 2015. [4]

The addition of courses or programs that represent a significant departure, either in content or method of delivery, from those that were offered when the institution was last evaluated. The offering of the transfer associate degrees following consolidation was not actually a substantive change in program content since GSU already offered the consolidated Core Curriculum (general education) as part of its baccalaureate programs. However, the offering of the A.S. in Dental Hygiene and the A.S. in Radiologic Technology were substantive changes that were reported in the prospectus and the Institutional Summary Form which were reviewed and approved by SACSCOC in December 2015.[5]

Proposed offering direct assessment competency based education programs. GSU has not had any proposed offerings of direct assessment competency based education programs since its last reaffirmation.

The establishment of an additional location geographically apart from the main campus at which the institution offers at least 50 percent of an educational program. The consolidation resulted in GSU’s acquisition of five additional suburban campuses identified as off-campus instructional sites. They were reported in the consolidation prospectus which was reviewed and approved by SACSCOC in December 2015.[6]

The establishment of a branch campus. None of GSU’s off-campus instructional sites is considered to be a branch campus as SACSCOC defines it. Consequently, none have been reported to SACSCOC.

A change from clock hours to credit hours. GSU has not had any change in its semester credit hour system to report since its last reaffirmation.

A substantial increase in the number of clock or credit hours awarded for successful completion of a program. GSU has not had any change of this nature to report since its last reaffirmation.

Closing a program, off-campus site, branch campus, or institution. The J. Mack Robinson College of Business ceased operating its MBA program at the Peachtree-Dunwoody site, and the site was closed. A letter of notification was sent to SACSCOC on March 20, 2017[7] and an approval letter from SACSCOC was received dated August 10, 2017.[8]

Entering into a collaborative academic arrangement such as a dual degree program or a joint degree program with another institution. The College of Arts and Sciences entered into a Dual Degree with Hong Kong Baptist University. A letter of notification was sent to SACSCOC on October 30, 2017[9] and an approval letter from SACSCOC was received dated January 30, 2018[10].

Entering into a contract by which an entity not eligible for Title IV funding offers 25 percent or more of one or more of the accredited institution’s programs. GSU has not entered such a contract since its last reaffirmation.
Adding a permanent location at a site where the institution is conducting a teach-out program for a closed institution. GSU has not added such a site since its last reaffirmation.

Acquiring another institution or a program or location of another institution. Although aspects of the GPC-GSU consolidation appeared to be program and site acquisitions by GSU, they were officially considered to be a function of institutional consolidation and handled as such in SACSCOC substantive change reporting.

<table>
<thead>
<tr>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>[1] GSU Senate - Process List for Substantive Change</td>
</tr>
<tr>
<td>[2] Formal Notification to the Commission of the action taken by University System of Georgia Board of Regents to consolidate GPC and GSU</td>
</tr>
<tr>
<td>[4] Level VI pages from GSU-GPC Substantive Change Prospectus</td>
</tr>
<tr>
<td>[6] Off-Campus Sites pages from GSU-GPC Substantive Change Prospectus</td>
</tr>
<tr>
<td>[7] GSU letter to SACSCOC re Peachtree Dunwoody Closure</td>
</tr>
<tr>
<td>[8] SACSCOC letter to GSU re Closure of Peachtree Dunwoody Site</td>
</tr>
<tr>
<td>[9] HBKU-GSU SACSCOC Sub Change letter</td>
</tr>
<tr>
<td>[10] HKBU letter approved</td>
</tr>
</tbody>
</table>

14.3 The institution applies all appropriate standards and policies to its distance learning programs, branch campuses, and off-campus instructional sites. (Comprehensive institutional reviews)[Off-Site/On-Site Review]

