

5-14-15 RECOMMENDATIONS (CONSENT AGENDA)

Committee 4: Education: (reviewed & supported by Risa Palm):

Recommends that GPC Kinesiology faculty are represented in discussions of GPC's Wellness and Activity course offerings/requirements that will be occurring in Committee 7:

GPC's Kinesiology faculty are on the Committee 4: Education but are not represented on Committee 7. The Kinesiology faculty are responsible for the GPC wellness course requirements and the GPC college wide offerings of activity courses for students. Their input should be heard when these issues are discussed by Committee 7.

Committee 8: Advising, Mentoring, Tutoring, and First Year Programs: (reviewed & supported by Tim Renick):

1. Recommends that the consolidated GSU should implement a model of academic advisement that tracks every student for retention, progression and graduation. The model should incorporate predictive analytics to improve student outcomes and develop policies and procedures for the use of common advisement tools, record keeping, training, and an academic advisement model for new student orientation:

Implementing an academic advisement model for the consolidated GSU with common policies, procedures, and tools will streamline the academic advising process, improve the effectiveness and efficiency of advising staff, and provide resources to enhance the academic performance of students, which will ultimately lead to increased retention, progression, and graduation rates.

2. Recommends that the consolidated GSU should develop a model of academic support that incorporates and assesses multiple modes of delivery to improve academic performance. The consolidated GSU should incorporate in-person tutoring, online tutoring, supplemental instruction, peer-tutoring, academic labs and other approaches to support student learning:

The consolidated GSU should develop a model of academic support with various forms of delivery to support a diverse student enrollment with multiple learning styles and ensure all students have access to the programs and resources needed to enhance student learning.

3. Recommends that the consolidated GSU should provide peer, near peer, and professional mentoring services to increase student engagement and achievement, leading to greater retention, progression and graduation:

The consolidated GSU should provide effective mentoring services and resources to enhance the educational experiences of students and to increase achievement by engaging them in the learning process.

4. Recommends that the consolidated GSU should develop a model for First-Year programs that facilitates student learning and degree completion. The consolidated GSU should incorporate programmatic outreach through learning communities, early warning systems, common reading, first-year student seminar, academic coaching, service learning, and other initiatives designed to ease the transition to college and increase student retention and progression:

Nationally, the highest risks to student retention are associated with completion of the first year of college. For this reason, a consolidated GSU should intentionally incorporate curricular, co-curricular, and extra-curricular programming designed to mitigate risks by supporting academic success and increasing the level of student engagement at Georgia State University.

5. Recommends that the consolidated GSU should follow the Board of Regents Learning Support policy by implementing the new foundation and co-requisite models for English and Math courses, working to increase their effectiveness and the success rates of students needing remediation:

The Board of Regents' foundation and co-requisite models for remediation will allow students to enroll in collegiate-level courses while receiving the remedial academic support that they need to be successful. Foundation and co-requisite remediation is a best practice for helping students to complete college. Given the high number of degree-seeking students needing remediation, the consolidated Georgia State University should move expeditiously to implement more effective ways to support them.

6. Recommends that the consolidated GSU should create policies and procedures that allow students who are enrolled at the two-year college to take up to four courses within their program of study at the four-year campus providing they satisfy all prerequisites for the course and have completed 30 collegiate hours (12 hours of which must have been completed at Perimeter College) and have a minimum cumulative GPA of 2.5:

To facilitate progression and ease the transition of associate-degree seeking students who desire also to pursue a baccalaureate degree, these students should be able to take a limited number of courses at the baccalaureate-degree campus when they have earned grades and credit hours sufficient to demonstrate readiness for this transition.

7. Recommends that the consolidated GSU should create policies and procedures that allow students who are enrolled at the four-year college to take up to four courses within their program of study during the summer terms at the two-year campus providing they satisfy all prerequisites for the courses, have completed 15 collegiate hours at the four-year campus, and have a minimum cumulative GPA of 2.5. For fall and spring registration, students must petition to be allowed to register at the two-year campus:

To facilitate progression and maintain lower-cost options for baccalaureate-degree seeking students, these students should be able to take a limited number of courses on the associate-degree campuses during the summer, as long as they have completed at least 15 credit hours at the baccalaureate-degree campus and earned a 2.5 cumulative GPA.

