

Georgia Perimeter College, Georgia State University

Consolidation Implementation Committee

Meeting to be held June 19, 2015

Centennial Hall, Georgia State University

6-19-15 RECOMMENDATIONS (CONSENT AGENDA)

[Committee 23: Diversity and Inclusion Programs and Activities: \(reviewed & supported by Linda Nelson\):](#)

1. Recommends that AA/EEO is engaged in all aspects of staff and faculty recruitment, hiring, and employment policies and processes:

This will help ensure fair and consistent recruitment and hiring processes as well as maintain internal equity. Recruitment, hiring, and employment policies and processes include, but are not limited to any measure, practice, or procedure use to reach an employment decision for all employees and applicants.

2. Recommends annual training and periodic meetings for employees with AA/EEO hiring responsibilities:

Continual training and collaborative efforts will help ensure the university maintains compliance with EEOC/OFCCP guidelines.

3. Recommends following GSU's investigation processes for AA/EEO complaints submitted by internal and external sources:

GSU's investigation processes for AA/EEO complaints are in alignment with Equal Employment Opportunity Commission [EEOC], Office of Federal Contract Compliance Programs [OFCCP], Office of Civil Rights [OCR], Georgia Commission on Equal Opportunity [GCEO], as well as Board of Regents [BOR] guidelines issued to organizations on how to address complaints of illegal discrimination and retaliation. As advised by the aforementioned agencies, GSU consistently adheres to a clearly defined AA/EEO complaint process which provides prompt, thorough, and impartial investigations.

4. Recommends a comprehensive AA Plan, incorporating both faculty and staff applicant and personnel data, be prepared by an external vendor:

Specific data related to all employees and applicants must be included in an affirmative action plan. Opportunity and fiscal costs associated with outsourcing versus in-house AA Plan preparation were compared. Monetary costs were relatively similar. Outsourcing

AA Plan preparation services will allow AA/EEO staff to direct and manage the AA/EEO process from a strategic standpoint as oppose to being weighted down in the time consuming technicalities associated.

5. Recommends the implementation and use of an online employment applicant tracking system as means of capturing faculty applicant data for AA/EEO purposes:

In support of AA/EEO mandates, GSU must provide applicant flow data, adverse impact analysis reports, and employee promotion, transfer, and termination data. Applicant flow data must include the name, race, gender, date of application, job title, interview status, selection or reason for non-selection for every employment applicant in all employment positions. Manually collecting and tracking applicant data is cumbersome and can compromise the integrity of the data. Implementation and use of an online applicant tracking system for faculty positions will help ensure GSU is EEOC/OFCCP compliant.

6. Recommends the continued use of Georgia State University's existing online employment applicant tracking system as means of capturing staff applicant data for AA/EEO purposes:

GSU's current online employment applicant tracking system for staff positions is in alignment with EEOC/OFCCP guidelines.

7. Recommends revising the current GSU Diversity Strategic Plan (DSP) to include language incorporating a focus on community outreach, individual campus culture, and reflecting GSU's new mission as a research institution with an access college:

The existing plan includes language regarding community outreach in paragraph 3. We recommend adding a statement at the end of paragraph 3, which focuses on individual campus culture that takes into account the geographic diversity of each branch campus and its student body. Additionally, the statement that highlights GSU's new role as a research university with an access college should be included in paragraph 1 of the introduction. Draft language of the proposed updates is available upon request.

8. Recommends adding initiatives in support of Veterans to Goals 1-3 (Students, Faculty, and Staff) similar in the current GSU Diversity Strategic Plan, using language similar to GPC's Military Outreach Center's mission statement:

The recommendation is made to address issues of faculty, staff, and student veterans. In particular, establishing access to a Military Outreach Center on all campuses. These centers will be committed to serving active military, veterans, and their families and helping them build a solid foundation for their future. Further, the Outreach Centers will be dedicated to providing the support veterans need to achieve their educational and professional goals by providing them assistance. These centers will not serve a recruitment function for any branch of the armed forces. Draft language of the proposed initiative is available upon request.

9. Recommends updating the demographics of the current GSU Diversity Strategic plan to include GPC's demographics:

This new/updated language concerning demographics will be included in paragraph four of the GSU Diversity Strategic Plan introduction section. Paragraph four includes demographics data which will include GPC's information will be used to update this section of the Plan.