Compliance Status: Compliant

Narrative

For educational programs offered at Georgia State University (GSU), there is no distinction in quality, academic expectations, student learning outcomes, or academic accountability based on location (main campus or off-campus instructional site) or instructional mode of delivery (distance learning.) The program approval process for all programs is rigorous and applied equally regardless of location or instructional delivery mode (see standard 10.3). All learning processes and compliance justifications have been incorporated into the appropriate narratives for core requirements and standards throughout the Compliance Certification Report. Although a number of GSU’s off-campus instructional sites are full-service campus facilities with full-time faculty and full-time support staff assigned to those locations in suburban Atlanta, those sites do not operate so independently from the central administration of the university that they qualify to be called “branch campuses” by SACSCOC’s definition. GSU offers dual enrollment instruction at local area high schools[1] as well as on campus. GSU offers dual enrollment instruction below the 25% threshold at the following sites: Fulton County High School; Cambridge High School; Centennial High School; Central Gwinnett High School; Chattahoochee High School; Duluth High School; Milton High School; Roswell High School.

GSU’s Off-campus Instructional Sites

GSU offers an array of off-campus instructional sites, ranging from full-service sites at the locations of the former GPC campuses, and other convenience-oriented sites that are simpler in configurations and services. The former category includes the Alpharetta, Dunwoody, Clarkston, Decatur, and Newton
sites; the latter includes the Buckhead Center (where Robinson College of Business offers executive education), the State Farm Center (where Perimeter College offers access to State Farm employees), and the Wellstar Center (where Robinson College of Business offers a Professional Master's of Business Administration/Master's of Health Administration dual degree program). The full-service sites include the full range of academic and student support services, both in-person and web-based. Thus, although Student Affairs is based at the downtown campus, it has offices in every full-service site. Similarly, the Center for Excellence in Teaching and Learning is headquartered downtown but offers services throughout the full-service sites. A more restricted range of services is offered at the convenience-oriented sites, which include the Buckhead Center, State Farm Center, and Wellstar Center.

The degree programs offered, enrollments, and staffing at each site are addressed in standards 6.2.b and 6.2.c. Assessment of student learning outcomes is carried out in exactly the same manner at the off-campus sites as on the Atlanta campus. For details, see 8.2.a-b. There is also no difference in how evaluations of academic and student support services are conducted at off-campus instructional sites. For details, see 8.2.c. GSU began to implement the use of assessment to improve student learning at Perimeter sites in 2017. Evidence includes an annual report from the career associates program in Dental Hygiene[2] and core curriculum assessment reports [MATH 1070[3] and PHIL 2010[4]] which illustrate how assessment findings are differentiated for associate and bachelor's degree students. Evidence of student learning assessment from programs at the Buckhead Center includes a report from the Executive Doctorate in Business[5]. The instruction offered at the State Farm Center is too new to have gone through the regular assessment process as of yet. Wellstar Center has conducted student learning assessment in its PMBA/MHA dual degree program.[6]

**GSU’s Distance Learning Programs**

As described in the Institutional Summary Form, GSU offers an array of distance education programs, as well as many standalone, fully online and hybrid courses. These include the Ph.D. in Nursing, a group of MEEds (Mathematics Education, Science Education, and Reading, Language, and Literacy Education), MS degrees (Educational Research, Instructional Design and Technology, Advanced Practice Nursing Specialties), several MA's (Criminal Justice Administration, Political Science), a Master’s in Global Hospitality Management, an MAT in ESOL, and a BSW in Social Work. Perimeter College offers over 50 core courses in the asynchronous fully online instructional mode as part of its Associate of Arts (Core Curriculum) and Associate of Science (Core Curriculum) degrees. In addition, the Political Science department participates in a consortial degree program in the European Union. All the Atlanta campus programs are both synchronous and asynchronous; the Perimeter College online courses are asynchronous.

All policies relating to approval of educational programs, assessment of student learning, training and evaluation of faculty are the same across the institution, regardless of instructional mode. The Center for Excellence in Teaching and Learning (CETL) offers instructional design support, pedagogical workshops, and other forms of support tailored for instructional faculty teaching online. CETL supports the Georgia State instance of the University System of Georgia’s learning management system Desire2Learn (branded at GSU as iCollege). The Andrew Young School of Policy Studies and the J. Mack Robinson College of Business have offered faculty course buy-outs and other forms of support for the development of new online programs.

