Please note that the institution's name was changed to Augusta University on December 1, 2015

Documentation for the
Off-Site Reaffirmation Committee

Compliance Certification Report

September 4, 2015

SACSCOC Archival Copy
# Table of Contents

## Core Requirements

1. Degree-granting Authority  
2. Governing Board  
3. Chief Executive Officer  
4. Institutional Mission  
5. Institutional Effectiveness  
6. Continuous Operation  
7. Program Length  
8. Program Content  
9. General Education  
10. Coursework for Degrees  
11. Faculty  
12. Learning Resources and Services  
13. Student Support Services  
14. Financial Resources  
15. Physical Resources  
16. Quality Enhancement Plan

## Comprehensive Standards

1. Mission  
2. Governance and Administration: CEO evaluation/selection  
3. Governance and Administration: Governing Board Control  
4. Governance and Administration: Board conflict of interest  
5. Governance and Administration: External influence  
6. Governance and Administration: Board dismissal  
7. Governance and Administration: Board/administration distinction  
8. Governance and Administration: Organizational structure  
9. Governance and Administration: Qualified administrative/academic officers  
10. Governance and Administration: Personnel Appointment  
11. Governance and Administration: Administrative staff evaluations  
12. Governance and Administration: Control of intercollegiate athletics  
13. Governance and Administration: Fund-raising activities  
14. Governance and Administration: Institution-related entities  
15. Governance and Administration: Intellectual property rights  
16. Institutional Effectiveness  
17. Institutional Effectiveness: Educational Programs
<table>
<thead>
<tr>
<th>Section</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.9.2</td>
<td>Student Affairs and Services: Student records</td>
<td>293</td>
</tr>
<tr>
<td>3.9.3</td>
<td>Student Affairs and Services: Qualified staff</td>
<td>297</td>
</tr>
<tr>
<td>3.10.1</td>
<td>Financial Resources: Financial stability</td>
<td>300</td>
</tr>
<tr>
<td>3.10.2</td>
<td>Financial Resources: Financial aid audits</td>
<td>305</td>
</tr>
<tr>
<td>3.10.3</td>
<td>Financial Resources: Control of finances</td>
<td>307</td>
</tr>
<tr>
<td>3.10.4</td>
<td>Financial Resources: Control of sponsored research/external funds</td>
<td>313</td>
</tr>
<tr>
<td>3.11.1</td>
<td>Physical Resources: Control of physical resources</td>
<td>316</td>
</tr>
<tr>
<td>3.11.2</td>
<td>Physical Resources: Institutional environment</td>
<td>319</td>
</tr>
<tr>
<td>3.11.3</td>
<td>Physical Resources: Physical facilities</td>
<td>322</td>
</tr>
<tr>
<td>3.12</td>
<td>Substantive change</td>
<td>327</td>
</tr>
<tr>
<td>3.13.1</td>
<td>Policy Compliance: Accrediting Decisions of Other Agencies</td>
<td>330</td>
</tr>
<tr>
<td>3.13.2</td>
<td>Policy Compliance: Collaborative Academic Arrangements: Policy and Procedures</td>
<td>336</td>
</tr>
<tr>
<td>3.13.3</td>
<td>Policy Compliance: Complaint Procedures Against the Commission or Its Accredited Institutions</td>
<td>337</td>
</tr>
<tr>
<td>3.13.4.a</td>
<td>Policy Compliance: Reaffirmation of Accreditation and Subsequent Reports</td>
<td>339</td>
</tr>
<tr>
<td>3.13.4.b</td>
<td>Policy Compliance: Reaffirmation of Accreditation and Subsequent Reports</td>
<td>343</td>
</tr>
<tr>
<td>3.13.5.a</td>
<td>Policy Compliance: Separate Accreditation for Units of a Member Institution</td>
<td>345</td>
</tr>
<tr>
<td>3.13.5.b</td>
<td>Policy Compliance: Separate Accreditation for Units of a Member Institution</td>
<td>346</td>
</tr>
<tr>
<td>3.14</td>
<td>Representation of status with the Commission: Publication of accreditation status</td>
<td>347</td>
</tr>
</tbody>
</table>

**Federal Requirements**

<table>
<thead>
<tr>
<th>Section</th>
<th>Title</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1</td>
<td>Student achievement</td>
<td>348</td>
</tr>
<tr>
<td>4.2</td>
<td>Program curriculum</td>
<td>350</td>
</tr>
<tr>
<td>4.3</td>
<td>Publication of policies</td>
<td>353</td>
</tr>
<tr>
<td>4.4</td>
<td>Program length</td>
<td>354</td>
</tr>
<tr>
<td>4.5</td>
<td>Student complaints</td>
<td>359</td>
</tr>
<tr>
<td>4.6</td>
<td>Recruitment materials</td>
<td>361</td>
</tr>
<tr>
<td>4.7</td>
<td>Title IV program responsibilities</td>
<td>363</td>
</tr>
<tr>
<td>4.8</td>
<td>Verification of Student Identity in Distance or Correspondence Education</td>
<td>365</td>
</tr>
<tr>
<td>4.9</td>
<td>Definition of Credit Hours</td>
<td>367</td>
</tr>
</tbody>
</table>
2.1

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

Judgment
☒ Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

Georgia Regents University (GRU) has degree-granting authority from the University System of Georgia (USG) Board of Regents (BOR). The Constitution of the State of Georgia grants authority to the USG to govern, control, and manage all system institutions [1].

The Establishment and Authority of the Board of Regents

The BOR was created in 1931 as a part of the reorganization of Georgia’s state government. Public higher education in Georgia was unified for the first time under a single governing and management authority.

In addition, Article I, Section 2 of the BOR Bylaws clearly articulates the authority of the Board over its member institutions. The charter of the BOR consists of the original charter of the Trustees of the University of Georgia embodied in the Act of the General Assembly of the State of Georgia. The charter was approved January 27, 1785, and modified by a subsequent Act of the General Assembly of Georgia in 1931, as follows:

"Be it further enacted by the Authority aforesaid, that there is hereby set up and constituted a department of the State Government of Georgia, to be known as the 'Board of Regents of the University System of Georgia.' The name of the corporation heretofore established and existing under the name and style, 'Trustees of the University of Georgia' be and the same is hereby changed to 'Regents of the University System of Georgia.'"

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 [2].

The Legal Authority to Establish Georgia Regents University

The legal authority to create GRU is vested with the BOR through the Constitution of the State of Georgia and by acts of the General Assembly as well as the Official Code of Georgia Annotated Statute (O.C.G.A. § 20-3-31 [3]), which states the BOR shall have power:

- "To make such reasonable rules and regulations as are necessary for the performance of its duties;
- To elect or appoint professors, educators, stewards, or any other officers necessary for all of the schools in the university system, as may be authorized by the General Assembly; to discontinue or remove them as the good of the system or any of its schools or institutions or stations may require; and to fix their compensations;
- To establish all such schools of learning or art as may be useful to the state and to organize them in the way most likely to attain the ends desired; and
- To exercise any power usually granted to such corporation, necessary to its usefulness, which is not in conflict with the Constitution and laws of this state."

Acting within its constitutional authority as the governing board, the BOR ratified the consolidation of Augusta State University and Georgia Health Sciences University at its January 8, 2013, meeting [4].

GRU Degree-Granting Authority

Per BOR policy [5], the Board authorizes GRU to grant degrees in the following nine colleges/schools:

- College of Allied Health Sciences
- Pamplin College of Arts, Humanities, and Social Sciences
- Hull College of Business
- College of Dental Medicine
- College of Education
- Graduate School
- College of Nursing
- College of Science and Mathematics
- Medical College of Georgia

These degrees consist of one career associate degree, 40 bachelor’s degrees, 29 master’s degrees, three educational specialist degrees, three first-professional doctoral degrees, and 15 doctorates. In addition to degrees, the University has been approved to grant 31 certificates at the less-than-one-year, one-year, and advanced levels. The Board defines certificate programs as those “that provide academic credit but award certificates rather than degrees … using guidelines issued by the Chancellor” of the USG [6].

Sources
Georgia Regents University
2.2

Governing Board

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

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

Judgment

☐ Compliance  ☐ Non-Compliance  ☐ Not Applicable

Narrative

Georgia Regents University is a member institution of the University System of Georgia (USG), which is governed by the Board of Regents (BOR). The institution has no other board of directors or trustees. The formal authority of Georgia Regents University (GRU) originates with the constitutional charter of the Board of Regents (BOR) of the University System of Georgia (USG) [1] calling for representation from the 14 congressional districts of Georgia, along with five at-large members, which provides a governing body of 19 members.

Board of Regents Membership

Current members of the BOR for the 2015 calendar year are:
Table 2.2-a: Board of Regents Current Members

<table>
<thead>
<tr>
<th>Name</th>
<th>Board Title</th>
<th>Occupation/Professional Affiliation</th>
<th>District</th>
<th>Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Neil Pruitt, Jr.</td>
<td>Chair</td>
<td>Chairman and CEO of PruittHealth Inc.</td>
<td>11th Congressional</td>
<td>2013-2017</td>
</tr>
<tr>
<td>Kessel Stelling, Jr.</td>
<td>Vice Chair</td>
<td>Chairman and CEO of Synovus Financial Corporation</td>
<td>6th Congressional</td>
<td>2015-2022</td>
</tr>
<tr>
<td>Dean Alford</td>
<td>Regent</td>
<td>President and CEO of Allied Energy Services</td>
<td>4th Congressional</td>
<td>2012-2019</td>
</tr>
<tr>
<td>Paul Bowers</td>
<td>Regent</td>
<td>Chairman, President and CEO of Georgia Power</td>
<td>At-Large</td>
<td>2014-2020</td>
</tr>
<tr>
<td>Lori Durden</td>
<td>Regent</td>
<td>Vice President for Economic Development at Ogeechee Technical College</td>
<td>12th Congressional</td>
<td>2013-2020</td>
</tr>
<tr>
<td>Larry Ellis</td>
<td>Regent</td>
<td>CEO of ESSE</td>
<td>5th Congressional</td>
<td>2013-2017</td>
</tr>
<tr>
<td>Rutledge Griffin, Jr.</td>
<td>Regent</td>
<td>Former Chairman and CEO of Griffin LLC</td>
<td>8th Congressional</td>
<td>2013-2018</td>
</tr>
<tr>
<td>Thomas Hopkins, Jr.</td>
<td>Regent</td>
<td>Physician</td>
<td>3rd Congressional</td>
<td>2010-2017</td>
</tr>
<tr>
<td>James M. Hull</td>
<td>Regent</td>
<td>Member Manager of Hull Storey Gibson Companies LLC</td>
<td>At-Large</td>
<td>2013-2016</td>
</tr>
<tr>
<td>Doreen Stiles Poitevint</td>
<td>Regent</td>
<td>Partner in Stiles Apartments and A.B. Stiles Enterprises</td>
<td>2nd Congressional</td>
<td>2011-2018</td>
</tr>
<tr>
<td>Sachin Shailendra</td>
<td>Regent</td>
<td>President of SG Contracting</td>
<td>13th Congressional</td>
<td>2014-2021</td>
</tr>
<tr>
<td>Scott Smith</td>
<td>Regent</td>
<td>Board Member and Secretary of NW Services Corp.</td>
<td>14th Congressional</td>
<td>2013-2020</td>
</tr>
<tr>
<td>Benjamin Tarbutton, III</td>
<td>Regent</td>
<td>Assistant Vice President of Sandersville Railroad Company</td>
<td>10th Congressional</td>
<td>2013-2020</td>
</tr>
<tr>
<td>Richard Tucker</td>
<td>Regent</td>
<td>Managing Partner of Arlington Capital LLC</td>
<td>7th Congressional</td>
<td>2012-2019</td>
</tr>
<tr>
<td>Thomas Rogers Wade</td>
<td>Regent</td>
<td>Chairman of the Board of Trustees of the Georgia Public Policy Foundation and Senior Partner of Capitolink, Inc.</td>
<td>At-Large</td>
<td>2013-2020</td>
</tr>
<tr>
<td>Larry Walker</td>
<td>Regent</td>
<td>Attorney</td>
<td>At-Large</td>
<td>2009-2016</td>
</tr>
<tr>
<td>Don L. Waters</td>
<td>Regent</td>
<td>Chairman, President, and CEO of Brasseler USA, Inc.</td>
<td>1st Congressional</td>
<td>2013-2018</td>
</tr>
<tr>
<td>Philip Wilheit, Sr.</td>
<td>Regent</td>
<td>President of Wilheit Packaging and Marketing Images</td>
<td>9th Congressional</td>
<td>2015-2022</td>
</tr>
</tbody>
</table>

The organizational structure for the BOR is provided as evidence [2].

Active Policy-Making Body

The same constitutional paragraph that describes the BOR’s authority also specifies that the BOR will be the sole recipient of state appropriations for the USG and will have authority, responsibility, and accountability to distribute those funds among the member institutions. The constitution specifies that the BOR will have “government, control, and management” authority over all institutions in the USG and is an active policy-making body. Its Bylaws state that the BOR must hold a meeting at least eight times annually (Section III) [3] and describe other duties of the BOR, including budget responsibilities (Section IV) [4].