10. Recommends updating the assessments in the GSU Diversity Strategic plan to include GPC:

The Office of Institutional Effectiveness will use post consolidation data to update dashboards and other data collection tools used for Plan assessments. New metrics to track progress of new/revised initiatives will also be established as necessary with the assistance of the Office of Institutional Effectiveness.

11. Recommends combining programming and services to reflect access, equity, and inclusion of the diverse student populations across the multi-campus locations of the institution:

Extend access to events, programs, and services through: technology; transportation; duplication across campuses; representation of cultural support services on each campus; development of multi-service resource centers on each GSU campus that aligns with diversity-related efforts (i.e. Challenging Socioeconomic Backgrounds, Disability, First Generation, Gender, International, LGBTQIQA, Multicultural Support, Religious Minority Communities, and Veterans); and an umbrella diversity/inclusion committee to include students, and faculty and staff that support student development.

12. Recommends that all employees, including faculty, staff, and students, have access to Ombudsperson Office and the services the Office provides:

Since GPC does not currently have a dedicated Ombuds function or accompanying policies and procedures, GSU's current policies and procedures should be applicable to all members of the consolidated institution.

13. Recommends that the responsibility of serving the newly consolidated University members be added to GSU's Office of the Ombudsperson Associate Ombudsperson's duties (planned hire for July 1, 2015):

GSU's Office of the Ombudsperson is increasing its capacity to serve more students, staff and faculty members. The GSU Ombuds Charter states that the University administration supports an independent Office of the Ombudsperson and that this Office reports to the Senior Vice President for Academic Affairs and Provost of the University.

14. Recommends adding to the existing Communication Plan that we will publicize to faculty, staff and students of the consolidated University about available Ombuds services and changes to the existing structure:

Inform the entire GPC/GSU population so each member is aware of the services.

15. Recommends assessing the staffing and utilization of the Ombuds/ADR function for the newly consolidated University employees and students within six months of the organizational changes to determine if further changes are needed to ensure adequate service levels:

Ensure sufficient resources are available to serve GSU/GPC members.

16. Recommends conducting annual training and periodic meetings for employees with Title IX responsibilities, e.g., Title IX Coordinators, Deputy Title IX Coordinators, Title IX Investigators:

The OCR's Revised Sexual Harassment Guidance of 2001 and The Dear College Letter of 2011 require training for employees designated to handle Title IX. Unification of the annual training and periodic meetings for the employees with Title IX responsibilities will provide consistency on each campus, a review of the policy and procedures, an opportunity to assess the campus climate, and necessary case reviews to track patterns and work to eliminate the hostile environment.

17. Recommends broadening Georgia State University's existing Student Sexual Misconduct Policy's Preamble, Definitions, Educational Programming Statement, Options for Disclosure and Reporting, and Retaliation Definition to include faculty, staff, and students with specific procedures on how to investigate and resolve reported incidents involving students, faculty, staff, and third parties:

This recommendation is aligned with best practices to have a unified policy. According to ATIXA, "Unification allows consistent sanctions and responsive actions for the same types of misconduct, whether it is committed by a student, faculty or staff member. Unification fosters collaboration across the departments that are stakeholders, including HR, student conduct, and academic affairs while retaining their needed voice in the resolution process. Critically, a unified process can also be essential to the detection and tracking of patterns of misconduct, to limit the frequency of repeat offenses that vex campuses."

18. Recommends creating uniform training, education, prevention, and marketing resources that will be used on each campus:

Unification of training, education, prevention, and marketing will not only ensure that each campus is compliant with federal regulations, but provide assurance that the information disseminated is consistent. According to NACUA Notes, education and prevention efforts will allow "Campus community members to ensure that they understand what constitutes sexual harassment and assault and

that those likely to witness or receive reports of sexual harassment or violence are prepared to assist complainants with understanding their rights and the resources available to them at the institution.”

[Committee 42-1: Competition Teams \(Non-Sports\): \(reviewed & supported by Doug Covey\):](#)

1. Recommends continuing to use Georgia State University’s nomenclature of “Academic Teams” when referring to these student groups:

Georgia State University currently uses the term “Academic Teams” rather than “Competition Teams (Non-Sports).” Because Georgia Perimeter College has several similar student organizations but does not currently categorize them using either term, the committee recommends adopting the Georgia State University nomenclature.