As documented in the narrative for standard 10.6, GSU is in compliance with the federal requirements regarding the verification of student identity, protection of privacy, student charges for distance education students.

GSU offers specific support for online students in Academic Advising with a dedicated team of Advisors who primarily serve online students.

- There is a tab on the University Advisement webpage that directs students to Academic Advising. [7]
- Library Services offers some specific information for “distance” learners as well as chat
availability. Information for students is available on the website.[8]

- Learning and Tutoring offers services for online students.[9]
- Admissions and Financial Aid are general services that provide telephone access to all students. [10]

The co-directors of Perimeter College’s (PC) Online Campus have recently redesigned the website for PC’s online students at https://perimeter.gsu.edu/online-learning/[11]. This includes information distance learning students need to know regarding registration for online courses, tuition and fees, testing, online accessibility, and academic and student support resources for distance learners, guidance on what it takes to be a successful online student (e.g., time management, appropriate technology), and more.

In 2015, the provost directed the establishment of a Distance Education Council to make recommendations to the entities across all of GSU’s sites regarding distance education policies and procedures. The Council made 16 recommendations, which are documented in its report.[12] These overlapped with recommendations that an Operational Working Group on Online Education made during the Consolidation. Regular administrative oversight of distance education at GSU is performed by department chairs and college deans, and is included in the regular annual review, and promotion and tenure processes.

Fully online academic programs are assessed in the same way as programs offered in the face-to-face modalities, and the student evaluation of instructor is the same regardless of instructional type. Online programs must report annually on whether their students have met the establish learning outcomes, and are required to submit action plans for continuous improvement (through the Student Learning Outcomes Assessment Portal, or SLOAP). During a department’s Academic Program Review, it must address the size, growth, and coordination of any distance education programs.

Evaluation of academic and student support services for distance learning students is carried out in the same way as evaluation of other academic and student support services. An example of initiatives developed to improve student support services for online students is the online orientation program developed by Perimeter College.

Since 2015, Georgia State has been an institutional affiliate of the State Authorization Reciprocity Agreement (SARA) through the State of Georgia’s portal agency, the Non-post-secondary Education Commission.

**Dual Enrollment**

Students enrolled in dual enrollment classes are provided the same academic and student support services as all students. Faculty are appropriately credentialed to teach the course and are included on the GSU roster. GSU does not offer any dual enrollment classes that combine high school students with dual enrollment students, thus ensuring the quality and integrity of the courses[1] offered. Students enrolled in dual enrollment classes must meet the admissions requirements and follow the same registration and transcripting practices as other admitted GSU students.

**References to Other Principles Where Distance Learning is Addressed**

For educational programs offered at Georgia State University (GSU), there is no distinction in quality, academic expectations, student learning outcomes, or academic accountability based on location (main campus or off-campus instructional site) or instructional mode of delivery (face to face, hybrid, or fully online.) The program approval processes for all programs are rigorous and applied equally regardless of location or instructional delivery mode. All learning processes and explanations have been incorporated into the appropriate standards throughout the Compliance Certification.

The SACSCOC policy on Distance Education lists a comprehensive set of accreditation requirements that apply to all institutional operations. Georgia State demonstrates its compliance with these requirements throughout this Compliance Certification Report, as exemplified in the non-exhaustive list
of specific standards below.