The BOR is an active policy-making body for GRU. However, the Board’s governing role in setting policies among all System institutions is distinguishable from the operational roles of the University System of Georgia (USG) Office and the institutions for managing compliance with BOR policies. A representative example of the monthly policy-making activity of the BOR is evident in the Board’s action to approve the consolidation of Augusta State University and Georgia Health Sciences University to form GRU [5]. At its January 2012 meeting, the BOR approved the USG Chancellor’s recommendation for institutional consolidations which had been under consideration for several months in accordance with previously BOR-approved principles of consolidation. Separating its policy-making authority from operational procedures, the BOR authorized the Chancellor “to take those measures which the Chancellor deems necessary and prudent to give effect to the Board’s determination that these institutions be consolidated so as to enhance and improve educational offerings and student success. All final determinations regarding consolidations, including effective dates, shall be made by the Board, in consultation with the Chancellor.”

Some examples of BOR policy-making reflected in the 2015 calendar year minutes included:
• Approval of a deletion of Policy 3.2.2 Election of Faculties, to remove policy that is outmoded and no longer practiced. The Board imparted to presidents in 2007 authority and responsibility for the initial appointment of faculty members, as well as all reappointments of faculty members, under Policy 2.5.3 Personnel Policies. [6]

• Approval of a revision to Policy 7.3.4.1 Out-of-State Tuition Waivers, providing out-of-state tuition waivers for select institutions with excess capacity from both housing and facilities perspectives, owing to enrollment declines and population changes, expands the potential student body those institutions may recruit. [7]

• Approval of a Fiscal Year 2016 Salary and Wage Administration Policy, to administer the FY2016 budget’s inclusion of $11.3 million in state funds for merit-based pay adjustments, and employee recruitment and retention initiatives. [8]

Provision of Adequate Financial Resources

The Board is responsible for ensuring that the financial resources of the institution are adequate to provide a sound educational program. The constitutional authority that created the BOR is explicit in relation to the financial matters and resources of the USG and its member institutions. In that regard, the Georgia Constitution [1], and reinforced by state statute [9], declares:

"(a) All appropriations made for the use of any and 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 a way and manner and in such amounts as will further an efficient and economical administration of the university system.

(b) 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.

(c) 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."

Accordingly, the BOR has established a USG funding formula for requesting annual state appropriations and sets tuitions and fees once appropriations and other legislative funding decisions are made. Those calculations take into account the adequacy of funding levels needed to maintain sound programs and services. Thus, the BOR provides financial resources for GRU. The BOR Bylaws (Section XII) [10] states that:

"The Board shall make the allocation of funds to the several institutions at the April meeting or the next regular meeting following the approval of the Appropriations Act or as soon thereafter as may be practicable in each year and shall approve the budgets of the institutions and of the office of the Board of Regents at the regular June meeting in each year or as soon thereafter as may be practicable.

The Board of Regents shall be the only medium through which formal requests shall be made for appropriations from the General Assembly and the Governor of the State of Georgia."

Evidence of these policies and regulations in practice is provided in the institutional responses to Core Requirement 2.11.1 and Comprehensive Standard 3.10.1.

Control of the Board

The BOR is not controlled by a minority of Board members as a majority of members is required to constitute a quorum to conduct business (Section III) [11]. Each BOR member must be notified a minimum of five days in advance of regular or called meetings. Each committee must have a minimum of four Board members and must provide minutes of its meetings to the full BOR.

The full Board meets monthly ten times a year for face-to-face meetings, except in July and December unless the press of business requires it. In addition, special meetings of the Board are called as needed each year, such as occurred on July 8, 2015, when the BOR voted to appoint Dr. Brooks Keel as GRU’s next president [12].

Agendas for the meetings are publicly available on the BOR web site the Friday prior to the meeting, and minutes are published at the same location after the next month’s meeting following BOR approval of minutes. An archive of agendas and meeting minutes dating back to 1996 is available to the public on the USG’s website [13].

Eight standing committees and several special committees support the work of the BOR [14]. The standing committees are as follows:

• Executive and Compensation Committee
• Committee on Academic Affairs
• Committee on Organization and Law
• Committee on Finance and Business Operations
• Committee on Internal Audit, Risk, and Compliance
• Committee on Real Estate and Facilities
• Committee on Economic Development
• Intercollegiate Athletics Committee

The 2015 special committees are as follows:

• Committee on Personnel and Benefits
• State Archives
• Graduate Medical Education
• Consolidation Committee
• State Wide Academic Health Planning Committee
• Search Committees

Contractual, Employment, Personal, or Familial Financial Interest of the Board
No member of the BOR has a financial, contractual, or employment relationship with the USG. State statute [15] prohibits part-time public officials with state-wide powers (including the Regents) from transacting business with any state agency, including their own; the Code of Ethics for government service [16] prohibits such conflicts of interest. Additionally, the Georgia Government Transparency and Campaign Finance Act [17] requires all public officials to file annually 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. Adherence to these laws is monitored regularly and is subject to public scrutiny as facilitated by Georgia’s open records and open meetings regulations. Additionally, the BOR Bylaws (Section II) state that board members may not “accept gifts, honoraria, or other forms of compensation from University System institutions … ” [18]. Members of the BOR are notified of the policies pertaining to their ethical duties and responsibilities each January. More information about BOR ethics training and on how members of the BOR report business transactions is provided [19].

Sources

- Board of Regents Bylaws (Page 3)
- Board of Regents Bylaws (Page 5)
- Board of Regents Bylaws (Page 7)
- Board of Regents Letter to GRU re: Policy 8.2.20 Ethics Training (2015.8.21)
- Board of Regents Meeting Minutes 2015 April - Approval of Fiscal Year 2016 Salary and Wage Administration Policy (Page 2)
- Board of Regents Meeting Minutes 2015 January - Approval of Deletion of Policy 3.2.2 (Page 9)
- Board of Regents Meeting Minutes 2015 March - Approval of Revision to Policy 7.3.4.1 (Page 2)
- Board of Regents Meetings
- Board of Regents Organization Chart
- Board of Regents Resolution on Consolidation
- Board of Regents Standing and Special Committees
- Georgia Constitution, Article VIII. Education, Section IV. Board of Regents
- Georgia Government Transparency and Campaign Finance Act
- O.C.G.A. 20-3-31 - Board of Regents, General powers
- O.C.G.A. 45-10-1 - Code of Ethics, Establishment and text of code of ethics for government service generally
- O.C.G.A. 45-10-24 Part-time public officials with state-wide powers prohibited from transacting business with any state agency; part-time employees prohibited from transacting business with own state agency; exceptions to prohibitions
- USG News Release - Keel Named President of Georgia Regents University (2015.7.8)
2.3

Chief Executive Officer

The institution has a chief executive officer whose primary responsibility is to the institution and who is not the presiding officer of the board. (See Commission policy "Core Requirement 2.3: Documenting an Alternate Approach.") (Note: If an institution is part of a system and its chief executive officer is also the chief executive officer of the system, the institution must provide information requested in Commission policy "Core Requirement 2.3: Documenting an Alternate Approach." This information should be submitted as part of the Compliance Certification.)

Judgment

☐ Compliance  ☐ Non-Compliance  ☐ Not Applicable

Narrative

Georgia Regents University (GRU) is part of the University System of Georgia (USG) and falls under the operating guidelines of the Board of Regents (BOR) of the USG. As specified by the regulations of the USG and BOR Bylaws (Section IV) [1], each institution within the university system will have a president. That president will be "the executive head of the institution and all of its departments and shall exercise such supervision and direction as will promote the effective and efficient operation of the institution." Each institution president is appointed by the BOR.

Georgia Regents University CEO

Effective July 20, 2015, President Brooks Keel is GRU's chief executive officer [2]. His appointment was announced by the BOR on July 8, 2015 [3], following a five-month, national search. Before joining GRU, Dr. Keel served as President of Georgia Southern University, also a member institution of the USG. President Keel has never served as a member of the BOR.

President Keel's predecessor is Dr. Ricardo Azziz [4], whose presidential tenure ended on June 30, 2015. Dr. Azziz had served as GRU's founding president upon the consolidation of ASU and GHSU, having become president of GHSU in 2010. Dr. Azziz never served as a member of the BOR.

During the short transition between GRU's past and current presidents, Dr. Gretchen Caughman served as Interim President [5]. Dr. Caughman is GRU's Executive Vice President for Academic Affairs and Provost. She also has never been a member of the BOR.

Job Description and Relationship with the Governing Board

In keeping with BOR policies, GRU's chief executive officer is the President of the University, whose primary responsibility is to the institution. The University President is not the presiding officer or a member of the governing board, as illustrated in the organizational structure for the BOR [6]. The President is appointed by the BOR and reports to the Chancellor of the USG, Hank Huckaby. The Chancellor of the USG is the chief administrative officer of the University System as well as the chief executive officer of the BOR [1][7].

The authority and responsibility of USG institutions presidents are described in the BOR Bylaws [7] and, to a greater extent, in the BOR policy on presidential authority and responsibilities [8] as stated below:

"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).

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).

The president shall be responsible for the initial appointment of faculty members and administrative employees of each institution, the salary and all promotions of each, and be authorized to make all reappointments of faculty members and administrative employees, except as otherwise specified in this Policy Manual. The president has the right and authority to grant leaves of absence for up to one 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).

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 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, 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)."

The GRU Statutes confirm adherence to the BOR bylaws and policies concerning the duties and responsibilities of the President:

"The President is the chief executive officer of the university and is appointed annually by the Board of Regents. The powers of the President are those ordinarily implied by the office and those set forth in the Board of Regents Policy Manual. The President is the chief spokesman of the university and has the responsibility for defining goals, for taking administrative action, and for facilitating public understanding. Directly reporting to the President are the Provost, and other senior administrators as deemed necessary. The President utilizes the judgments of the faculty and also seeks outside evaluations by organizations and scholars of acknowledged competence. The President will present through the Chancellor to the Board of Regents views of faculty and students, including dissenting views, in those areas and on those issues where responsibilities are shared. The President confers all degrees and presides at commencement Ceremonies. The President authorizes the issuance of all diplomas and certificates. The President of GRU will serve as Head of the faculty and the Executive Chair of the University Senate and is an ex-officio member of all committees and boards.

The President has the authority to appoint, reappoint, promote and dismiss Administrative Officers and members of the Corps of Instruction. The President identifies and defines the responsibilities of other members of the Administration who, serving at the President's discretion, guide and direct other functions necessary to the complex academic institution. Through memoranda and organizational charts, the President advises the University of organizational changes and shifts in responsibilities of members of the Administration (Article II, Section 1.A)." [9]

Sources

- Board of Regents Bylaws (Page 5)
- Board of Regents Bylaws (Page 6)
- Board of Regents Organization Chart
- Board of Regents Policy Manual - 2.5 Presidential Authority and Responsibilities
- Curriculum Vitae - Azziz (Former President)
- Curriculum Vitae - Caughman (Provost)
- Curriculum Vitae - Keel (President)
- GRU Statutes (Page 2)
- USG News Release - Keel Named President of Georgia Regents University (2015.7.8)
2.4

**Institutional Mission**

The institution has a clearly defined, comprehensive, and published mission statement that is specific to the institution and appropriate for higher education. The mission addresses teaching and learning and, where applicable, research and public service.

**Judgment**

☐ Compliance  ☐ Non-Compliance  ☐ Not Applicable

**Narrative**

Georgia Regents University (GRU) is a member institution of the University System of Georgia (USG), which is governed by the Board of Regents (BOR). One of 30 USG institutions, GRU is unique among the state’s public universities. While the institution offers many of the programs one expects to see at a broadly focused research university, such as programs in the liberal arts, business, education, and natural, social, and biomedical sciences, GRU also has a strong emphasis on the health sciences. The university is home to the state’s only public medical school, only dental school, and numerous other degree programs to prepare students for health care professions. GRU is the only member institution of the University System of Georgia (USG) with an affiliated health care system that provides students with real world experiences as part of their educational attainment.

These characteristics are clearly reflected in GRU’s mission as well as in the institution’s statement of vision and values:

**Mission:** To provide leadership and excellence in teaching, discovery, clinical care, and service as a student-centered comprehensive research university and academic health center with a wide range of programs from learning assistance through postdoctoral studies.

**Vision:** To be a top-tier university that is a destination of choice for education, health care, discovery, creativity, and innovation.

**Our Values:**

- **Collegiality** – reflected in collaboration, partnership, sense of community, and teamwork.
- **Compassion** – reflected in caring, empathy, and social responsibility.
- **Excellence** – reflected in distinction, effectiveness, efficiency, enthusiasm, passion, and quality.
- **Inclusivity** – reflected in diversity, equality, fairness, impartiality, and respect.
- **Integrity** – reflected in accountability, ethical behavior, honesty, and reliability.
- **Leadership** – reflected in courage, honor, professionalism, transparency, and vision.

The GRU mission is comprehensive to reflect the complexity of the institution in accordance with the Board of Regents (BOR) mandates on institutional missions. Per BOR Policy 2.10[1], GRU is the “state’s only health science/medical college,” and is classified as one of the USG’s four research universities based on the institution’s “broad array of undergraduate and graduate and professional programs” paired its “emphasis on basic and applied research.”

As evidenced by the array of degrees offered at GRU[2], the university provides wide-ranging undergraduate and post-baccalaureate programs delivering education, research/scholarship, and service that meet regional and statewide needs. The current mission statement was developed based on feedback received from both the legacy universities’ communities prior to the consolidation of Augusta State University and Georgia Health Sciences University and was approved by the BOR in May 2012[3].