[Committee 9: On-Line Education \(Academics\): \(reviewed & supported by Tim Renick\):](#)

1. Recommends that the university should invest in and require professional development for all distance education instructors, offering continued exposure to best practices in the development and delivery of online courses, as well as to federal, accreditation, and BOR standards:

It is much more likely that online courses will be successful if distance education instructors have been exposed to best practices in ‘what works’ in online settings and made aware of the rules and assessments governing online education.

2. Recommends that the university should define a certification process for faculty to be able to teach online. Faculty with significant prior online teaching experience—or verifiable comparable training—should have alternate paths to certification:

A certification process will make it more likely that all distance education instructors know how to teach in online settings and abide by the rules governing online education spaces. Offering alternate certification paths respects the experiences of veteran online educators.

3. Recommends that distinct professional development and incentive options should be available for faculty who design and develop an online course:

Initial design and development of online courses requires a significant investment of time, not only to create the course content and build the online environment but also to develop familiarity with the required educational technologies, online pedagogies, and rules governing online education. Related professional development and incentives will make the initial course creation process less onerous and more successful.

4. Recommends that the direction and pace of the growth of distance education at GSU should result from a planning process in which administration, faculty, students, and staff have a role. Distance education should both support and be reflected in the institution’s University Strategic Plan:

The SACSCOC Policy on Distance Education states that “If an institution offers significant distance and correspondence education, it should be reflected in the institution’s mission.” Recognizing the new institution’s significant existing online courses and programs, and seeing the potential for growing this innovative part of the new GSU,

the consolidated institution's mission statement declares that GSU enrolls "one of the most diverse student bodies in the nation...online." To ensure that the institution grows its distance education programs strategically and with the full support of its stakeholders, there should be a goal in the next University Strategic Plan on distance education.

5. Recommends continuing Perimeter's Online Campus for two-year students in the access college, with dedicated online faculty, while undertaking initiatives to increase student success:

Perimeter's online campus already provides 18 different fully online courses of study leading to A.A. and A.S. degrees. The Online Campus offers 58 courses in the core curriculum, taught by dedicated online faculty. Pending a determination of the larger structure of distance education in the new institution, Perimeter's Online Campus should continue to operate in its current form, while reviewing opportunities to improve student success (DFW, Drop out, etc.) and overall quality, which should include adding a Student Success Advisor, initiatives on student readiness, instructor readiness, student and instructor support, standards for online course shells and all online courses, and sequencing.

6. Recommends that the instructional method coding of courses in Banner should continue to follow the USG standards: "E" ("entirely at a distance), "F" (fully at a distance), "P" (partially at a distance) and "H" (Hybrid):

The instructional method codes are mandated by the University System of Georgia and are consistent with practices at both GSU and GPC. The USG defines these instructional methods codes as: "E" ("entirely at a distance," 100% online), "F" ("fully at a distance," 95% and above), "P" ("partially at a distance," 50-95% online including courses that are taught entirely online, but require on-campus testing), and "H" ("Hybrid," 25-50% online).

7. Recommends that the instructional method in a given course should not be listed on a student's transcript:

Not listing instructional method on a student's transcript is consistent with business practices and standards outlined by the American Association of Collegiate Registrars and Admissions Officers. The institutions must guarantee the same high quality of instructions in its on-line courses as its face-to-face courses.

[Committee 12: Library: \(reviewed & supported by Tim Renick\):](#)

1. Recommends that the library loan policies and rules will be consistent with GSU current practices:

In order to provide a seamless, consistent, and superior service to our users, the majority of loan policies and rules should be the same at all locations. There will be few exceptions, which will be revisited in the future.

2. Recommends that the library websites will be consolidated into a single website:

In order to provide an excellent and consistent user experience, the GSU and GPC library websites will be consolidated into a single website for the University Libraries. A segmented user experience will be provided, directing users to the resources and services to which they have access. The library will perform usability studies to ensure that users have the best experience possible.