<table>
<thead>
<tr>
<th>Accreditation Principle</th>
<th>Subject Area</th>
<th>Relevance to Distance Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1</td>
<td>Mission</td>
<td>Per the mission statement, GSU provides support for “students of all backgrounds” and enrolls “one of the most diverse student bodies in the nation.” Distance learning offerings enable GSU to serve students who are non-traditional age, or who are returning, or who are working on executive or professional education, or who wish to take GSU courses from outside the Atlanta metropolitan area. GSU’s mission states that Georgia State “prepares citizens for lifelong learning”: distance learning develops students’ digital literacy, which will be a key element in lifelong learning in the twenty-first century.</td>
</tr>
<tr>
<td>6.2.b</td>
<td>Full-time faculty (Program faculty)</td>
<td>This standard includes a table on “Instructor Count by Instructional Method” which shows the percentage of full-time and part-time faculty, graduate teaching assistants, and other instructors who are teaching traditional, hybrid, and fully online courses, both at the Atlanta campus and through Perimeter’s Online Campus.</td>
</tr>
<tr>
<td>6.2.c</td>
<td>Program Coordination</td>
<td>Provides a listing of all academic program coordinators regardless of whether the program is delivered on GSU’s Atlanta campus, at an off-campus instructional site, or via distance education.</td>
</tr>
<tr>
<td>8.2.a and 8.2.b</td>
<td>Student outcomes: educational programs, and Student outcomes: general education</td>
<td>Presents evidence that student learning outcomes assessment expectations are identical (for both educational programs and general education) regardless of location or instructional delivery mode.</td>
</tr>
<tr>
<td>9.3 and 9.7</td>
<td>General education requirements, and Program requirements</td>
<td>Details the degree completion standards of the university including plans for degree completion, which apply equally to both on-campus and distance education students.</td>
</tr>
<tr>
<td>10.6</td>
<td>Distance and correspondence education</td>
<td>Specifically addresses policies and procedures for the verification of student identity in testing (whether</td>
</tr>
</tbody>
</table>
the testing is offered on-site or remotely), and the protection of online students’ privacy. Georgia State offers faculty two zero-cost solutions for verifying student identify in distance education testing situations. There are other distance education testing options available to faculty that might require students to pay a fee, including an online, live proctoring service which requires students to pay a sliding scale fee based on the length of the exam being proctored. Face-to-face proctoring at alternative testing facilities can also be arranged by mutual agreement between the faculty, student, and testing coordinator. The student is then responsible for the fees imposed by the alternative testing facility.

| 11.1 | Library and learning/ information resources | Provides details on the resources and services of the university’s libraries. Library staff and library-designed interfaces provide personalized service not only through in-house circulation and reference services, but through online services as well as electronic library guides. |
| 11.3 | Library and learning/ information access | Demonstrates that library orientations are provided in-person and online. The “Information for You” tab on the library website provides specific and appropriate information about services for distance learners. |
| 12.1 | Student Support Services | As the standard notes, “Academic and Student support services are offered at all campus locations as well as off-campus instructional sites and online.” And it states: “While academic advisement, academic support and other services are coordinated centrally, they are delivered on every campus. Coordination occurs centrally in order to ensure that the same standards of excellence, consistency, assessment and revision take place at every campus.” Staffing includes associate deans of Student Services “for the Perimeter sites and there are assistant Deans of |
| 12.3 | Student Rights | The Student Handbook is “made available on multiple websites which are accessible to all students, including online students.” Similarly, FERPA notices are available to all students on the Registrar’s website. A privacy statement appears at the bottom of every university web page. The Sexual Assault Victims Bill of Rights appears online in the Student Code of Conduct. |
| 12.5 | Student Records | Per the standard, “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.” Appropriate and specific procedures are undertaken to protect the privacy of student records under FERPA, HIPAA, IRB protocols, and the EU GDPR. University policies and procedures regarding information security, records retention, data governance and cybersecurity are applied regardless of location or instructional mode, and include protection within the learning management system, the student information system, and other content management systems across all GSU sites. |
| 13.7 | Physical resources | Provides information on centrally provided technologies such as the university’s course management system, eLearning infrastructure, video capture, video conferencing and streaming, networking, and instructional design, media and web-support services. |
14.4 The institution (a.) represents itself accurately to all U.S. Department of Education recognized accreditation agencies with which it holds accreditation and (b.) informs those agencies of any change of accreditation status, including the imposition of public sanctions. (See SACSCOC's policy "Accrediting Decisions of Other Agencies"). *(Representation to other agencies)*