**Publication of the GRU Mission**

The GRU mission, vision, and values statement is principally and prominently published on the GRU website in the “About GRU” section[4]. Only two clicks from the university home page, the statements are easily accessible by all members of the public with an internet connection. Additionally, the mission is published with the institution’s strategic plan, Transition Forward, in both web-based[5] and print-based[6] formats.

**Distance Education**

The GRU Mission, Vision, and Values are applicable across all educational programs offered by the university, regardless of mode or location of delivery. Because the mission statement is published online, it also accessible to all students, faculty, and staff in distance education programs.

**Sources**

- Board of Regents Meeting Minutes 2012 May - Approval of Consolidated Mission
- Board of Regents Policy Manual - 2.10 Institutional Mission
- GRU Degrees and Certificates
- GRU Strategic Plan - Transition Forward
- GRU Website - About Section
- GRU Website - Strategic Plan, Transition Forward
2.5

Institutional Effectiveness

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

Judgment

☐ Compliance  □ Non-Compliance  □ Not Applicable

Narrative

Georgia Regents University (GRU) is committed to ongoing continuous improvement through an integrated, systematic, and data-driven process that focuses on improving the quality of teaching, discovery, research, clinical care, service, and other University functions as outlined in the GRU mission. Centrally administered processes for planning, resource alignment, and assessment provide a support structure used by educational programs and administrative and academic and student support units.

Continuous improvement is implemented through the active involvement of faculty and staff in a shared governance process, dedicated staff resources, and the senior administration’s regard for the definition of expected outcomes and active measurement of progress toward these results.

Planning, resource alignment, and assessment activities are integrated and permeate all units and all levels of the university. In this way planning, resource alignment, and assessment at GRU serves three major purposes:

- To promote accountability aimed at demonstrating that the institution is committed to data-driven decision making and continuous improvement.
- To promote improvements in student learning in all educational programs.
- To assist the institution in meeting the requirements of accrediting agencies.

The current GRU policy on planning and assessment [1] is being revised to 1) better reflect improved processes; 2) to include resource alignment and mission planning; and 3) to focus only on unit planning efforts. The reference in the current policy to student learning outcomes will be removed, and a separate policy under Academic & Faculty Affairs will be written to support the process of student learning outcomes.

The updated GRU policy on Planning, Resource Alignment, and Assessment [2] states that all units must develop annual unit plans with defined goals, tactics, measures, and expected outcomes that align with the GRU strategic plan, the mission, vision, and values of the institution, appropriate mission plans, and other related strategic plans. These plans are to be reviewed quarterly and through an annual assessment report to support the alignment of resources and to ensure continuous improvement and progress toward the strategic priorities in the GRU strategic plan. Units are defined through the GRU organizational charts working with senior leadership.

At GRU, the planning, resource alignment, and assessment processes are designed to help GRU meet its mission and reach its vision through the GRU strategic plan. These processes and evidence of their impact on GRU’s effectiveness are described in depth within this response. As an overview of the process, a presentation that introduces the linkage of planning at all levels of the organization – from the University System of Georgia strategic plan to annual unit planning – and highlights the evolution of planning at GRU is provided below. (Note, this presentation may download slowly. Audio is needed.)

To demonstrate GRU’s compliance with Core Requirement 2.5, the information is organized to address the following aspects of the planning, resource alignment, budgeting, and assessment processes:

- Institutional Effectiveness Link to Mission, Vision, and Values
- Establishment of the GRU Strategic Plan
- Alignment with the University System of Georgia
- Strategic Planning Process, Cycle, and Evolution
- Alignment of Planning at GRU
GRU Ongoing Planning Processes
Evidence of Continuous Improvement and Accomplishment of the Mission through the Strategic Plan
Planning, Assessment, Resource Alignment, and Budgeting Support
Documentation Support – Campus Labs’ Compliance Assist

Institutional Effectiveness Link to Mission, Vision, and Values

The systematic process of continuous improvement at GRU begins with the development of the mission, vision, and values. As described more comprehensively in the institutional responses to Core Requirement 2.4 and Comprehensive Standard 3.1.1, these essential elements were developed during the consolidation of Augusta State University (ASU) and Georgia Health Sciences University (GHSU) through a highly inclusive process. This process included input from the Augusta community and more than 300 students, faculty, staff, and alumni at both institutions who participated on more than 54 work teams and 30 sub teams.

To kick off the consolidation of ASU and GHSU, the Chancellor of the Board of Regents (BOR) of the University System of Georgia (USG) appointed a committee comprised of stakeholders from both institutions, the alumni, and the community. The Consolidation Work Group (CWG) unanimously accepted the mission, vision, and values during their February 22, 2012 meeting. [3]

The BOR formally approved the mission at its meeting held in May 2012. [4]

**Mission:** To provide leadership and excellence in teaching, discovery, clinical care, and service as a student-centered comprehensive research university and academic health center with a wide range of programs from learning assistance through postdoctoral studies.

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- **Integrity** – reflected in accountability, ethical behavior, honesty, and reliability.
- **Leadership** – reflected in courage, honor, professionalism, transparency, and vision

Establishment of the GRU Strategic Plan

GRU used these statements of Mission, Vision, and Values as the foundation of the inaugural strategic planning process. This first strategic planning process was led by a team of six members from each of the constituent institutions, and was informed by a larger Strategic Planning Council (SPC) composed of equally distributed representation that guided the development of the initial draft. This initial draft was crafted from the review and melding of both institutions’ existing strategic plans.

GHSU and ASU had each completed strategic planning processes within the year prior to consolidation, which resulted in plans reflecting the unique characteristics of each institution. Given the two institutions’ different historic missions, and the foci of their strategic plans, the SPC melded the two plans into one cohesive and comprehensive plan that incorporated and addressed the unique aspects of each former institution while also helping to define commonalities shared by them in the new institution.

The process took approximately six months to complete. After the document was approved by Council members, a draft was posted electronically, circulated broadly, and made available for review and comment. Members of the SPC delivered more than 40 orientation sessions to GRU faculty, staff, and students to ensure that everyone understood the importance of the plan and the value the team was placing on their suggestions for improvement. GRU’s first strategic plan, entitled Transition Forward [5], was formally adopted in March 2013, and it continues to serve as the foundation for the institution’s planning framework, resource alignment, budgeting, and assessment processes.

Alignment with the University System of Georgia

Transition Forward is also appropriately aligned with the University System of Georgia’s (USG) Strategic Plan [6]. As part of its plan, the USG identified three Strategic Imperatives and associated focus areas within the framework of the 2013 - 2018 USG strategic plan. These imperatives are critical to the success of meeting the USG’s challenge to create a more educated Georgia, a challenge in which GRU is a key player.

The GRU strategic planning process directly supports the system-level strategic plan and its three strategic imperatives. This support is demonstrated by the clear linkage from each of GRU’s Strategic Priorities and Organizational Goals to the three USG Strategic Imperatives: 1) Academic Excellence and Degree Completion; 2) Economic Development; and 3) World Class Research, and Accountability, Efficiency and Innovation. Perhaps the best, specific example of this linkage can be found in GRU’s Strategic Plan Strategic Priority 1.

**GRU Strategic Priority #1:** Be a national model for the successful consolidation of two higher-education institutions into one fully integrated and aligned research university.

Institutionally known as the “consolidation priority,” the goals associated with this priority pertain to efficiency, stewardship, collaboration, and innovation, all of which align with the USG Strategic Imperative 3 for Accountability, Efficiency, and Innovation.

Strategic Planning Process, Cycle, and Evolution

GRU subscribes to three basic steps in its process of strategic planning: 1) conducting an internal and external environmental analysis; 2) developing the vision, mission, and strategic goals; and 3) implementing, monitoring, assessing, and adjusting through annual unit planning. See Figure 2.5-c: Strategic Planning.
GRU is midway through implementing a four-year strategic planning cycle that started with the inaugural GRU strategic plan formally adopted in March 2013 shortly following the establishment of GRU. The strategic plan – entitled Transition Forward - includes six strategic priorities and supporting organizational goals that span the university[5]. Many colleges and divisions then developed their own strategic plans to align with the inaugural GRU strategic plan.

New to the strategic planning process has been the development of plans for each of the tripartite missions of GRU: education, research, and clinical. The Education Mission Strategic Plan [7] was completed in June 2015 and has been aligned with the GRU organizational goals. The Research Mission Strategic Plan [8] is in the final phase of review with an expected completion in September 2015, and the clinical plan will be developed during the fall of 2015. As each of these mission plans are completed, colleges and other units will conduct a rapid alignment cycle with these plans. Beginning with their FY16 annual plans, units will directly align with the education mission strategic plan where appropriate. When the research and clinical/service plans are complete, units will align their plans accordingly.

In January 2017, GRU will begin its second strategic planning cycle by reviewing and revising the GRU strategic plan starting with the mission, vision, and values. The three mission plans will then be reviewed and updated, and the college and other strategic plans will follow in sequence. See Figure 2.5-d: Strategic Planning Cycle at GRU.

Annually, units create plans that align with the GRU strategic plan as appropriate. With the addition of mission plans during FY16, units will link to the strategic plan through the three mission plans and other appropriate strategic plans.

Alignment of Planning at GRU

All planning at GRU is aligned – from the strategic plan to the annual unit plans. The linkages between all planning at GRU are illustrated in Figure 2.5-e: Alignment and Linkages of GRU Strategic and Annual Unit Planning.
Reports are created each year to review and ensure the appropriate alignment of annual unit plans with the GRU strategic priorities and organizational goals. Figure 2.5-f: Annual Unit Plans in Alignment with GRU Strategic Priorities and Organizational Goals is a screen shot of a portion of the FY15 report to illustrate the linkages. Beginning in FY16, reports will be developed to show the alignment of unit plans with mission plans as well.
Following are links to the full alignment documents for FY14 and FY15:

FY14 Unit Planning Strategic Plan Linkages Summary [9]
FY15 Unit Planning Strategic Plan Linkages Summary [10]

GRU Ongoing Planning Processes

At GRU, a number of processes support and inform planning and assessment at all levels of the institution. Such processes are ongoing, each with their own cycles and schedules based on the purpose and the needs of the process users and their beneficiaries.

**GRU Strategic Planning**

Strategic planning at GRU includes a thorough environmental analysis, a review of the mission, vision, and values, and the review of and/or the development of strategic priorities and organizational goals. The strategic priorities reflect GRU’s mission, vision, and values and are statements about the future of the university. Strategic priorities and organizational goals were developed with broad-based input from faculty, staff, students, administrators, and community members.

Organizational goals describe GRU’s common intentions for what the university expects to accomplish as an institution. In accordance with this planning architecture, a thorough environmental analysis and a review of the strategic priorities and organizational goals is intended every four years. This review includes a comprehensive assessment of the extent to which the organizational goals have been achieved, research on how the environment has changed in the four-year time period, and an update of metrics used to gauge success in meeting organizational goals.

**Mission-based Strategic Planning**

Each of the GRU tripartite missions – education, research, and clinical – builds a strategic plan that outlines the focus of the specific
mission in alignment with the strategic plan for the subsequent four years. These plans include the following elements:

**Mission Strategic Focus Areas**: Identified focus areas within the relevant mission supported by descriptions that are supported by mission goals.

**Mission Goals**: Clear statements of intention within the relevant mission.

### College-level Strategic Planning

College-level strategic plans support the GRU Strategic Plan and the relevant GRU mission(s). These plans include college-specific focus areas and goals. Examples include the following:

- MCG Strategic Plan [11]
- College of Allied Health Sciences Strategic Plan [12]
- College of Dental Medicine Strategic Plan [13]
- College of Education Interim Strategic Plan [14]

### Other Strategic Planning

Many of the academic and administrative support services units within GRU develop strategic plans that directly support the college-level plans and the overall GRU strategic plan. Examples include Advancement, Enrollment and Student Affairs [15], Facilities (Master Planning), the Libraries [16], etc.

### Integrated Annual Unit Planning, Resource Alignment, & Assessment Cycle

The GRU annual planning and assessment cycle follows four basic steps: 1) Units develop their plans; 2) Units then implement those plans and collect data and information; 3) Units analyze their results and findings; and 4) Units close the loop by using their results for continuous improvement.

Using the GRU organizational charts starting at the Executive Vice President level, GRU works with executive leadership to identify a comprehensive inventory of units responsible for participating in the integrated planning, resource alignment, and assessment cycle. With the exception of the educational programs, all units are based on the GRU organizational structure. The inventory is maintained by the Division of Institutional Effectiveness.

All units at GRU develop annual plans that support the relevant college-level strategic plans, mission-based plans, and the GRU strategic plan. Additional detail on Annual Unit Planning is provided in Comprehensive Standard 3.3.1.

At the end of each fiscal year, assessment units develop final assessment reports that include the following elements:

Units follow a defined sequence of steps or phases to establish, monitor, and assess annual unit goals, tactics, measures, and expected outcomes. The Provost and a team of resources from the Division of Institutional Effectiveness, the Office of Budget Planning and Analysis, and other relevant ser

All presentations and supporting documentation are uploaded to an intranet site where they are available to all units who participated in the resource alignment meeting process captured in Figure 2.5-h: Intranet Site for Planning & Resource Meetings.