2. Recommends continuing to use Georgia State University’s definition of Academic Teams:

Georgia State University currently defines an Academic Team as a “chartered student organization or other student group affiliated with an academic/university department; team-based; competing on a regional, national, or international level; with the purpose of enhancing the academic experience.” Because Georgia Perimeter College has several similar student organizations but does not currently categorize them differently than any other GPC student organization, the committee recommends adopting the Georgia State University definition.

3. Recommends continuing the current practice of funding Academic Teams (i.e., Teams are eligible to request Student Activity Fee Funding or funding through their sponsoring academic/ university department):

Both Georgia State University and Georgia Perimeter College currently fund Academic Teams in this manner.

4. Recommends that any new Academic Teams that are formed continue to be required to adhere to the same processes required of existing Academic Teams (i.e., Academic Teams seeking the status of chartered student organizations will adhere to the university’s student organization policies; Academic Teams affiliated with an academic/university department will adhere to all policies set forth by their home department):

All existing Academic Teams at both GSU and GPC currently follow the practices described above. The committee does not believe any changes are necessary.

[Committee 42-3: Greek Life: \(reviewed & supported by Doug Covey\):](#)

Recommends that Greek Life continue to be administered through the Office of Student Involvement on the downtown campus:

Georgia Perimeter College does not currently have Greek Life organizations on any of their campuses. Future consideration of Greek Life being offered beyond the downtown campus will require research into the membership requirements of the inter/national organizations.

[Committee 42-4: Preserving Traditions and History: \(reviewed & supported by Doug Covey\):](#)

1. Recommends merging college wide large scale programming traditions, specifically the Homecoming celebrations:

Large scale college wide programming traditions will be planned simultaneously and collaboratively by all six campus Spotlight Programs Boards. These traditions will bring together the community from both institutions to form new unified traditions across the new university.

2. Recommends maintaining campus based programming traditions through the campus Spotlight Programs Board:

Campus specific programming traditions will be maintained by the individual campus programming boards and/or campus clubs and organizations.

3. Recommends that past issues of The Collegian be digitally archived within the Georgia State University Library system:

There are currently no digital archives of The Collegian at Georgia Perimeter College. It is important to preserve the history of The Collegian, as it will no longer exist as a separate publication after the consolidation.

[Committee 42-5: Registered Student Organizations and Student Activities: \(reviewed & supported by Doug Covey\):](#)

1. Recommends creating one student organization handbook for the institution:

Creating one handbook will allow for consistent communication to student organizations about policies and procedures. The handbook will include both overarching policies and procedures as well as specific information per campus. This handbook will also give student organizations information and resources to help them be successful.

2. Recommends that each student organization be required to have a faculty or staff advisor:

This policy is currently in place at both institutions and should continue after consolidation.

3. Recommends that student organizations be required to complete a standardized annual orientation program:

Currently each institution requires some type of annual orientation program. Creating one program will allow for consistent communication to student organizations about policies and procedures. The program will include both overarching policies and procedures as well as specific information per campus. This program will also give student organizations information and resources to help them be successful.

4. Recommends that for a student organization to receive privileges on campus, they must follow the chartering process as outlined in the student organization handbook:

Georgia State University and Georgia Perimeter College require student organization to be chartered to receive privileges such as reserving space, advertising on campus, and requesting funding.

5. Recommends that Spotlight Programs Board as the name of the new Georgia State University official student programming board on every campus:

The Spotlight Programs Board name will be used on every campus at both institutions for consistency. The Jaguar Activity Group name is specific to the Georgia Perimeter College mascot and thus will cease with the consolidation.

6. Recommends creating one Constitution for Spotlight Programs Board with 2 sets of by-laws (one for the downtown campus and one for the two year campuses):

The individual Spotlight Programs Boards will operate under one Constitution and general structure. Two sets of by-laws will be created to account for institution type differences in student involvement.

7. Recommends creating joint retreats, conference travel, and leadership meetings between Spotlight Programs Boards, when possible:

Opportunities for block booking talent/products and other collaborative opportunities will be strongly encouraged among all Spotlight Programs Boards, when possible. Training for programming board members across both institutions will be implemented collaboratively, when possible.

8. Recommends creating uniform funding criteria and purpose for student activity fees:

The Student Activity Fee committee purpose should be uniform across both institutions. The funding criteria for both institutions currently are very similar, we suggest creating criteria that is uniform across both institutions.

9. Recommends creating uniform forms and online submission process for student activity fees:

The request submission process should be uniform for all groups and submitted through an online platform. The forms associated with submission, processing, and budget hearings should be uniform across the university.