3. Recommends that all patron transactions and statistics will be recorded using the same scale and statistic types, and will be tracked using a single system:

Consolidated public service data collection with clearly defined fields will ensure that like items are reported in the same manner across all service points and campuses. This will allow clear reporting and comparison and simplify access to statistics and reports.

4. Recommends developing a desk and virtual reference staffing schedule that provides appropriate support to students, faculty, and staff, and that is based on (1) identified user need and (2) analysis of use statistics:

Allows for coverage at the times of need, while avoiding overstaffing when the need is not there; considers the needs of specific campuses and user populations.

5. Recommends that the Human Resource functions of the Perimeter College libraries will be centralized at the Georgia State University Library and governed by the practices/procedures of the consolidated University:

Centralizing functions will ensure standardization of policies, procedures, and record keeping between all library locations of the University Libraries.

6. Recommends that librarians at GSU and GPC will jointly develop standard learning outcomes for library instruction in core classes, regardless of location or method of delivery and include assessment of those standard learning outcomes:

Identifies a common set of skills applicable to entering students regardless of where they begin and complete their coursework; may reduce repetitive instruction for students; allows for assessment, reflection and improvement of student learning in these classes; upper level instructors may be able to assume these skills have already been learned and can focus that instruction on higher-level skills.

7. Recommends merging online guides and chat services:

Merging web-based services will ensure consistency, encourage collaboration, improve services, and will streamline the creation of learning tools for similar courses between the campuses.

8. Recommends that the libraries will use one common authentication system for off-campus access to resources:

This will provide a seamless user experience for both GSU and GPC patrons.

9. Recommends that the eRES (e-reserves) process will be centralized from the main library (GSU downtown). The reserves procedures, which include print and media, will be consistent with the current practices of the GSU library:

In light of the ongoing copyright lawsuit and the fact that there is only one GPC library location currently using electronic reserves, eRES should be processed from the GSU downtown library location. The GSU downtown library will be responsible for processing all electronic requests for reserves. Print and media reserves procedures should be the same at all library locations in order to provide a consistent and seamless service to our users.

[Committee 13: Retention, Progression, and Graduation:](#)
[\(reviewed & supported by Tim Renick\):](#)

1. Recommends that the consolidated GSU should provide administrative support for recruitment, advisement and registration of high school students taking college courses. The consolidated GSU should enhance and integrate common policies and procedures designed to support students in programs, such as Early College, DECA, Dual Enrollment, Move on When Ready, and other similar programs:

The consolidated GSU should recognize that these programs offer well prepared students the opportunity to begin taking college courses while still in high school, which assists with the transition to college, shortens the time to college completion and supports the strategic goals identified in the Complete College Georgia Plan. The success of these programs requires a knowledgeable staff to advise and support the students.

2. Recommends that the consolidated GSU should follow the Board of Regents Learning Support policy by implementing the new foundation and co-requisite models for English and Math courses, working to increase their effectiveness and the success rates of students needing remediation:

The Board of Regents' foundation and co-requisite models for remediation will allow students to enroll in collegiate-level courses while receiving the remedial academic support that they need to be successful. Foundation and co-requisite remediation is a best practice for helping students to complete college. Given the high number of degree-seeking students needing remediation, the consolidated Georgia State University should move expeditiously to implement more effective ways to support them.

3. Recommends that the consolidated GSU should develop a policy that awards credit for prior learning at the collegiate level. This learning should be evaluated through established assessment tools including advanced placement and international baccalaureate examinations, CLEP, credit by examination and other certifications:

The consolidated GSU should recognize that students are able to demonstrate proficiency of course objectives by means other than the traditional college classroom and should be given credit when competency is clearly demonstrated.

4. Recommends that the consolidated Georgia State University should develop a common Complete College Georgia plan that incorporates the institution's most effective retention, progression and graduation practices. These practices are designed to increase student success by utilizing predictive analytics to improve academic advisement, lower time to degree, eliminate excess credit hours, track all students for academic progression, lower DFW rates, engage early college programs, make improvements in teaching and learning, and mediate financial risks to degree completion:

The number one goal of Georgia State University is to be a national model of undergraduate education demonstrating that students from all backgrounds can succeed at high rates. Whether fulfilling the access or the research mission, the consolidated institution is committed to the integration of student success practices that increase degree completion for both the associate and baccalaureate.