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**Figure 2.5-h: Intranet Site for Planning & Resource Meetings**

A formal communication from the Provost and other key leadership is sent to all of the units who participated in the resource alignment hearings with a synopsis of the process, the requests, and appropriate allocations. The following table 2.5-c: FY15 & FY16 Resource Alignment Communications includes links to formal communications during phase 4 of the annual unit planning cycle.
During the finalization of plans phase, units input their approved unit goals, tactics, measures, and expected outcomes to an online database where goals are monitored and tracked. The online database used by GRU is Campus Labs' Compliance Assist: Planning Module, and it is open to all users. Also during this phase, assessment units begin to initiate the actions necessary to complete their unit goals.

This formalized process of resource alignment began in FY15. During this cycle, all units reporting to the Provost directly as well as some of the support services were included. From the lessons learned completed at the end of the FY15 process [90], all administrative and academic and student support services were included for the FY16 process. Lessons learned after the FY16 process are being used to inform the planning for FY17 [91]. Most notable from the lessons learned in FY16 was the need for better communication throughout the process. For the FY17 planning and resource alignment process, GRU is planning a kick-off meeting to provide a high level overview of progress to date, priorities for FY17, and instructions for the resource alignment hearings to be held in late January 2016.

Annual calendars are developed each spring for the subsequent fiscal year with these four phases and posted on the IE Website and the Compliance Assist landing page shown in Figure 2.5-i: Compliance Assist Landing Page for Planning Module.

The following table, Table 2.5-d: Annual Planning & Assessment Calendars, provides links to the annual planning, resource alignment, and assessment calendars for the past three years.
Educational programs must define and submit student learning outcomes for each program and establish expected outcomes and measurement criteria. GRU requires educational program units to submit student learning outcomes at the program level and for each concentration available to students. Additionally, student learning outcomes for minors without a major must also be submitted. Student learning outcomes are assessed and reviewed annually by educational program faculty and refined as necessary. This process and evidence of use is further discussed in the sections addressing Comprehensive Standard 3.3.1.1.

Comprehensive Program Review

A further layer of review, termed Comprehensive Program Review, is required of all educational programs, per BOR policy [95]. 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 10 years for graduate programs.

The Division of Institutional Effectiveness oversees the University's Comprehensive Program Review process, including management of the schedule for reviewing programs. Each year, the Director of Accreditation leads discussions with academic leaders, including Deans and the Provost, to verify the list of programs scheduled for review as well as to determine whether any special reviews will be requested for the following academic year. Once the list of programs to be reviewed has been determined, the Director of Accreditation collaborates with the Director of Institutional Research and the Director of Planning & Project Management to begin preparing materials that will inform the program reviews. Materials are then provided to program leaders (e.g., department chairs, program coordinators) in the fall semester, and program reviews culminate in conferences between respective deans and the Provost in the spring semester. Program review information, including the schedule, the process, and report materials, is published via Compliance Assist: Program Review. [96]

Specialized Accreditation Processes

Several of GRU’s educational programs hold their own specialized external accreditations. The Division of Institutional Effectiveness collaborates and provides support for these accreditations including identifying and monitoring linkages of specialized accreditation standards with SACSCOC accreditation and program review standards, providing the opportunity to leverage information collected and documented across regulatory bodies. The division also manages an inventory of specialized accreditations to document and monitor key historic dates, upcoming dates, contacts, and other pertinent information. The full list of specialized accreditations is provided in the section addressing Accrediting Decisions of other Agencies in Comprehensive Standard 3.13.1.

Facilities Planning, Design & Construction - Campus Master Planning

The purpose of the GRU Campus Master Plan is to align the physical, spatial, and fiscal objectives of the institution in support of the Strategic Plan. Following is an illustration, Figure 2.5-i: GRU Campus Master Planning Integration, of the purpose and integration of the GRU campus master planning.

Figure 2.5-i: GRU Campus Master Planning Integration

SACSCOC Compliance Certification and Quality Enhancement Planning

The Division of Institutional Effectiveness develops and maintains processes and support materials to assist leaders and administrators with ongoing compliance with regional accreditation standards including decennial reaffirmation of accreditation, the Fifth-Year Review, substantive changes, and any special requests from the SACSCOC. The division designs and implements processes for ensuring continuous compliance with the SACSCOC Principles of Accreditation, such as those pertaining to faculty competence and physical, financial, and learning resources.

Evidence of Continuous Improvement and Accomplishment of the Mission through the Strategic Plan

All planning at GRU is aligned from the strategic plan to the annual unit plans in direct support of the GRU Mission. Following is evidence of progress toward the mission through the achievement of key accomplishments under each of the six GRU Strategic Priorities as shown in Table 2.5-e: Evidence of Continuous Improvement Toward GRU Mission.
Table 2.5-e: Evidence of Continuous Improvement Toward GRU Mission

<table>
<thead>
<tr>
<th>GRU Strategic Priority</th>
<th>Continuous Improvement and Accomplishments</th>
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<tbody>
<tr>
<td><strong>GRU Strategic Priority 1:</strong> Be a national model for the successful consolidation of two higher-education institutions into one fully integrated and aligned research university.</td>
<td>A campus master planning process was conducted and finalized in August 2015 to provide physical, program, and fiscal objectives in support of the GRU and the Education Mission Strategic plans. [Note: slow download]</td>
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<td>Many of the consolidation work teams continued to work after the consolidation to ensure an efficient transition from two separate institutions into one institution. Many of the team members that worked together prior to the consolidation became constituents within the same department. They continued their work to consolidate and improve services and efficiencies. Examples include the following:</td>
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<td>The Division of Communications &amp; Marketing reorganized to better meet the needs of all audiences and provide critical, relevant, easily accessible, and timely information. [98]</td>
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<td>Human Resources reviewed, developed, and audited existing Human Resources policies on a defined time schedule to ensure policies are relevant and up-to-date, including coordination with relevant policy committees. [99]</td>
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<td></td>
<td>Student Affairs has an overall strategic goal to expand the reach of student health to improve overall student well being. After the consolidation, the former ASU students became eligible for Student Health Services. In FY14, the unit focused on creating adequate space to provide these student health services for the consolidated university. [100]</td>
</tr>
<tr>
<td><strong>GRU Strategic Priority 2:</strong> Be a comprehensive research university that leverages its history of excellence in health science and medical education with a strong foundation of liberal arts education and professional degrees.</td>
<td>The University completed an Education Mission Strategic Plan in June 2015 that provides priorities and focus on the following areas: student success, curriculum and pedagogy, academic programs and reputation, and culture and engagement. These strategic focus areas directly support strategic priority two and its organizational goals. In fall 2015, the Provost will hold a retreat with her direct reports to review progress toward meeting the strategic goals in the plan and prioritize tactics for FY17. [101]</td>
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<td>The University now has added 19 new programs for a total of 124 educational programs. New programs included 4 bachelor programs, 1 specialist program, 2 doctoral programs, 2 certificates, 6 post-baccalaureate certificates, 2 post-master’s certificates, and 2 post-first-professional certificates. [102], Degrees and Majors Authorized Website</td>
</tr>
<tr>
<td><strong>GRU Strategic Priority 3:</strong> Be a nationally and internationally recognized leader in research, discovery and scholarship.</td>
<td>In December 2014 the Interim Senior Vice President for Research (named permanently in February 2015) provided an update to the President's Executive Committee that highlighted progress toward the ongoing strategy to expand clinical and translational research at GRU. In that report he highlighted the assessment process used to identify the GRU needs and the steps taken to address those needs and progress as of that date. [103]</td>
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<td>One of the outcomes of the continuous improvement in the area of research was the development of the first draft of a Research Mission Strategic Plan that is currently under review for institution-wide input. This plan includes the following strategic focus areas for research: innovation and integration, infrastructure and support, collaboration and partnerships, community engagement, and culture and engagement. The infrastructure and support aspect of the mission plan is a direct output of the ongoing strategy to expand clinical and translational research at GRU. [104]</td>
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<td>As reported during the FY16 Fall Kick-off Meeting FY15 grant submissions were up more than 5% over FY14. FY15 research funding increased $.5 Million from FY14, and FY15 licensing revenue was up more than 45% over FY14. [105]</td>
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<td><strong>GRU Strategic Priority 4:</strong> Provide service to the local, state, national, and global communities.</td>
<td>Georgia Regents University’s Day of Service held in September 2014 included more than 500 volunteers who contributed their time and services to help those in need at locations throughout Richmond, Columbia, and Aiken Counties. This number of volunteers represented a significant increase from the introduction of the Day of Service in 2011 when 261 volunteers contributed their time. Source: [106]</td>
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<td>The Costa Layman Health Fair celebrates a decade of service. Ten years ago, Costa Layman Farms and the Georgia Regents University College of Nursing took a bold and important step into the field of personalized, preventive health care when they partnered to offer a health fair for workers at the South Carolina plant nursery. The health fair continues to improve every year making a difference in students, faculty, and participants lives. [107]</td>
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<td><strong>GRU Strategic Priority 5:</strong> Optimize our potential as a whole through greater efficiency, effectiveness and productivity supporting strategic growth and development.</td>
<td>To support the organization goals of establishing GRU as an employer of choice and optimizing faculty and staff engagement, this year the university implemented an employee engagement survey to better understand the needs, desires, and concerns of GRU employees. All units throughout the organization – from senior leadership to individual units – developed action plans to focus on areas in need of improvement. This survey will serve as a baseline for future improvements. [108]</td>
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<td>The Leadership Academy was created to develop faculty, staff, and students as authentic leaders at GRU. The Academy and the Office of Leadership Development provides a suite of comprehensive, experiential, enterprise-wide, leadership and management development opportunities to address needs outlined in the employee engagement survey. [109]</td>
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<td>A new centralized information technology help desk was created through the Jaguar Collaborative – a unique collaboration with Cerner Corporation to provide IT services for the University and the Health System. A team from the collaborative conducted a comprehensive assessment to gain insight into the environment and current business processes, include the specific IT customer service procedures, workflows, and escalation methods. The new service offers faculty and staff access to professional service delivery associates any time, day or night, 365 days per year. [110]</td>
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<td>The College of Nursing focused on implementing a plan to expand services for vulnerable populations by</td>
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**Planning, Assessment, Resource Alignment, and Budgeting Support**

At GRU, responsibility for ongoing and integrated planning, resource alignment, and assessment is borne by nearly every organizational unit. However, oversight for the processes and systems that ensure GRU is effectively accomplishing its mission is the responsibility of three key support units:

**Division of Institutional Effectiveness:** Institutional effectiveness at GRU is supported by a team of professionals in the Division of Institutional Effectiveness [113], led by a Vice President, Beth Brigdon, [114] who reports directly to the Executive Vice President for Academic Affairs and Provost. The Division of Institutional Effectiveness provides leadership and support for planning and assessment, institutional research, accreditation, project management, change management, and lean process improvement. Working in concert, the offices support the planning and assessment cycle across the institution by reinforcing expectations of external accreditation standards, data-driven decision-making, management of critical projects, and identification of opportunities to improve institutional performance.

The Division’s units include:

- **Planning & Project Management Unit**: The Planning & Project Management unit assures that assessment activities permeate all levels of the university by assisting assessment units with planning efforts to ensure that each program has well-articulated outcomes in the form of goals, tactics, and measures. In addition, the unit helps units use assessment results from their planning efforts to improve performance and refine goals, tactics, and measures and manages the planning module within Compliance Assist. The unit also assists in the implementation of the process for the development and assessment of student learning outcomes that link to programs’ curriculum.

- **Assessment Unit**: The Assessment unit assists educational programs in crafting and refining measurable student learning outcomes and supports the ongoing faculty credentialing and faculty activity processes.

- **Institutional Research Unit**: In addition to reporting institutional facts and figures to regulating bodies (e.g., SACSCOC, BOR, federal government) as well as to the public, the Institutional Research (IR) unit provides the institution with the needed data for reporting, accreditation, planning, and budgeting.

- **Accreditation Unit**: This office ensures integration of accreditation and program review standards into the overall continuous improvement process. The office collaborates with programs and units to identify, develop, and document appropriate data and information that provides evidence of compliance with accreditation and program review standards including SACSCOC Accreditation, specialized accreditation, and Comprehensive Program Review.

**Academic & Faculty Affairs**: The Office of Academic and Faculty Affairs provides leadership to create and sustain world-class educational programs and enrichment opportunities for all GRU students through an ongoing review of all programs. The office supports academic enrichment, study abroad, undergraduate research and scholarship, first year experience, curriculum revision support, faculty development, the university promotion and tenure process. The Office of Faculty Development and Teaching Excellence provides critical training for the development and assessment of student learning outcomes.

**Budget, Planning & Analysis**: The Budget, Planning, & Analysis office supports the overall planning and assessment process by translating the mission and goals of GRU into a systematic operational plan expressed in dollars; fiscal analysis of all budgetary units/programs/activities of the university; and future planning for all institutional financial activity. Their work includes:

- Preparing, maintaining, monitoring and reporting on all annual institutional budgets at Georgia Regents University according to established campus and University System of Georgia policies

- Assisting budget staff and administrative heads of schools, departments and other units in executing the approved annual budget

- Providing assistance to executive staff in long-term budgeting and planning for the Georgia Regents University

- Providing support to executive staff in maximizing the university's use of limited resources to the end of providing world class instruction, research and public service to students and other customers of the Georgia Regents University

- Providing resource and support materials to aid assessment units in budgeting processes including annual budget preparation timelines, budget procedures, FAQs, and training materials.