**Compliance Status:** Compliant

**Narrative**

Georgia State University (GSU) has secured accreditations from many agencies recognized by the U.S. Department of Education and represents itself accurately and consistently to those agencies in the process of gaining or continuing those accreditations. Since the last reaffirmation, GSU has not been sanctioned nor has the university elected to terminate its accreditation with any of those agencies, so there has been no need to notify them of such changes in accreditation status. The only notifications that have been necessary to these accreditors pertain to the institutional consolidation of Georgia Perimeter College (GPC) and GSU in 2015. In that consolidation, GSU’s university identity, programs, and accreditations remained largely unchanged. GPC’s identity on the other hand as an independent institution was dissolved following consolidation, but its accredited programs remained largely unchanged as part of GSU’s Perimeter College. Appropriate notifications were made to accreditors during the planning of the GPC-GSU consolidation. The standard description of GSU that was used in all accreditation reports prior to consolidation has been updated for the consolidated university.

In addition to its institutional accreditation with the SACSCOC, GSU has many educational programs that are accredited by organizations recognized by the US Department of Education (USDOE). All of these academic programs are in good standing with the relevant discipline-specific accrediting organizations. GSU and its programs are accredited as documented in the Georgia State University Specialized Accreditation website[1] and in the Institutional Summary Form[2] that accompanies this Compliance Certification. That documentation includes the date of the most recent review by each accrediting agency with which GSU has an accredited program.

As shown in those supporting documents, all of the recent reviews have had positive outcomes with no adverse actions or changes in status to report to SACSCOC or the other accreditation agencies. No USDOE-recognized agency has terminated accreditation since GSU’s last SACSCOC reaffirmation, and no program at GSU has voluntarily withdrawn its accreditation with any USDOE-recognized accrediting agency. Consequently, there has been no need to notify accreditation agencies of GSU’s changes in accreditation status.

Information provided to DOE-recognized accrediting bodies comes from institutional sources such as the GSU website and Banner ERP database and, therefore, uses identical terms to describe the University’s purpose, governance, programs, degrees, diplomas, certificates, personnel, finances, and constituencies. Further, since the publication of the new comprehensive standard in spring 2012, the
institution developed a standard description of GSU to be used in all accreditation reports[3]. The description has been sent to each accrediting body listed in the GSU Specialized Accreditation website cited above[4],[5] and is standard operating procedure for preparation of reports to all accrediting bodies. After the institutional consolidation of GPC and GSU became effective in 2016, GSU updated this standard description to accurately and consistently describe the consolidated institution to accreditors[6],[7] GSU’s SACSCOC Accreditation Liaison is responsible for corresponding with SACSCOC regarding changes in any of GSU’s accreditations statuses. Key persons associated with the specialized accreditation of educational programs, typically the deans, are responsible for communications between their colleges at GSU and the specialized accrediting agencies involved.[8] Internal coordination of accreditation status information across GSU’s colleges is provided by the SACSCOC Accreditation Liaison and support staff in that office.

Evidence

[1] Specialized Accreditation Website
[2] Institutional Summary Form Georgia State University
[3] GSU Approved Description 2012

14.5.a "Reaffirmation of Accreditation and Subsequent Reports"
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 with in that system.

Documentation: The institution should provide a description of the system operation and structure or the corporate structure if this applies.

Compliance Status: Compliant

Narrative

Narrative

Georgia State University (GSU) is one of 26 member institutions of the University System of Georgia (USG) and as such is governed by the Board of Regents (BOR) of the USG. [1]

Governance of the University System of Georgia

The authority of the Board of Regents is stipulated within the Constitution of the State of Georgia. Article VIII, Paragraph 1(b)[2], of this document reads that “The government, control, and management of the University System of Georgia and all of its institutions in said system shall be vested in the Board of Regents of the University System of Georgia.”

The Board of Regents of the University System of Georgia was created in 1931 as a part of a reorganization of Georgia’s state government. Comprised of nineteen members[3], the Board of Regents are appointed to seven-year terms by the Governor and are confirmed by the Georgia
Senate. There is a member from each of Georgia’s 14 congressional districts and five at-large members. The nineteen members meet eight times a year and each November elect one member to serve as Chair for a term beginning on January 1st and ending on December 31st.

The Bylaws of the Board of Regents of the University System of Georgia outlines the BOR’s governing authority and policy-making powers in regard to the University System of Georgia.[4]

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.