5. Recommends that the consolidated GSU should offer new student orientation programs designed to facilitate the transition into college by providing information about academic and co-curricular programs, resources, services, and policies:

The consolidated GSU should recognize that students entering college will need information to successfully begin their academic careers and that this needs to be tailored to the discrete student populations.

6. Recommends that the consolidated GSU should implement recommendations that will minimize the cost associated with textbooks that meet the faculty standards for quality resource materials. The consolidated GSU should encourage the utilization of electronic resource material, consider uniform textbooks for course with large number of sections, and coordinate textbook selection for common course sections:

The price of textbooks can add significantly to the overall cost of higher education. The consolidated Georgia State University should identify ways to make education as affordable as possible by adopting policies that encourage the use of high quality instructional materials at the lowest possible cost to students.

[Committee 16: Research, Scholarship, Creative Activity, Grants and Sponsored Operations: \(reviewed & supported by Risa Palm\):](#)

1. Recommends that all current GSU policies and procedures related to intellectual property remain in place for the new GSU. Promote these policies to research faculty through the Office of Technological Licensing and Commercialization:

This recommendation addresses the task of “Remain aware of and track intellectual property”. GPC’s current policy on intellectual property was adapted from another institution’s policy. Since GPC is primarily a teaching institution the faculty are not required to pursue research endeavors, so there is no activity at GPC regarding intellectual property. The committee recommends that the new GSU utilizes all current GSU policies related to intellectual property. In addition, GPC does not have any intellectual property to track.

2. Recommends that the current GSU trademark, copyright and patent policies and procedures be retained and promoted across the new GSU:

This recommendation addresses the task of “Protect Any Retained GPC Trademarks, Copyrights, Patents, etc.”.

3. Recommends that all current GSU research policies and procedures (including technology transfer) remain in place for the new GSU. Promote these policies to faculty through the Office of Sponsored Proposals and Awards (GSU) and the Office of Grants and Sponsored Programs (GPC):

This recommendation addresses the task of “Consolidate to a Standard Non-Disclosure Agreement, Research Agreement, Copyright Policy, Intellectual Property Policy, etc.”. GPC’s sponsored program activity is primarily instructional and service related. As such, it is in the best interest of the new GSU to continue to utilize the policies and procedures designed to address compliance in the research arena.

4. Recommends that the current GSU requirements for university-level centers and institutes be retained and promoted at the new GSU:

This recommendation addresses the task of “Address Consolidation of and Requirements for Centers and Institutes”. GPC does not have any research centers or institutes that could be classified under GSU’s definition for University Centers or Institutes. Therefore, there are none to address.

[Committee 17: Technology Enhanced Education and Testing Center:
\(reviewed & supported by Risa Palm\):](#)

1. Recommends that Brightspace by D2L course start and end dates be set by default so that no early access is permitted allowing No-Show reporting to be strictly enforced:

Allowing students early access to online courses interferes with established No-Show Attendance windows. Access to online courses must coincide with the No-Show Attendance windows so that students in online and face-to-face courses are held to the same attendance standards.

2. Recommends that syllabi be available online to students outside of Brightspace by D2L:

Access to syllabi within Brightspace by D2L will be denied until the first day of a semester or term. Faculty will be responsible for providing a syllabus in an alternative centralized online location.

3. Recommends Banner real-time or near real-time integration with Brightspace by D2L:

Students in online courses require access to their courses as soon as a semester or term begins. Students registering during the drop/add period may currently have to wait as long as 2 business days to gain access to Brightspace by D2L and their courses using standard Banner/D2L integration. This delay can cause students to miss deadlines and valuable class time. Moving to supported methods of real-time or near real-time Banner/D2L integration will reduce the delay between registration and course access.

4. Recommends that Georgia State University and Georgia Perimeter College review their existing technology service catalog and combine licenses and services:

There are many services and licenses that are in use at both institutions. Creating a catalog of available tools and services will help to identify and reduce redundancies. In some cases, combining licenses as early as July 1, 2015 will allow for savings on renewals.