In addition to the professionals in the divisions described above, an Institutional Effectiveness Planning Committee (IEPC) [115], comprised of academic administrative officers from each of the colleges and educational and administrative support units, has been appointed to provide advice and guidance to institutional effectiveness endeavors. The committee is part of a larger academic management structure comprising the Deans’ Council, Provost’s Cabinet, and the Provost’s Operational Management Team. Working in concert, all four groups help guide the decision-making and continuous improvement cycle at GRU.

**Documentation Support – Campus Labs’ Compliance Assist**

The use of the planning module within Compliance Assist demonstrates GRU’s commitment to a quality, formalized, and standardized assessment that contributes to continuous improvement and that allows for parameters to be established to identify common definitions of criteria/terminology. This system supports measurability as evidenced by the use of organizational terminology such as tactic and measures; recording of final assessment results and program faculty review date and notes; determination of assessment time spans with start and end dates; expression of expectations in development of unit goals; capturing of data to be used by educational programs to make informed decisions about how to improve student learning and the ability to report efforts in an appealing and functional formats for review and evaluation of process and efforts. The Division of Institutional Effectiveness oversees the organizational use, administration, and training for this tool, and the system is open to all users at GRU to access and view all unit plans throughout the organization.
The Compliance Assist planning module captures the individual unit plans and links all up to the strategic plan organizational goals. Annual documentation is housed in this module and includes the strategic planning cycles, the annual planning cycles, calendars, deadlines, and training.

Annual assessment reports are completed and stored in the Planning module of Compliance Assist. Members of the Planning & Project Management unit audit the annual reports to ensure the results are captured and used for continuous improvement. These resources provide feedback and guidance to the units using a rubric/tool to facilitate a consistent audit of reports.

The Division of Institutional Effectiveness provides ongoing training and instruction for the use of this tool. Following are links to the training materials available. These materials area also available on the Compliance Assist website.

Compliance Assist Guide for Unit Planning, Quarterly and Annual Updates, and Editing
Compliance Assist Guide for Entering Annual Reports

Sources

* Academic & Faculty Affairs FY15 Budget Hearing presentation
* Academic & Faculty Affairs FY16 Planning & Resource Alignment Presentation
* Advancement FY15 Budget Hearing Presentation
* Advancement FY16 Planning & Resource Alignment Presentation
* AHEC FY16 Planning & Resource Alignment Presentation
* ASU-GHSU Consolidation Working Group - Mission, Vision, & Values
* Athletics FY15 Budget Hearing presentation
* Athletics FY16 Planning & Resource Alignment Presentation
* Board of Regents Meeting Minutes 2012 May - Approval of Consolidated Mission
* Board of Regents Policy Manual - 3.6 Creation and Elimination of Academic Programs
* CAHS FY16 Planning & Resource Alignment Presentation
* CAHSS FY16 Planning & Resource Alignment Presentation
* CDM FY16 Planning & Resource Alignment Presentation
* COE FY16 Planning & Resource Alignment Presentation
* College of Allied Health Sciences FY15 Budget Hearing presentation
* College of Dental Medicine FY15 Budget Hearing presentation
* College of Education FY15 Budget Hearing presentation
* College of Nursing FY15 Budget Hearing presentation
* College of Science & Mathematics FY15 Budget Hearing presentation
* Communications & Marketing FY15 Budget Hearing presentation FY15
* Compliance and Enterprise Risk Management FY16 Planning & Resource Alignment Presentation
* CON FY16 Planning & Resource Alignment Presentation
* Continuing Education FY16 Planning & Resource Alignment Presentation
* Costa Layman GReport Article
* CSM FY16 Planning & Resource Alignment Presentation
* Curriculum Vitae - Brigdon (VP, Institutional Effectiveness)
* Cyber Institute FY16 Planning & Resource Alignment Presentation
* Day of Service GReport Article
* DCM FY16 Planning & Resource Alignment Presentation
* Degrees & Majors Authorized
* Diversity and Inclusion FY15 Budget Hearing presentation
* Diversity and Inclusion FY16 Planning & Resource Alignment Presentation
* Enrollment & Student Affairs FY15 Budget Hearing presentation
* Enrollment & Student Affairs FY16 Planning & Resource Alignment Presentation
* Enterprise Supply Chain FY16 Planning & Resource Alignment Presentation
* Facilities FY16 Planning & Resource Alignment Presentation
* Facilities Services FY15 Budget Hearing presentation
* FY15 GRU_Summary of University Budget Requests
* FY15 Planning Enrollment by College - CAHS
* FY15 Planning Enrollment by College - CAHSS
* FY15 Planning Enrollment by College - CDM
* FY15 Planning Enrollment by College - COE
* FY15 Planning Enrollment by College - CON
* FY15 Planning Enrollment by College - CSM
* FY15 Planning Enrollment by College - Grad School
2.6

Continuous Operation
The institution is in operation and has students enrolled in degree programs.

Judgment
☐ Compliance  ☐ Non-Compliance  ☐ Not Applicable

Narrative

Georgia Regents University (GRU) is in operation and currently has students enrolled in its degree programs. GRU was formed by the Board of Regents in January 2013 [1]. This formation arose from the consolidation of Augusta State University and Georgia Health Sciences University, both member institutions of the University System of Georgia with roots dating back to 1958 and 1828, respectively. Aside from a brief closure of the medical college during the American Civil War, both legacy institutions had been in continuous operation leading up to their consolidation.

GRU is authorized by the Board of Regents to award degrees in 122 degree and certificate programs [2]. In fall 2014, 8,530 were enrolled in GRU's degree programs. The table below provides the headcount of enrollees by degree type for GRU's fall 2014 term:

<table>
<thead>
<tr>
<th>Degree Type</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate</td>
<td>29</td>
</tr>
<tr>
<td>Baccalaureate</td>
<td>5,131</td>
</tr>
<tr>
<td>Masters</td>
<td>1,021</td>
</tr>
<tr>
<td>Education Specialist</td>
<td>86</td>
</tr>
<tr>
<td>Doctorate</td>
<td>241</td>
</tr>
<tr>
<td>First Professional</td>
<td>1,355</td>
</tr>
<tr>
<td>Certificates</td>
<td>79</td>
</tr>
<tr>
<td>Non Degree</td>
<td>588</td>
</tr>
</tbody>
</table>

Enrollment is monitored by the Provost and the academic and administrative officers who report to her on a regular basis. Additionally, GRU has a business intelligence platform that is refreshed nightly, and the Provost and other academic affairs officers receive an enrollment report by email each morning [3]. Historical enrollment data is publicly accessible via the university website at GR Facts [4].

Sources

- Board of Regents Resolution on Consolidation
- GRU Facts Website
- GRU Data Portal Enrollment Point-In-Time Email (Fall 2015)
- GRU Degrees and Certificates
Program Length

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. If an institution uses a unit other than semester credit hours, it provides an explanation for the equivalency. The institution also provides a justification for all degrees that include fewer than the required number of semester credit hours or its equivalent unit.

Judgment
- ✔ Compliance
- □ Non-Compliance
- □ Not Applicable

Narrative

Georgia Regents University (GRU) awards associate, baccalaureate, masters, specialist in education, doctoral, and first professional degrees. For academic purposes, GRU’s definition of a credit hour [1] conforms to standards set by the Board of Regents (BOR) Policy 3.4.1 [2] of the University System of Georgia, the SACSCOC Policy Statement [3], the Federal definition (Federal Register (75 FR 66832 p. 66946) [4], and individual program accrediting agency guidelines to define and measure semester credit hours awarded to students for course work [5].

Institutional Publications Describing Degree Program Requirements

Program requirements for all of these degree programs are described in the GRU Catalogs:
- GRU Undergraduate Catalog [6]
- GRU Graduate Catalog [7]

The catalog is accessible to students wherever they have internet access, and it can be reached by search or by using the A-Z index, which both appear on the GRU Home Page. Archive copies of catalogs as far back as 2000 are accessible at the same location. New students are informed about the catalog at orientation, and continuing students use the catalog in partnership with their academic advisors.

Policies and Procedures for Establishment of New Programs

The BOR Policy on Creation of New Programs states that new programs must be approved by the Board upon recommendation by the university president, the Chancellor, and the Committee on Academic Affairs [8]. Specific minimum requirements for program length of associate, baccalaureate, and master’s degrees meet the requirements of Core Requirement 2.7.1. These requirements are prescribed by the Board of Regents Policies for associate [9], baccalaureate [10], and master’s degrees [11] as follows:

<table>
<thead>
<tr>
<th>Degree Programs Offered at GRU</th>
<th>Minimum Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career Associate Degrees</td>
<td>60</td>
</tr>
<tr>
<td>Baccalaureate Degrees</td>
<td>120*</td>
</tr>
<tr>
<td>Master’s Degrees</td>
<td>30</td>
</tr>
</tbody>
</table>

*Excludes Wellness courses

GRU’s Curriculum Approval Policy describes the institutional procedures for establishing changes to the curriculum that entail changes to the GRU Catalogs, including new programs or degrees [12]. As prescribed in that policy, GRU “faculty and administration both take part in developing and approving curricula for all academic programs.” In developing new programs, the policy provides guidelines for the development of the prospectus which must be submitted to the Board of Regents for approval.

These policies and procedures have most recently been applied to establish the following new degree programs. The first example appears in the BOR’s meeting minutes for January 2015, when the Board approved GRU’s first doctoral program that is not in the health sciences, the Doctor of Education (EdD) in Educational Innovation [13]; the proposal materials for that program are provided [14]. In March 2015, the governing body also approved the establishment of the Doctor of Philosophy (PhD) with a major in Applied Health Sciences [15]; materials submitted to achieve that approval are provided [16]. The EdD curriculum requires completion of 55 credit hours [17], and the PhD curriculum requires 72 credit hours for the degree [18].

Compliance with SACSCOC Expectations for Program Length

GRU degree programs adhere to BOR policies for minimum program length, policies which are compatible with SACSCOC expectations.

Career Associate Degree

GRU currently offers one career associate degree, the Associate of Applied Science in Criminal Justice. This program requires 61-62 semester credit hours to complete the program and therefore, meets the minimum expectation for this degree level.

Baccalaureate Degrees

GRU currently offers 40 baccalaureate degrees. As illustrated in Table 2.7.1-b below, all baccalaureate degree programs require at least 120 semester credit hours to complete the program and therefore, meet the minimum expectation for this degree level. Academic programs
indicating a range of program length hours offer concentrations and tracks within the degree program that impact the number of semester credit hours required.
<table>
<thead>
<tr>
<th>Degree Programs</th>
<th>GRU Length Hours*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor of Arts with a major in Anthropology</td>
<td>120</td>
</tr>
<tr>
<td>Bachelor of Arts with a major in Art</td>
<td>120</td>
</tr>
<tr>
<td>Bachelor of Arts with a major in Communications</td>
<td>120</td>
</tr>
<tr>
<td>Bachelor of Arts with a major in Criminal Justice</td>
<td>120</td>
</tr>
<tr>
<td>Bachelor of Arts with a major in English</td>
<td>120-127</td>
</tr>
<tr>
<td>Bachelor of Arts with a major in History</td>
<td>120-122</td>
</tr>
<tr>
<td>Bachelor of Arts with a major in Music</td>
<td>120</td>
</tr>
<tr>
<td>Bachelor of Arts with a major in Political Science</td>
<td>120-124</td>
</tr>
<tr>
<td>Bachelor of Arts with a major in Sociology</td>
<td>120</td>
</tr>
<tr>
<td>Bachelor of Arts in Foreign Languages</td>
<td>120-125</td>
</tr>
<tr>
<td>Bachelor of Business Administration with a major in Accounting</td>
<td>120</td>
</tr>
<tr>
<td>Bachelor of Business Administration with a major in Finance</td>
<td>120</td>
</tr>
<tr>
<td>Bachelor of Business Administration with a major in Management</td>
<td>120</td>
</tr>
<tr>
<td>Bachelor of Business Administration with a major in Management Information Systems</td>
<td>120</td>
</tr>
<tr>
<td>Bachelor of Business Administration with a major in Marketing</td>
<td>120</td>
</tr>
<tr>
<td>Bachelor of Fine Arts with a major in Art</td>
<td>120</td>
</tr>
<tr>
<td>Bachelor of Music with a major in Music Education</td>
<td>128</td>
</tr>
<tr>
<td>Bachelor of Music with a major in Performance</td>
<td>124</td>
</tr>
<tr>
<td>Bachelor of Science with a major in Biology</td>
<td>120-126</td>
</tr>
<tr>
<td>Bachelor of Science with a major in Cell and Molecular Biology</td>
<td>120</td>
</tr>
<tr>
<td>Bachelor of Science with a major in Chemistry</td>
<td>120-132</td>
</tr>
<tr>
<td>Bachelor of Science with a major in Computer Science</td>
<td>120</td>
</tr>
<tr>
<td>Bachelor of Science with a major in Ecology</td>
<td>120</td>
</tr>
<tr>
<td>Bachelor of Science with a major in Mathematics</td>
<td>120-122</td>
</tr>
<tr>
<td>Bachelor of Science with a major in Physics</td>
<td>120</td>
</tr>
<tr>
<td>Bachelor of Science in Applied Information Systems &amp; Technologies</td>
<td>120</td>
</tr>
<tr>
<td>Bachelor of Science in Clinical Laboratory Science</td>
<td>121</td>
</tr>
<tr>
<td>Bachelor of Science in Dental Hygiene</td>
<td>125</td>
</tr>
<tr>
<td>Bachelor of Science in Education with a major in Early Childhood Education</td>
<td>124</td>
</tr>
<tr>
<td>Bachelor of Science in Education with a major in Health and Physical Education</td>
<td>128</td>
</tr>
<tr>
<td>Bachelor of Science in Education with a major in Middle Grades Education</td>
<td>120</td>
</tr>
<tr>
<td>Bachelor of Science in Education with a major in Special Education</td>
<td>120</td>
</tr>
<tr>
<td>Bachelor of Science in Health Information Administration</td>
<td>130</td>
</tr>
<tr>
<td>Bachelor of Science in Kinesiology</td>
<td>120</td>
</tr>
<tr>
<td>Bachelor of Science in Nursing</td>
<td>120</td>
</tr>
<tr>
<td>Bachelor of Science in Radiologic Sciences with a major in Nuclear Medicine Technology</td>
<td>124-125</td>
</tr>
<tr>
<td>Bachelor of Science in Radiologic Sciences with a major in Radiation Therapy</td>
<td>120</td>
</tr>
<tr>
<td>Bachelor of Science in Respiratory Therapy</td>
<td>120-130</td>
</tr>
<tr>
<td>Bachelor of Social Work</td>
<td>120</td>
</tr>
</tbody>
</table>