10. Recommends implementing a process for essential services funding for student activity fees:

Certain essential services and salary/benefit obligations must be met first. Both institutions currently have a process that recognizes essential services and fixed costs. A process will be implemented for identifying and determining essential services and costs that must be met before funding is distributed to any other parties.

11. Recommends creating one organization to produce a web-first newspaper that is printed weekly and distributed to all 6 campuses to cover news of interest and significance to the Georgia State University community and serve as a forum for the expression of ideas of members of that community:

The committee recognizes the accelerating shift in media consumption from legacy media to digital media. Students no longer rely on TV, radio and newspaper as their primary sources of information, so we need to focus our resources where students already are: on their mobile devices and on the web. By moving to a web-first operation we are better preparing our students who want to pursue careers in the field of journalism where web-first and integrated media is already becoming the norm.

12. Recommends maintaining a section of the publication (and a separate website) to appeal to the two-year program students and the organizations that would want to advertise to them:

Over 80% of the advertising revenue for The Collegian is from 4-year institutions informing 2-year students about their transfer opportunities.

13. Recommends that there be one Editor in Chief with 2 Executive Editors and 2 Managing Web Editors for the combined operation of The Signal and The Collegian:

The Student Media Sub-subcommittee is unanimous in their recommendation of the structure above. There would be an Executive Editor and Managing Web Editor for the news focused towards the downtown campus students and an Executive Editor and

Managing Web-Editor for the 2 year campuses, but the name of the publication would remain The Signal.

14. Recommends that the Editor-in-Chief of The Signal continue to be selected by the members of the Committee on Student Communications and that the criteria for selection include that they must be able to demonstrate that they have familiarity with media law, Signal operations and newsroom experience:

The Student Media Subcommittee felt that utilizing the Committee on Student Communications to select the Editor-in-Chief of The Signal was the most effective way since all of the other media heads at Georgia State University are selected in this manner and it has produced generally excellent results.

15. Recommends using OrgSync for our student involvement software platform:

Georgia State University has used OrgSync for approximately five years. Georgia Perimeter College was in the process of acquiring OrgSync. All agree this is the best tool to use to manage student involvement on campus. It is a flexible system that can meet many needs.

[Committee 42-7: Health: \(reviewed & supported by Doug Covey\):](#)

Recommends that student health clinics on all campuses utilize the same electronic medical records system:

Utilization of a shared electronic medical records system will facilitate communication of medical information between clinics for continuity of care of students, and will facilitate reporting of immunization data, generation of utilization data. The system is recommended to be one which interfaces with Banner and GRITS as well as one which allows students electronic access to their medical records and communication with providers.

[Committee 42-8: Counseling and Testing: \(reviewed & supported by Doug Covey\):](#)

1. Recommends that utilization data for all services offered in testing units is regularly reviewed:

Data about testing services offered and utilized on all campuses will be useful in determining next steps in planning resource allocation and future services that should be offered on campuses.

2. Recommends that each test site have standard operating equipment (cameras, lockers) to ensure test security and proctoring integrity:

Each test site does not currently have the standard operating equipment needed to ensure test security and proctoring integrity (cameras, lockers). The provision of needed equipment would ensure that tests given on all campuses are given in a secure manner.

3. Recommends that a shared electronic counseling records system be utilized on all campuses:

Keeping clinical records in a uniform electronic database will facilitate improved coordination of student mental health care.

4. Recommends that a shared initial assessment instrument be utilized for assessing and documenting students' mental health symptoms and presenting concerns:

A shared initial assessment instrument will assist in ensuring that presenting concerns are assessed using a tool that has been normed and that can be compared across populations. This will facilitate a standard of care as well as high quality consultation among treating providers.

5. Recommends that the mental health consultation related to those referred for Behavioral Intervention Team is a uniform one on all campuses, following established standards of care as described by the JED foundation guide:

The use of a shared standard of care in the assessment of students being referred by the Behavioral Intervention Team will address campus safety and liability. It will ensure that the recommended practices for maximizing student success are engaged when a student comes to public attention on all campuses.

6. Recommends that a uniform policy on clinical record keeping in accordance with Georgia licensure standards for all campuses:

A uniform policy on clinical record keeping will ensure that services provided to all students on all campuses are documented and protected according to professional ethical standards.