5. Recommends an initial blended branding approach for the learning management system using both Brightspace by D2L and iCollege:

In recent years both institutions have invested time and money into branding the learning management system, Brightspace by D2L. Georgia Perimeter College has branded the LMS as iCollege for over 8 years. The iCollege name is embedded in thousands of online courses and materials. A similar story can be told for Georgia State University and the use of Brightspace by D2L as the name of the LMS. The Center for Instructional Innovation will create a blended identity to assure that users within the combined

institution feel at home within the integrated environment. Initially, references within the LMS will refer to both names: Brightspace and iCollege.

6. Recommends the immediate review of multimedia hosting solutions and selection of a new service:

Both institutions use a variety of multimedia hosting solutions including Windows Media, ShareStream and the USG Podcast Server. Windows Media at both institutions resides on servers running Windows 2003 which will no longer be supported by Microsoft as of July 14, 2015. The USG Podcast Server will be decommissioned as of June 30, 2015 per the University System. The ShareStream service does not receive positive reviews from faculty users. The consensus from the academic technology teams from both institutions is that ShareStream is difficult to use and administer. The academic technology teams have reviewed multiple services together and are now moving forward with a joint deployment of Kaltura.

7. Recommends that professional development offerings that combine technology-enhanced pedagogies and technology skills be made available to faculty in online formats and face-to-face across multiple locations:

Faculty at all locations will need access to professional development in many formats (instructor-led online and face-to-face as well as just-in-time/ on demand options).

8. Recommends that that students be provided with online technology training on the course delivery platform and on commonly used technologies:

Students taking both online and face-to-face classes need access to convenient technology training and just-in-time resources such as handouts and videos.

9. Recommends that all faculty and students should continue to be able to access online vendor training from Lynda.com:

Students and faculty need to continue to access convenient just-in-time resources that focus not just on technology skills but also on presentation, resume writing, and leadership skills as offered by Lynda.com.

10. Recommends that the continued availability of Respondus LockDown Browser and Monitor:

The integrity of testing is a high priority for OWG 9. Therefore, it is important that both institutions continue to make software and services for test integrity available to faculty and students. The Repondus product line has been in use at both institutions for several years and provides low cost solutions for testing that is integrated with the learning management system. Pilots of online proctoring solutions other than the Respondus product line are taking place at both institutions. Until those pilots are completed and

are assessed, faculty and students should continue to have access to the Respondus products.

11. Recommends that the combined institution continue with pilots of Proctor U, Examity, and other vendors leading to a selection of a preferred online proctoring vendor:

Both institutions currently have an online proctoring vendor that records testing sessions for instructor review. Faculty at both institutions prefer an online proctoring solution that uses live proctors during online testing sessions.

12. Recommends that instructional design and production services be centrally provided from the Center for Instructional Innovation:

The Center for Instructional Innovation (CII) employs professional instructional designers and media developers skilled in the areas of course design, quality review, content production, and pedagogically-focused uses of technology. CII services are available to all faculty of the combined institution allowing for efficient use of human and technical resources.

13. Recommends that all faculty, staff, and students have access to productivity and collaboration tools, home use licenses for course specific software when available and appropriate, and virtual labs where appropriate:

Software and other technology tools should be made available outside of the physical campuses to allow all faculty, staff, and students access that is convenient and appropriate for the courses and work they are involved with.

14. Recommends that all full-time, tenure track faculty engaging in the online campus will have appropriate technology available to them i.e. Windows or Mac laptop and necessary peripherals:

Georgia Perimeter College currently provides laptops and limited peripherals such as printers to full-time, tenure track faculty that are assigned to GPC Online. These laptops are on a refresh cycle that occurs more frequently than for laptops assigned to faculty on other campuses due to high utilization, changing technology needs, and wear and tear. Faculty assigned to the online campus will need to have access to up-to-date, appropriate technology allowing them to explore new technology-enhanced pedagogies, install and use new technology tools in order to push the envelope of teaching and learning.