*Excludes requirement for 4 hours of activity and wellness
Post-Baccalaureate, Graduate, and Professional Programs

GRU currently offers 29 master’s level degrees, three specialist in education degree programs, 15 doctoral degrees (PhD, EdD, and DNP), and three first professional degrees in medicine, dentistry, and physical therapy. As illustrated in Table 2.7.1-c below, all post-baccalaureate, graduate, and professional degrees at GRU require a minimum of 30 semester credit hours toward program completion, and therefore meet the minimum expectation for these degree programs. Academic programs indicating a range of program length hours offer concentrations and tracks within the degree program that impact the number of semester credit hours required.
<table>
<thead>
<tr>
<th>Degree Programs</th>
<th>GRU Length Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master of Arts in Teaching</td>
<td>39</td>
</tr>
<tr>
<td>Master of Business Administration</td>
<td>45</td>
</tr>
<tr>
<td>Master of Clinical and Translational Science</td>
<td>36</td>
</tr>
<tr>
<td>Master of Education with a major in Counselor Education</td>
<td>48-60</td>
</tr>
<tr>
<td>Master of Education with a major in Curriculum and Instruction</td>
<td>36</td>
</tr>
<tr>
<td>Master of Education in Teacher Leadership</td>
<td>36</td>
</tr>
<tr>
<td>Master of Health Science in Clinical Laboratory Science</td>
<td>74</td>
</tr>
<tr>
<td>Master of Health Science in Occupational Therapy</td>
<td>89</td>
</tr>
<tr>
<td>Master of Physician Assistant</td>
<td>122</td>
</tr>
<tr>
<td>Master of Public Administration</td>
<td>36</td>
</tr>
<tr>
<td>Master of Public Health</td>
<td>45-46</td>
</tr>
<tr>
<td>Master of Science with a major in Allied Health</td>
<td>36</td>
</tr>
<tr>
<td>Master of Science with a major in Biochemistry and Cancer Biology</td>
<td>66*</td>
</tr>
<tr>
<td>Master of Science with a major in Biostatistics</td>
<td>46</td>
</tr>
<tr>
<td>Master of Science with a major in Cellular Biology and Anatomy</td>
<td>66*</td>
</tr>
<tr>
<td>Master of Science with a major in Genomic Medicine</td>
<td>66*</td>
</tr>
<tr>
<td>Master of Science with a major in Kinesiology</td>
<td>36</td>
</tr>
<tr>
<td>Master of Science with a major in Microbiology</td>
<td>66*</td>
</tr>
<tr>
<td>Master of Science with a major in Molecular Medicine</td>
<td>66*</td>
</tr>
<tr>
<td>Master of Science with a major in Neuroscience</td>
<td>66*</td>
</tr>
<tr>
<td>Master of Science with a major in Pharmacology</td>
<td>66*</td>
</tr>
<tr>
<td>Master of Science with a major in Physiology</td>
<td>66*</td>
</tr>
<tr>
<td>Master of Science with a major in Psychology</td>
<td>47</td>
</tr>
<tr>
<td>Master of Science with a major in Vascular Biology</td>
<td>66*</td>
</tr>
<tr>
<td>Master of Science in Medical Illustration</td>
<td>63</td>
</tr>
<tr>
<td>Master of Science in Nursing with a major in Clinical Nurse Leader (Prelicensure)</td>
<td>60</td>
</tr>
<tr>
<td>Master of Science in Nursing with a major in Nursing Anesthesia</td>
<td>81</td>
</tr>
<tr>
<td>Master of Science in Nursing, Other</td>
<td>37</td>
</tr>
<tr>
<td>Master of Science in Oral Biology</td>
<td>36</td>
</tr>
<tr>
<td>Doctor of Dental Medicine</td>
<td>274</td>
</tr>
<tr>
<td>Doctor of Education with a major in Educational Innovation</td>
<td>55</td>
</tr>
<tr>
<td>Doctor of Medicine</td>
<td>323</td>
</tr>
<tr>
<td>Doctor of Nursing Practice</td>
<td>40-79</td>
</tr>
<tr>
<td>Doctor of Philosophy with a Major in Biochemistry and Cancer Biology</td>
<td>114*</td>
</tr>
<tr>
<td>Doctor of Philosophy with a Major in Biostatistics</td>
<td>114*</td>
</tr>
<tr>
<td>Doctor of Philosophy with a Major in Cellular Biology and Anatomy</td>
<td>114*</td>
</tr>
<tr>
<td>Doctor of Philosophy with a Major in Genomic Medicine</td>
<td>114*</td>
</tr>
<tr>
<td>Doctor of Philosophy with a Major in Applied Health Sciences</td>
<td>72</td>
</tr>
<tr>
<td>Doctor of Philosophy with a Major in Molecular Medicine</td>
<td>114*</td>
</tr>
<tr>
<td>Doctor of Philosophy with a Major in Microbiology</td>
<td>114*</td>
</tr>
<tr>
<td>Doctor of Philosophy with a Major in Neuroscience</td>
<td>114*</td>
</tr>
<tr>
<td>Doctor of Philosophy with a Major in Nursing</td>
<td>114*</td>
</tr>
<tr>
<td>Doctor of Philosophy with a Major in Oral Biology and Maxillofacial Pathology</td>
<td>114*</td>
</tr>
</tbody>
</table>
Distance Education

GRU offers degree programs through online technologies when appropriate for the discipline and the student. Per the GRU Curriculum Approval Policy:

"All proposed courses and programs offered at GRU go through identical approval processes. Consequently, new online courses and programs must meet the same requirements as classes offered through face-to-face instruction, and therefore must be approved through the processes previously described. Additionally, any new online or distance education degree requires the approval of the Board of Regents just as if it were any other new program or degree."

GRU currently offers 11 degree programs via distance, and students in these programs are held to the same program length requirements as students in traditionally delivered programs. Table 2.7.1-d provides the program length requirements for each of these programs.

<table>
<thead>
<tr>
<th>Degree Programs</th>
<th>GRU Length Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor of Science in Clinical Laboratory Science</td>
<td>121</td>
</tr>
<tr>
<td>Bachelor of Science in Health Information Administration</td>
<td>130</td>
</tr>
<tr>
<td>Bachelor of Science in Dental Hygiene</td>
<td>125</td>
</tr>
<tr>
<td>Bachelor of Science in Respiratory Therapy</td>
<td>120-130</td>
</tr>
<tr>
<td>Bachelor of Science in Radiologic Sciences with a major in Nuclear Medicine Technology</td>
<td>124-125</td>
</tr>
<tr>
<td>Master of Education in Curriculum &amp; Instruction</td>
<td>36</td>
</tr>
<tr>
<td>Master of Education in Teacher Leadership</td>
<td>36</td>
</tr>
<tr>
<td>Master of Health Science in Clinical Laboratory Science</td>
<td>74</td>
</tr>
<tr>
<td>Master of Physician Assistant</td>
<td>122</td>
</tr>
<tr>
<td>Master of Public Health</td>
<td>45-46</td>
</tr>
<tr>
<td>Doctor of Nursing Practice</td>
<td>40-79</td>
</tr>
</tbody>
</table>

Sources

- Board of Regents Meeting Minutes 2015 January - Approval of Doctor of Education with a Major in Educational Innovation (Page 7)
- Board of Regents Meeting Minutes 2015 March - Approval of Doctor of Philosophy with a Major in Applied Health Sciences (Page 6)
- Board of Regents Policy Manual – 3.3.6 Curriculum, Associate Degrees (Page 4)
- Board of Regents Policy Manual – 3.4.1 Semester System
- Board of Regents Policy Manual - 3.6.1 Degrees, General
- Board of Regents Policy Manual – 3.8.1 Degrees, Graduate Degrees
- Federal Register, Volume 75, Number 209 FR 66832
- GRU Catalog - Doctor of Education with a major in Educational Innovation
- GRU Catalog - Doctor of Philosophy with a Major in Applied Health Sciences
- GRU Catalog - Graduate
- GRU Catalog - Undergraduate
Program Content

The institution offers degree programs that embody a coherent course of study that is compatible with its stated mission and is based upon fields of study appropriate to higher education.

Judgment

Compliance

Narrative

Georgia Regents University (GRU) offers degree programs at the associate, baccalaureate, masters, specialist, doctoral, and professional levels. GRU has policies and processes in place to ensure that all of these programs offer a coherent course of study that is compatible with GRU’s mission and are based upon fields of study appropriate to higher education.

Programs Compatible with the GRU Mission and Appropriate to Higher Education

GRU’s programs are specifically designed to support the university’s mission to “provide leadership and excellence in teaching, discovery, clinical care, and service as a student-centered comprehensive research university and academic health care center with a wide range of programs from learning assistance through postdoctoral studies.” The mission statement’s “wide range of programs” is clearly reflected in the university’s inventory of degree programs authorized by the Board of Regents (BOR) [1]. Undergraduate programs range from liberal arts and basic sciences degrees to professional programs in the fields of education, allied health sciences, business, and nursing. At the graduate level, degree offerings include business, public administration, education, psychology, and biomedical sciences as well as numerous health sciences professional programs.

The University Senate Bylaws describes the role of the faculty in the curriculum by outlining the duties of the Curriculum and Academic Policies Committee as follows [2]:

“The Curriculum and Academic Policies Committee oversees the evolution of the curriculum, ensuring it is academically sound and meets University goals and the educational needs of our students. The committee recommends appropriate policy to improve and develop academic programs in more than one college, including all undergraduate programs and matters pertaining to the Core curriculum. The committee also reviews all proposed courses, changes, and programs when those changes impact curriculum and academic issues in more than one college, the University as a whole, or all faculty members. The committee members are to mediate curricular problems within, between and among Colleges and oversee University policies and practices in areas such as admissions, classroom management, student retention, progression, graduation, and similar matters.”

The GRU Curriculum Approval Policy addresses the establishment of new programs, which adhere to BOR policies and procedures for such actions. The BOR Policy on Creation of New Programs states that new programs must be approved by the Board upon recommendation by the university president, the Chancellor, and the Committee on Academic Affairs [3]. Specific guidance for creating new programs is provided in the USG Academic & Student Affairs Handbook [4], which requires that new degree programs “must be consistent with the college or university mission.”

These policies and procedures have most recently been applied to establish the following new degree programs. The first example appears in the BOR’s meeting minutes for January 2015, when the Board approved GRU’s first doctoral program that is not in the health sciences, the Doctor of Education in Educational Innovation [5]; the proposal materials for that program are provided [6]. In March 2015, the governing body also approved the establishment of the Doctor of Philosophy with a major in Applied Health Sciences [7]; materials submitted to achieve that approval are provided [8].

Coherent Course of Study

GRU’s policies and procedures, including those set forth by the BOR, ensures that degree programs embody a coherent course of study. Program requirements for all of GRU degree programs are described in the GRU Catalogs:

- GRU Undergraduate Catalog [9]
- GRU Graduate Catalog [10]

The institution’s Curriculum Approval Policy describes the institutional procedures for establishing changes to the curriculum that entail changes to the GRU Catalogs, including new programs or degrees [11]. As prescribed in that policy, GRU “faculty and administration both take part in developing and approving curricula for all academic programs.” As described above, the Curriculum and Academic Policies Committee of the University Senate “overssees the evolution of the curriculum.”

Courses are sequenced to maximize the benefits of increasing rigor and understanding, and are numbered to represent that sequence. The Course Numbering Policy [12] describes the system by which courses are numbered to align with the students’ progression in their respective programs:

“Georgia Regents University offers courses numbered from 1000 to 4999 to students at the undergraduate level. Generally, 1000 level courses are aligned to Freshmen level, 2000 level courses are aligned to Sophomore level, 3000 level courses are aligned to Junior level, and 4000 level courses are aligned to Senior level students. Post-baccalaureate, professional, and graduate courses are numbered from 5000 to 9999, depending on the relevant college or program. Certain courses are offered to undergraduate, graduate, and professional students jointly. Such courses are numbered appropriately for each class and degree program.”