Mission of the USG

The 2013-2018 Strategic Plan for the USG describes the system’s mission this way:

Framework of the Strategic Plan and Public Agenda for the University System of Georgia
Public higher education has changed dramatically in the last ten years. Concerns about affordability are greater than ever, and pressures on quality continue to increase. Questions are raised about the value of getting a bachelor’s degree at the same time data show that the jobs of the future will require higher levels of education. Unemployment rates among college graduates remain much lower than those without. But state support has declined and costs of attendance have shifted even more to families and students. Yet other large industrial nations, like China and India, are threatening the long-held U.S. leadership position in higher education and number of college graduates. To compete economically, Georgia must raise the attainment levels of its citizens.

Building upon the Governor’s and USG Regents’ Complete College Georgia initiative, the Strategic Plan and Public Agenda of the University System of Georgia will accelerate higher education’s commitment to educational attainment, accountability, partnerships, performance, value, and global competitiveness. College is increasingly a prerequisite to a middle class life and is a key to economic development and creating strong communities. Our universities and colleges are providing the transfer of research, information, and critical thinking skills that will ensure Georgia’s strong future in the knowledge-based economy. This public agenda for USG makes college completion and knowledge transfer a top priority through a series of actions and measures of progress with additional commitments to the Governor’s Strategic Goals for Georgia.

Both the Governor’s Strategic Goals and this USG Strategic Plan and Public Agenda share the goals of educating Georgia’s citizens for success in the global economy with a commitment to preparation for life-long learning and involvement in society. Academic programs, research and services that correspond with job growth and creation will strengthen areas of distinct advantage for Georgia in the global marketplace. Higher education is a central contributor to the educational, economic, social, and cultural future of the state and has a major impact on health and quality of life measures. Through efficient deployment of research, teaching, and service and increased attention to public and private partnerships, the university system will ensure that it is a responsive and transformational enterprise for the citizens of Georgia.

Operating Policies and Procedures of the USG

The BOR Policy Manual further outlines[5] how the Board fulfills its “constitutional obligations, in part, by promulgating rules and policies for the governance of the University System and its constituent units.” The Board of Regents is ultimately responsible for ensuring that the financial resources of the institution are adequate to provide a sound educational program. At the operational level, the Chancellor’s staff of the USG system office has published a number of procedural manuals that
interpret BOR policy on a more detailed functional level to guide the policies and procedures of member units of the USG. Those manuals include the following:

**Academic & Student Affairs Handbook**[6]
Policies and procedures that affect the day-to-day operation of the office of the chief academic officer of University System of Georgia institutions.

**Building Project Procedures Manual**[7]
This manual defines the process by which facilities projects in the University System of Georgia are initiated, funded, planned, designed, bid and constructed.

**Business Procedures Manual**[8]
Sets forth essential procedural components USG institutions must follow to meet Board of Regents policy mandates and the statutory or regulatory requirements of the state of Georgia and the federal government; provides new financial, business and human resources professionals in the USG the necessary information and tools to perform effectively.

**Continuing Education Guidelines**[9]
Administrative Committee on Public Service and Continuing Education.

**Copyright Policy**[10]
The University System of Georgia facilitates compliance with copyright law and, where appropriate, the exercise in good faith of full fair use rights by faculty and staff in teaching, research, and service activities.

**Ethics & Compliance Program**[11]
The Program is intended to assist the Board, the Chancellor, and institution management in the discharge of their compliance oversight responsibilities.

**Human Resources Administrative Practice Manual**[12]
Defines those policies and procedures that affect and apply to the various types of employees in the University System of Georgia.

**Information Technology (IT) Handbook**[13]
Sets forth the essential requirements, recommendations, procedures, guidelines, and practices that all USG institutions and organizations must follow for the acquisition, development, planning, design, construction/renovation, management, and operation of USG technology facilities and systems to meet Board of Regents policy mandates, statutory or regulatory requirements of the state of Georgia and the federal government, and best IT practices.