15. Recommends that the combined institution continue its work with captioning and select a vendor to provide captioning of media delivered in online courses:

Media in online courses must have captions/transcripts available to meet the needs of students identified by the Disability Services Office as needing this type of accommodation. Furthermore, Universal Design for Learning principles encourages the availability of captions/transcripts as a best practice for all students.

16. Recommends that all undergraduate online course and program development projects route through the CII for design consulting and certification services. Graduate, certificate, and professional program engagement with the CII should remain voluntary:

The CII is in a position to provide instructional design and media development resources to enhance the course design of undergraduate online courses, manage the quality review process, and provide consultations on technology-enhanced pedagogies. Using the CII as a service provider will allow for the deployment of online courses that meet course design and quality standards while freeing faculty to explore online teaching methods and practices.

17. Recommends that all faculty have local campus access to resources for course design, instructional design, technology support, and media production. A sufficient number of instructional designers should be available to support faculty developers through one-on-one consultation, media production services, and training/workshops:

The CII must maintain a presence at multiple campuses in order to provide faculty with convenient access to resources and assistance. Faculty must be able to connect with resources in a timely manner without the need to go to a different campus. Georgia Perimeter College faculty currently have access to Instructional Technologists as well as Technology Support Technicians at each campus. The Instructional Technologists, as part of the CII, should remain available to faculty at each campus.

18. Recommends that Perimeter's open access computer labs, open access multimedia labs, and online learning testing facilities be managed by the Center for Instructional Innovation:

Georgia Perimeter College's open access media labs, mediaSPOTs, and open access computer labs, jagSPOTs, are managed by the GPC Office of Information Technology. These labs should move under the management of the CII as they centrally manage several computer labs, a media lab, and online learning testing facility.

[Committee 21-1: Alumni Affairs: \(reviewed & supported by Walter Massey\):](#)

1. Recommends merging the GPC and the GSU Alumni Associations:

Currently GPC does not operate as a separate 501c3 organization, and Georgia State does. It makes sense to merge the two.

2. Recommends consolidating member perks:

Currently GPC does not offer any member perks, except for a couple on-campus/local options. Georgia State offers local and national perks, so it was decided to consolidate the two.

3. Recommends consolidating special interest categories:

Currently GPC does not have any special interest categories. Georgia State does, so it was decided to consolidate.

4. Recommends consolidating vendor contracts:

Currently GPC does not have any vendor contracts. Georgia State does for its website, smart phone application, marketing/advertising, etc., so it was decided to consolidate.

[Committee 21-2: Advancement Services, including Donor Relations:
\(reviewed & supported by Walter Massey\):](#)

1. Recommends consolidating vendor agreements:

Currently GPC and Georgia State use the same vendor, Raiser's Edge, for the alumni database. Georgia State's version is more up-to-date, so it was decided to consolidate.

2. Recommends coordinate scholarship by college:

Currently GPC and Georgia State use the same model is coordinating the scholarships by college, so the decision is to keep it as is.

3. Recommends retaining Georgia Perimeter College Retiree Association and add a Georgia State retiree association:

Currently GPC has a retiree association, and Georgia State does not. Georgia State only has an Emeriti Association, so the recommendation would be to add a retiree association for Georgia State.

4. Recommends consolidating data function:

All college alumni information is in the GSU Raiser's Edge database, so the idea is to consolidate all data together in one system and code GPC as its respective college.

5. Recommends consolidating annual funds:

GPC and GSU have annual fund programs, and the committee decided it is best to consolidate the two. GPC has three annual fund programs under their umbrella, but GSU only has one. Instead of separate annual funds, GSU has mini-campaigns, so it was deemed best to consolidate all to make the transition as seamless as possible.

[Committee 21-3: Fund-Raising: \(reviewed & supported by Walter Massey\):](#)

Recommends consolidating fund-raising efforts:

Being that GPC is a new college of Georgia State, the recommendation is to consolidate all fund raising efforts, and gift officer(s) for GPC would act as all other GSU college gift officers.