Recent examples of new courses that were established using GRU’s policies and procedures are INQR 1000, an undergraduate course in the general education component [13], and EDEI 8000, the introductory course in the new EdD in Educational Innovation program [14].
In addition to these regulations, many of GRU’s degree programs have specialized accreditations which prescribe a course of study for the respective discipline. Maintaining these accreditations involve 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 GRU specialized accreditations is provided [15].

**Comprehensive Program Review**

All GRU degree programs are subjected to cyclical program review as per the BOR Policy for Comprehensive Program Review [16]. This policy prescribes that all USG institutions must review their programs for viability, quality, and productivity on a cycle of seven (7) years for undergraduate programs and ten (10) years for graduate programs. The process requires reflection on each program’s contribution to the institutional mission [17].

As part of the evaluation of program quality, GRU’s process requires programs to consider their curricula compared to national benchmarks, such as accreditation requirements, professional association standards, or peer comparisons [17]. As result of the program review, programs may opt to recommend or discuss planned changes to curricula based on changing expectations or trends in the respective discipline.

The analysis of program viability and productivity requires programs to consider enrollment and graduation trends, and a possible outcome of that evaluation may be a recommendation to close the program. Such a recommendation did come forth as a result of the 2014-2015 cycle of program reviews. Following analysis of graduation trends, as well as consideration for the GRU mission, the deans of the Pamplin College of Arts, Humanities, and Social Sciences and the College of Science and Mathematics recommended closure of the Associate of Arts and Associate of Sciences programs. A request to deactivate these programs was sent to the BOR on July 17, 2015 [18], and a request for a substantive change was sent to SACSCOC on July 23, 2015 [19].

All program review information and report materials are published via Compliance Assist: Program Review [20].

**Distance Education**

GRU offers degree programs and courses through online technologies when appropriate for the discipline and the student. Per the GRU Curriculum Approval Policy [11]:

“All proposed courses and programs offered at GRU go through identical approval processes. Consequently, new online courses and programs must meet the same requirements as classes offered through face-to-face instruction, and therefore must be approved through the processes previously described. Additionally, any new online or distance education degree requires the approval of the Board of Regents just as if it were any other new program or degree.”

GRU currently offers 11 degree programs via distance, and students in these programs are held to the same program length requirements as students in traditionally delivered programs. Table 2.7.2-a provides the the curricula for programs offered at a distance; the information provided demonstrates that content for distance education programs does not differ from programs offered via traditional delivery.

<table>
<thead>
<tr>
<th>Degree Programs</th>
<th>Program Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor of Science in Clinical Laboratory Science</td>
<td>[21]</td>
</tr>
<tr>
<td>Bachelor of Science in Health Information Administration</td>
<td>[22]</td>
</tr>
<tr>
<td>Bachelor of Science in Dental Hygiene</td>
<td>[23] [24]</td>
</tr>
<tr>
<td>Bachelor of Science in Respiratory Therapy</td>
<td>[25] [26] [27]</td>
</tr>
<tr>
<td>Bachelor of Science in Radiologic Sciences with a major in Nuclear Medicine Technology</td>
<td>[28] [29] [30]</td>
</tr>
<tr>
<td>Master of Education in Curriculum and Instruction</td>
<td>[31]</td>
</tr>
<tr>
<td>Master of Education in Teacher Leadership</td>
<td>[32]</td>
</tr>
<tr>
<td>Master of Health Science in Clinical Laboratory Science</td>
<td>[33]</td>
</tr>
<tr>
<td>Master of Physician Assistant</td>
<td>[34]</td>
</tr>
<tr>
<td>Master of Public Health</td>
<td>[35] [36] [37]</td>
</tr>
<tr>
<td>Doctor of Nursing Practice</td>
<td>[38] [39] [40] [41] [42] [43] [44]</td>
</tr>
</tbody>
</table>

**Sources**

- Board of Regents Academic and Student Affairs Handbook – 2.3.2 New Academic Programs
- Board of Regents Academic and Student Affairs Handbook – 2.3.6 Comprehensive Program Review (CPR)
- Board of Regents Deactivation Form, AA and AS Degrees (2015.7.15)
- Board of Regents Meeting Minutes 2015 January - Approval of Doctor of Education with a Major in Educational Innovation (Page 7)
- Board of Regents Meeting Minutes 2015 March - Approval of Doctor of Philosophy with a Major in Applied Health Sciences (Page 6)
- Board of Regents Policy Manual - 3.6 Creation and Elimination of Academic Programs
- GRU Catalog - Bachelor of Science in Clinical Laboratory Science
2.7.3

General Education

In each undergraduate program, the institution requires in each undergraduate degree program the successful completion of a general education component at the collegiate level that (1) a substantial component of each undergraduate degree, (2) ensures breadth of knowledge, and (3) is based on a coherent rationale. 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. These credit hours are to be drawn from and include at least one course from each of the following areas: humanities/fine arts, social/behavioral sciences, and natural science/mathematics. The courses do not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession. If an institution uses a unit other than semester credit hours, it provides an explanation for the equivalency. The institution also provides a justification if it allows for fewer than the required number of semester credit hours or its equivalent unit of general education courses.

Judgment

☐ Compliance  ☐ Non-Compliance  ☐ Not Applicable

Narrative

Georgia Regents University (GRU) offers undergraduate programs at the associate and baccalaureate levels. The institution requires students pursuing these degrees to complete a general education component, called the Core Curriculum.

This portion of the degree program at both levels constitutes a substantial component of the curriculum. The complete details of the Core Curriculum at GRU can be found in the GRU Undergraduate Catalog [1]. The total number of hours in the core curriculum is 60, half of the 120 hours required for a bachelor’s degree, which makes the core curriculum a substantial component of a bachelor’s degree. The career associate degree offered by GRU requires students to complete all 60 hours of the core curriculum [2].

Institutional Rationale for General Education

The rationale for the Core Curriculum, as described in Section 2.4.1 in the University System of Georgia (USG) Academic Affairs Handbook [3], is to ensure "System-wide coherence to facilitate success for transfer students.” As such, the USG requires all member institutions “to develop one or more learning outcomes for each Core Curriculum learning goal.” GRU presents a General Education Statement in the GRU Undergraduate Catalog that describes the institutional rationale as providing "college students with their best opportunity to experience the breadth of human knowledge and the ways that knowledge in various disciplines is interrelated” [4]. The full text of GRU’s General Education Statement is provided below:

"From the origins of intellectual study to the present, general education has been a key to a fulfilling life of self-knowledge, self-reflection, critical awareness, and lifelong learning. General education has traditionally focused on oral and written communication, quantitative reasoning and mathematics, studies in culture and society, scientific reasoning, and aesthetic appreciation. Today, general education also assists student in their understanding of technology, information literacy, diversity, and global awareness. In meeting all of these needs, general education provides college students with their best opportunity to experience the breadth of human knowledge and the ways that knowledge in various disciplines is interrelated.

In the University System of Georgia, general education programs consist of a group of courses known as the Core Curriculum as well as other courses and co-curricular experiences specific to each institution. The attainment of general education learning outcomes prepares responsible, reflective citizens who adapt constructively to change. General education programs impart knowledge, values, skills, and behaviors related to critical thinking and logical problem-solving. General education includes opportunities for interdisciplinary learning and experiences that increase intellectual curiosity, providing the basis for advanced study in the variety of fields offered by today's colleges and universities.

As an institution of the University System of Georgia, Georgia Regents University’s faculty have carefully designed undergraduate programs which incorporate 60 hours of general education requirements approved by the Board of Regents of the University System of Georgia. The Core Curriculum provides some flexibility in which courses the student takes based on their individual interests; therefore, substitutions of courses from outside core curriculum or from other areas of the core curriculum are generally not permitted except under extraordinary circumstances.”

This statement, along with the General Education Learning Outcomes discussed in the response to Comprehensive Standard 3.5.1, provide the institutional basis for determining which courses are included in the Core Curriculum.

Breadth of Knowledge Acquired through the Core Curriculum

Areas A – E of the Core Curriculum integrate a breadth of knowledge that addresses the areas of communications, humanities/fine arts, social/behavioral sciences, and natural science/mathematics, and it is not specific to a particular occupation or profession. As a member institution of the University System of Georgia (USG), GRU’s general education component adheres to the following collegiate level Core Curriculum framework: [1]
The core curriculum also has three overlay requirements: Area I: US Perspectives, Area II: Global Perspectives, and Area III: Critical Thinking. Students satisfy these requirements by taking a course from a list of courses that also satisfies a requirement in a lettered area of the core.

Breadth of knowledge is ensured by the number of courses required in these various areas. Note in particular that students are required to take a two-course, six-credit-hour humanities sequence, four courses in the social sciences, at least one mathematics course, and at least two laboratory science courses.

Process for Ensuring General Education Courses Support General Education Goals

All courses in the core curriculum have been through the curriculum revision process, described in the GRU Curriculum Approval Policy, which includes reviews at the department, college, and university levels [5]. Core curriculum changes also have to be approved by the USG Council on General Education [6].

The institution's Curriculum Approval Policy describes the institutional procedures for establishing changes to the curriculum that entail changes to the GRU Undergraduate Catalog, including changes to the general education component [5]. Revisions to the Core Curriculum follow the Complex Approval Process, which is examined at multiple levels, including by the USCAPC. Before the Provost can approve changes to the Core Curriculum, Areas A through E and Overlays 1 through 3 must be approved by the Board of Regents, and changes affecting Area F must be approved by the appropriate Regents' advisory committee for the discipline(s) of the department(s) affected.

The last change to the general education component occurred in March/April 2014 and was implemented for the 2014-2015 academic year. This change entitled the addition of Inquiry 1000 to Area B (Institutional Options) of the Core Curriculum. Inquiry 1000 is a one credit hour, topic driven core course designed to engage freshmen and sophomores in the discovery, exploration, and analysis of ideas across a variety of disciplines. The establishment of this course supports the university's organizational goal to "develop an undergraduate curriculum with a distinctive profile that embraces the principles of liberal arts education as fundamental to all disciplines and that recognizes the value of a culture of intellectual inquiry, creativity, and undergraduate research" [7]. Courses are aligned with two GRU Core Curriculum Learning Outcomes:

- The student will present in oral form a communication appropriate to the audience and goal, making reference to information or analysis that supports the presentation (Area B – Institutional Options)
- The student will advocate an effective solution to a problem or issue after analyzing and evaluating multiple approaches to that problem. (III – Critical Thinking Overlay)

The materials required for developing and approving this course, including a syllabus, is provided [8]. Additionally, the General Education Learning Outcomes [9] and the findings of the General Education Committee for Inquiry 1000's inaugural year are provided [10].

Courses included in the Humanities/Fine Arts Area

Area C of the USG's Core Curriculum framework addresses the area of humanities and fine arts. The GRU Undergraduate Catalog lists the courses included in all areas of the general education framework [1]. GRU undergraduate students are required to complete six hours of World Humanities, a two-semester sequence that introduces students to "world cultures and their perspectives on major human concepts, such as truth, beauty, and divinity. “ In these courses, students “learn to analyze works of art, music, and literature in context of the cultures that produced them and the values they reflect.” These courses are pure humanities courses and, thus, in accord with the SACS/COC interpretation of the humanities/fine arts requirement of the general education component.

Institutional Guidance for Students Choosing General Education Courses

Students are initially informed of the general education requirements through written notification [11] after they register for orientation. Students are guided through the core curriculum by professional advisers from the Academic Advisement Center, where students who have completed fewer than 60 credit hours are advised and registered. These students meet with an adviser each semester to plan the courses the student will take, thus keeping them on the pathway through the core curriculum. Advisers have access to students’ records through DegreeWorks and use “tracking sheets” [12] from each major so they know which core requirements are required, and can advise accordingly.

Most students complete the majority of the core requirements during their first two years. Students with more than 60 credit hours are advised by their major department, again using DegreeWorks and departmental “tracking sheets” that list the specific core requirements.

In addition, within each program’s section of the GRU Undergraduate Catalog are listed the courses, the sequence of courses, and the pre-requisite courses necessary to obtain the respective degree. The link to the 2015-2016 GRU Undergraduate Catalog section for each college that offers undergraduate programs is provided:

<table>
<thead>
<tr>
<th>Area</th>
<th>Hours</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1: Communication Skills</td>
<td>6</td>
<td>Two 3 hour English composition courses</td>
</tr>
<tr>
<td>A2: Quantitative Skills</td>
<td>3</td>
<td>One 3 hour mathematics course</td>
</tr>
<tr>
<td>B: Institutional Options</td>
<td>4</td>
<td>One 3 hour Intro to Communications course One 1 hour inquiry based, small group, discussion course</td>
</tr>
<tr>
<td>C: Humanities and Fine Arts</td>
<td>6</td>
<td>Humanities sequence consisting of two 3 hour courses which include literature, fine art, and music</td>
</tr>
<tr>
<td>D: Science, Mathematics, and Technology</td>
<td>11</td>
<td>Two 4 hour natural science courses with laboratory work 3 hours of additional mathematics or science</td>
</tr>
<tr>
<td>E: Social Sciences</td>
<td>12</td>
<td>Four 3 hour courses from the social sciences (Anthropology, Economics, History, Political Science, Psychology, Sociology, et cetera)</td>
</tr>
<tr>
<td>F: Courses Related to the Major</td>
<td>18</td>
<td>Courses vary by major</td>
</tr>
<tr>
<td>Total</td>
<td>60</td>
<td></td>
</tr>
</tbody>
</table>
Transfer Students

Transfer students to GRU must complete the core curriculum as well. Transfer credit is evaluated using the GRU Transfer Equivalency Guide [19]. Credits that do not appear in the guide may be evaluated by appropriate departments to see if they can be substituted for outstanding requirements, according to the procedures outlined in the GRU policy [20]. Any remaining requirements will be satisfied by coursework at GRU. All policies and procedures adhere to the BOR policy on Undergraduate Admission Requirements for Transfer Students [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” [22]. 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 transferrable courses is provided [23].