7. Recommends that the current range offering of computer based and proctored testing services for students and the community continue to be offered on all campuses. These services include: Compass testing, CLEP, TOEFL, History & Constitution exams, TEAS, Praxis, proctored exams for distance learning and individual faculty, as well as Prometric testing for over 200 types of exams including: GRE, LSAT, and MCAT:

While all tests are not offered on all campuses, the recommendation is that the current offerings at each campus continue and that test services be evaluated for expansion to new campuses where need is indicated.

[Committee 42-9: New Student Orientation: \(reviewed & supported by Doug Covey\):](#)

Recommends that each campus conduct a new student orientation program that includes both campus specific and overarching university-wide information:

New student orientation is an important introduction to the university community. Regardless of the campus, it is important to include university-wide information in all orientation programs (e.g., registration, advising, code of conduct, campus safety, involvement, financial aid). However, some components of the orientation program will be campus specific (e.g. tour, resources, housing, food services, parking). It campus will design an orientation program that will assist students in entering college and learn information that is pertinent to the specific campus they will be attending.

[Committee 43-1: Career Services: \(reviewed & supported by Doug Covey\):](#)

1. Recommends consolidating GPC Career Services, career activities and assessment into University Career Services at Georgia State University:

Establish University Career Services as the central career services office and point of contact for GPC career needs and GSU undergraduate career needs.

2. Recommends migrating GPC’s “JagOpp” Job Board into Panther Career Net:

Map majors and programs of study and integrate databases to include employers and students. Develop policies and procedures to accommodate users at GPC and GSU.

3. Recommends developing and implementing online/ digital career services:

Work with existing and new vendors to establish online services for all students. Broaden existing virtual career services to accommodate distance/ online learners.

4. Recommends centralizing the coordination of recruiting events:

Centralize all student affairs efforts in working with employment and higher education recruiters, creating a single point of contact for recruiters through University Career Services. Establish University Career Services as the central career services office and central point of contact for GPC career needs and GSU undergraduate career needs, and appropriate graduate student populations.

5. Recommends consolidating and broadening assessment and outcome efforts:

Unify appropriate student/ employer/ community agencies/partner surveys and data collection to generate systematic reports.

6. Recommends integrating GPC community engagement and civic engagement activities and events with University Career Services' Civic Engagement programs at Georgia State University:

Unify all civic engagement and community service activities and events under University Career Services Civic Engagement administration.

7. Recommends integrating GPC Leadership Development Activities and Events with University Career Services Leadership Development:

Unify all leadership development activities and events under University Career Services Leadership Development administration.

[Committee 43-2: Disability Services and Testing: \(reviewed & supported by Doug Covey\):](#)

1. Recommends consolidating the internal processes of disability services at GPC and Georgia State University:

Review and develop consistent processes that include but are not limited to request for services such as documentation review period, student accommodation letters, compensating note takers, priority registration, AMAC, ESA/Service Animals, provisional, temporary disabilities, transient, online students, scribes and readers.

2. Recommends establishing comparable disability services and related resources:

Establish related resources that include but are not limited to the availability of staff and contract interpreters and captionist for campus events or other needs such as academic coaching, student programming, assistive technology equipment loans and temporary disability and housing accommodations.

3. Recommends identify and procuring a database management system:

Determine how each campus uses current database systems to include database functional capacity to run reports and other pertinent information. Identity current and optimal needs for a database system e.g. BANNER export/ integration. Research additional database systems to determine its functionality, specifically Simplicity and Clockwise.

4. Recommends developing and implementing accessibility standards for websites and online courses:

Establish a captioning policy that fully addresses access to media in courses both face to face and online as well as access to all media posted on the University's website. Address access to all course materials and websites for screen readers.

5. Recommends developing and providing professional development opportunities for disability services staff:

Unify campus sponsored and off campus professional development offerings for all staff across various campuses.

[Committee 43-4: Student Conduct and Academic Integrity: \(reviewed & supported by Doug Covey\):](#)

1. Recommends implementing a centralized database that supports all campuses to include data on general student conduct, academic dishonesty, behavioral interventions, Title IX and student advocacy issues:

Use Maxient Database system as the primary conduct database warehouse. Provide adequate training for staff on the implementation of the system.

2. Recommends implementing one Student Code of Conduct for all campuses to include the areas of student conduct, academic integrity, behavioral intervention, University Housing community living standards, and Title IX:

Every student who lives on campus or attends classes at Georgia State University will be covered by the Georgia State University Student Code of Conduct.