[Committee 22: Sports, Scheduling and Scholarships: \(reviewed & supported by Charlie Cobb\):](#)

Recommends that the GPC Athletic Program be assumed by the GSU Intercollegiate Athletic Department:

The future state of the GPC Athletic Program has been determined and will be assumed by the GSU Intercollegiate Athletic Department. The GPC Athletic Program will conclude at the end of the Spring 2015 semester, with a hard date being set for June 1st, 2015.

[Committee 30: Budget: \(reviewed & supported by Jerry Rackliffe\):](#)

1. Recommends that as part of Georgia State University's inclusion in ONEUSG, the Georgia First system will be updated to include Georgia State University's budget prep system:

The consolidated institution will use Georgia State University's budget prep system as included in the GSU/GPC consolidation project plan for PeopleSoft Financials.

2. Recommends determining whether a common or separate database will be used: a common database will be used following consolidation:

Georgia State University is preparing for inclusion in ONEUSG. A common database for the consolidated institution is part of the GSU/GPC consolidation project plan for PeopleSoft Financials.

3. Recommends that iStrategy not be used at the consolidated institution. Georgia State University's reports will be utilized:

Georgia State University does not currently use iStrategy. Georgia Perimeter College has not had access to iStrategy since the upgrade to PeopleSoft Financials 9.2. The utilization of Georgia State University's reports within the ONEUSG system is part of the GSU/GPC consolidation project plan for PeopleSoft Financials.

4. Recommends that Georgia Perimeter College will not have any historical data in the financial system for the consolidated institution, unless it applies to open items from prior fiscal years:

As Georgia Perimeter College will have a new structure in the consolidated institution, including new chartfield information, no historical data will be available. Those users will continue to have access to prior fiscal years within the Georgia First system.

[Committee 32: Procurement: \(reviewed & supported by Jerry Rackliffe\):](#)

1. Recommends desktop delivery for all goods with the exception of assets:

Recommend following GSU current procedure of desktop delivery for all goods. GPC currently receives and redistributes (Central Receiving) all goods other than Staple's office supply orders that are delivered directly to the desktop. Desktop delivery will allow the goods to go straight to the ordering department from the shipping company without additional agency handling.

2. Recommends use of GSU's Panther Mart (Sciquest full suite) system for procurement:

GPC currently uses the GAFirst Sciquest Sandwich model through Peoplesoft epro. Use of GSU's Panther Mart system will allow reduction in p-card spend, digital file storage, one sign-in to handle all procurement activity, web base connectivity, contract management, submittal of change orders, submittal of travel, payment requests, and instant access to multiple statewide contracts.

3. Recommends submittal of P-card documentation to Purchasing quarterly:

GSU has almost 600 card users and documentation is submitted quarterly for review and filing. GPC currently has 69 card users that will be added to the GSU card program. Due to the volume of card users and paper work we would like to make all submittals due quarterly in line with GSU's current process.

4. Recommends Multi-Functional Devices (MFD) continue to be managed by School (GPC). Copiers will be owned and not leased by GPC at the time of the consolidation. As copiers wear out they should be replaced by the Department either by lease or purchase. Service agreement for maintenance will be the responsibility of the School submitted to procurement via purchase requisition:

Since the MFD are the property of GPC and they still have useful life it would be in the best interest of GSU to maintain. Replacing under a new lease would result in business interruption and loss if savings.

Committee 43-3: University Housing: (reviewed & supported by Doug Covey):

1. Recommends reviewing and ensuring alignment of University Housing community living guide with recommended student code of conduct:

To ensure that there is consistency with conduct concerns throughout the various campuses it will be important that there is a systematic alignment of processes and procedures that involve student conduct and their expectations while living on campus.

2. Recommends reviewing policies, processes and procedures pertaining to the experiences of students living in University Housing:

Review University Housing application process to ensure compatibility for all GSU students. Review processes for collecting payment and charges regarding living arrangements of students to ensure alignment for all campuses. Provide suggestions and recommendations regarding parking and transportation between physical campus locations.

3. Recommends reviewing current residency requirements:

Develop on-campus living requirements that would incorporate all GSU students. Review and develop processes for verifying that applicants are registered students.

4. Recommends developing marketing strategy for student who take classes at satellite campuses:

Ensure that marketing and advertising materials are inclusive of all GSU students.