**Records Management and Archives**[14]
Records retention guidelines for the University System of Georgia.

**Special Institutional Fee Resolution**[15]
Defines the application and purpose of the special institution fee.

**State of Georgia Construction Manual**[16]
Best practices for planning, designing, building, delivering, and receiving facilities for use by Georgia state entities. Co-developed by the USG’s Office of Real Estate and Facilities.

**GSU’s Role in the USG**
The mission of each of the 26 institutions within the University System of Georgia is determined by the Board of Regents and must support the mission of the University System itself. Institutions are classified into one of the following four functional sectors:
1. research universities
2. comprehensive universities
3. state universities
4. state colleges

Georgia State University is one of four research universities and is the largest in terms of enrollment. According to the BOR Policy Manual 2.10 Institutional Mission, a research university’s mission is as follows:

Institutions classified as research universities offer a broad array of undergraduate and graduate and professional programs and are characterized as doctoral-granting with a Carnegie Classification of very high or high research activity. Associate degrees are typically not offered at research universities. 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.

Although GSU’s primary function is as a research university by that definition, when the BOR elected to consolidate a large multi-campus state college, Georgia Perimeter College, with GSU in 2015, it effectively added a state college function to GSU as a secondary or blended mission. The pertinent state college function is defined in BOR Policy 2.10 as:

*Associate Dominant-Select Bachelor’s State Colleges*

Institutions included in the associate dominant state colleges group are characterized as offering associate-dominant programs and general education courses, with very few, select, professionally-oriented bachelor’s degree programs. The select bachelor’s programs are focused on specialized academic and economic development program areas and regional, college-educated workforce needs. The emphasis at these state colleges is on teaching and service with limited focus on basic or applied research.

BOR Policy 2.10 describes the blended mission that GSU has in the system as follows:

At times a USG institution may be approved by the Board to advance aspects of a mission from different functional sectors. When this occurs, an institution will have a blended institutional function. An institution with a blended function will be designated with a primary sector function and a secondary function sector. A blended function contains components from both the primary and secondary sectors. While the institution will follow the function of their primary sector, it will also be authorized to function in accordance with aspects of the secondary sector function. For example, a state university may be approved to advance aspects of the function of a state college in order to provide access to students in a region of the state that would typically be served by a state college. Such an institution will continue to function primarily according to the state university sector, but will also reflect aspects associated with the function of a state college (e.g., level at which the institution operates, the types of degrees offered, cost of attendance, admission standards, and extent the institution engages in teaching, research, and service).

No institution may operate as an institution with a blended function unless approved by the Board. When the Board approves an institution as having a blended function, the Board will also approve the institution’s primary functional sector. The guidelines for obtaining Board approval to operate as an institution with a blended function can be found in the Academic and Student Affairs Handbook.

According to BOR Policy 2.10, GSU has a blended mission. GSU’s primary mission is as a research university that functions largely out of its main campus in downtown Atlanta. GSU also has a secondary state college mission that operates through its Perimeter College operations in various suburban Atlanta campuses. Admissions standards for research universities tend to be highly selective,
and that is the case for admissions to GSU’s baccalaureate and graduate programs. Admissions standards for associate degree dominant state colleges tend to be access/opportunity-oriented, and that is the case for admission to the associate degrees offered by GSU through its Perimeter College.

### Evidence

1. Board of Regents Website
2. GA Constitution Article VIII Section IV Board of Regents, Paragraph 1b
3. Board of Regents _ Members
4. Board of Regents _ University System of Georgia Bylaws
5. Board of Regents Policy Manual _Overview
6. Academic & Student Affairs Handbook _ University System of Georgia
9. Continuing Education Guidelines _ University System of Georgia
10. Copyright Policy _ University System of Georgia
11. Ethics and Compliance Program_ University System of Georgia
12. Human Resources _ University System of Georgia
13. Information Technology Services _ University System of Georgia
14. Records Management and Archives _ University System of Georgia
15. Board Approved Resolution - Special Institutional Fee

**14.5.b "Separate Accreditation for Units of a Member Institution"**

**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 is required by the institution.