Sources

- Board of Regents Academic and Student Affairs Handbook
- Board of Regents Academic Committee - General Education (Council)
- Board of Regents Policy Manual - 3.3.5 Curriculum, University System and Technical College System of Georgia Articulation Agreement (Page 2)
- Board of Regents Policy Manual - 4.2.1.3 Undergraduate Admission Requirements for Transfer Students
- GRU - New Jaguar Survey (Fall 2015)
- GRU Academic Advisement - Track Sheets
- GRU Catalog - Associate of Applied Science in Criminal Justice
- GRU Catalog - Core Curriculum
- GRU Catalog - General Education Statement
- GRU Catalog - Undergraduate, College of Allied Health Sciences
- GRU Catalog - Undergraduate, College of Education
- GRU Catalog - Undergraduate, College of Nursing
- GRU Catalog - Undergraduate, College of Science and Mathematics
- GRU Catalog - Undergraduate, Hull College of Business
- GRU Catalog - Undergraduate, Pamplin College of Arts, Humanities and Social Sciences
- GRU General Education Learning Outcomes
- GRU Policy Library - Curriculum Approval
- GRU Policy Library - Transfer Credit Policy
- GRU Sample - General Education Learning Outcomes and Findings
- GRU Sample - New Course Proposal, INQR 1000
- GRU Strategic Plan - Transition Forward
- GRU Transfer Equivalency Guide
- USG General Education Courses Transfer Chart
2.7.4

Coursework for Degrees

The institution provides instruction for all course work required for at least one degree program at each level at which it awards degrees. If the institution does not provide instruction for all such course work and (1) makes arrangements for some instruction to be provided by other accredited institutions or entities through contracts or consortia or (2) uses some other alternative approach to meeting this requirement, the alternative approach must be approved by the Commission on Colleges. In both cases, the institution demonstrates that it controls all aspects of its educational program. (See Commission policy “Core Requirement 2.7.4: Documenting an Alternative Approach.”) **Note:** If an institution does not offer all course work for at least one degree at each degree level, it must request approval and provide documentation for an alternative approach that may include arrangements with other institutions. In such cases, the institution must submit information requested in Commission policy, “Core Requirement 2.7.4: Documenting an Alternate Approach.” This information should be submitted as part of the Compliance Certification).

Judgment

☐ Compliance  ☐ Non-Compliance  ☐ Not Applicable

Narrative

Georgia Regents University (GRU) offers programs for associate, baccalaureate, master’s, education specialist, doctoral, and first-professional degrees. The institution provides instruction for all coursework required for all degree programs offered [1].

Evidence of Course Work for Degrees Offered

The curriculum requirements for each degree program offered at GRU as well as descriptions and all courses is published in the GRU catalogs:

- GRU Undergraduate Catalog [2]
- GRU Graduate Catalog [3]

Additional indication that required course work is offered can be found in the class schedule published each semester [4]. Table 2.7.4 A below demonstrates that instruction for all coursework is provided for at least one degree program offered at each level at which GRU awards degrees.

<table>
<thead>
<tr>
<th>Degree Level</th>
<th>Sample Degree Program</th>
<th>Course Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor’s</td>
<td>BA in Political Science</td>
<td>Curriculum [7] Course Schedule [8]</td>
</tr>
<tr>
<td>Master’s</td>
<td>MS in Medical Illustration</td>
<td>Curriculum [9] Course Schedule [10]</td>
</tr>
<tr>
<td>Doctoral (Research)</td>
<td>PhD in Neuroscience</td>
<td>Curriculum [13] Course Schedule [14]</td>
</tr>
</tbody>
</table>

Sources

- GRU Catalog - Associate of Applied Science in Criminal Justice
- GRU Catalog - Bachelor of Arts with a Major in Political Science
- GRU Catalog - Doctor of Dental Medicine
- GRU Catalog - Doctor of Philosophy with a Major in Neuroscience
- GRU Catalog - Graduate
- GRU Catalog - Master of Science in Medical Illustration
- GRU Catalog - Specialist in Education with a Major in Curriculum and Instruction
- GRU Catalog - Undergraduate
- GRU Class Schedule (Fall 2015)
- GRU Class Schedule - AAS Criminal Justice
- GRU Class Schedule - Dental Medicine
- GRU Class Schedule - EdS Curriculum and Instruction
- GRU Class Schedule - Medical Illustration
2.8

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

Upon application for candidacy, an applicant institution demonstrates that it meets the comprehensive standard for faculty qualifications

Judgment
☐ Compliance  ☐ Non-Compliance  ☐ Not Applicable

Narrative

Georgia Regents University (GRU) employs an adequate number of full-time faculty members to support the mission of the institution and to ensure the quality and integrity of its academic programs. GRU faculty fully support the University’s mission.

Our mission is to provide leadership and excellence in teaching, discovery, clinical care, and service as a student-centered comprehensive research university and academic health center with a wide range of programs from learning assistance through postdoctoral studies.

The Colleges and Schools that comprise GRU, employ faculty consistent with the policies of the University System of Georgia Board of Regents (USG-BOR) [1] [2] which are intended to support the employment of adequate numbers and competent faculty at the different types of colleges and universities that make up the University System.

Faculty have a primary appointment in an academic department, but because of the multidisciplinary nature of GRU’s academic programs, many faculty have secondary appointments, allowing them to contribute in multiple ways and at both the graduate and undergraduate level in some cases. Only faculty in on-track positions are eligible to apply for tenure; however, the non-tenure track option allows faculty who may be heavily focused on instruction or patient care, but less involved in research, to advance and contribute in critical ways to the institutional mission.

Definitions of Terms related to Institutional Faculty

The Board of Regents for the University System of Georgia provides very specific definitions of faculty adopted by GRU. [3]

"In all institutions, the faculty will consist of the corps of instruction and the administrative officers. Corps of Instruction: Full-time professors, associate professors, assistant professors, instructors, lecturers, senior lecturers, and teaching personnel with such other titles as may be approved by the Board, shall be the Corps of Instruction. Full-time research and extension personnel and duly certified librarians will be included in the Corps of Instruction on the basis of comparable training. Persons holding adjunct appointments or other honorary titles shall not be considered to be members of the faculty."

Faculty Categories [3]

- **Full-Time (Regular & Limited Term)**
  - Regular: Regular, full-time includes those positions in which the faculty member is employed full-time for a continuous period that is expected to exceed six months. The term "full-time" denotes service on a 100 percent workload basis for at least two out of three consecutive academic terms. Only regular, full-time faculty can be employed in a position that is on the tenure track.
  - Limited Term: Regular-limited term, full-time includes those positions in which the faculty member is employed full-time for a continuous period that is expected to exceed six months but whose positions are intended to have a limited-term that is generally not to exceed more than three successive one year appointments. The term "full-time" denotes service on a 100 percent workload basis for at least two out of three consecutive academic terms. Regular-limited term, full-time faculty can only be employed in a position that is not on the tenure track, and time served in a limited term appointment cannot generally be used as credit toward tenure at a later date.

- **Part-Time (Regular)**
  - Regular: Regular, part-time includes those positions in which the faculty member is employed part-time at a work commitment between .5 FTE and .99 FTE for a continuous period that is expected to exceed six months. Regular, part-time faculty are not eligible for tenure and cannot hold a position that is on the tenure track.

- **Other (Part-time Temporary, Occasional, Rehired Retiree)**
  - Temporary, Part-Time: Temporary, part-time and occasional faculty are employed at a work commitment of .49 FTE or less, generally on a per course basis. Temporary, part-time faculty are not eligible for tenure. Temporary, Part-Time: Temporary, part-time and occasional faculty are employed at a work commitment of .49 FTE or less, generally on a per course basis. Temporary, part-time faculty are not eligible for tenure.
  - Rehired Retiree Appointment: [4] The reemployment of a University System of Georgia retiree must be approved by the hiring institution’s president; a rehired retiree must have a minimum break of at least one month between the effective date of his/her retirement and the effective date of his/her reemployment; the work commitment of a rehired retiree must be less than half-time; i.e., less than 49 percent.

Number & Type of Faculty

Georgia Regents University
The majority of faculty (1,053 out of 1,575) at GRU are full-time faculty. Table 2.8-a below provides the total number of faculty per college, the percent of the total who are full-time, along with the total full-time equivalent (FTE). Overall, each college’s percentage of full-time faculty is adequate to support the mission of the institution and to ensure the quality and integrity of its academic programs. Additional information about each college is included in subsequent sections.

<table>
<thead>
<tr>
<th>College</th>
<th>Full-time</th>
<th>Part-time</th>
<th>Other</th>
<th>Total</th>
<th>% Full-time</th>
<th>Total FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>College of Allied Health Sciences</td>
<td>59</td>
<td>9</td>
<td>10</td>
<td>78</td>
<td>76%</td>
<td>68.4</td>
</tr>
<tr>
<td>College of Arts, Humanities, and Social Sciences</td>
<td>107</td>
<td>62</td>
<td>20</td>
<td>189</td>
<td>57%</td>
<td>132.3</td>
</tr>
<tr>
<td>Hull College of Business</td>
<td>30</td>
<td>10</td>
<td>4</td>
<td>44</td>
<td>68%</td>
<td>35.2</td>
</tr>
<tr>
<td>College of Dental Medicine</td>
<td>78</td>
<td>16</td>
<td>17</td>
<td>111</td>
<td>70%</td>
<td>91.9</td>
</tr>
<tr>
<td>College of Education</td>
<td>42</td>
<td>10</td>
<td>21</td>
<td>73</td>
<td>58%</td>
<td>55.8</td>
</tr>
<tr>
<td>Medical College of Georgia</td>
<td>589</td>
<td>109</td>
<td>81</td>
<td>779</td>
<td>76%</td>
<td>673.6</td>
</tr>
<tr>
<td>College of Nursing</td>
<td>56</td>
<td>6</td>
<td>112</td>
<td>174</td>
<td>32%</td>
<td>98.1</td>
</tr>
<tr>
<td>College of Science &amp; Mathematics</td>
<td>68</td>
<td>14</td>
<td>18</td>
<td>100</td>
<td>68%</td>
<td>83.3</td>
</tr>
<tr>
<td>Other Departments*</td>
<td>16</td>
<td>2</td>
<td>2</td>
<td>20</td>
<td>80%</td>
<td>18.4</td>
</tr>
<tr>
<td>Total</td>
<td>1,045</td>
<td>238</td>
<td>285</td>
<td>1,568</td>
<td>67%</td>
<td>1,257.0</td>
</tr>
</tbody>
</table>

*Other Departments include administrative and library faculty with rank

Faculty Workload and Relationship to Mission

The institutional mission clearly articulates the scope of responsibilities for teaching, research and service:

Mission: To provide leadership and excellence in teaching, discovery, clinical care, and service as a student-centered comprehensive research university and academic health center with a wide range of programs from learning assistance through postdoctoral studies.

Faculty are assigned proportions of time to one of five effort categories to ensure that the mission of the institution is achieved.

Effort Categories [5]

1. Teaching/Instruction
2. Research
3. Clinical
4. Service
5. Administration

While there is no standard workload assignment across the institution, faculty workload is usually a mix of time assigned to teaching, research (including scholarship and creative activity), service, and for some, administration recognizing that the university will have faculty with varied areas of expertise and responsibilities. Therefore, the percent of effort in each of these areas will not be consistent within or across units.

The assignment of effort for the year is made at the time of initial hire, updated as needed annually during the faculty performance evaluation process and is included in the contract renewal process. During annual faculty evaluation, the department chair and faculty member discuss the percentage of time assigned to each effort category and make any changes that may be warranted for the coming year.

Lecturers and instructors are generally assigned 80 to 90 percent teaching/instruction effort. This equates to eight or nine three-hour courses per academic year. Assistant & Associate Professors, and Professors workload is distributed across the effort categories depending on the mission of the college, the needs of the students, and the interests of the faculty. If the teaching/instruction effort of the full-time faculty within a college or academic program does not meet the student need, effort is either redistributed or supplemental hires of part-time faculty are made to meet the need. As a new research institution formed through consolidation with a new mission statement endorsed through that process, we are being intentional about the review and amendment of workload for faculty.

The faculty full-time equivalent (FTE) by effort category is included in Table 2.8-b below, disaggregated by college. The distribution of effort by college is related to each college’s responsibility for providing instruction, and participating in research, scholarship and service appropriate to their unit.
Table 2.8-b: Fall 2014 Faculty FTE by Assigned Effort Category

<table>
<thead>
<tr>
<th>College</th>
<th>Teaching/Instruction</th>
<th>Research</th>
<th>Clinical &amp; Service</th>
<th>Administration</th>
<th>Total FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>College of Allied Health Sciences</td>
<td>41.84</td>
<td>11.46</td>
<td>9.47</td>
<td>5.6</td>
<td>68.4</td>
</tr>
<tr>
<td>Pamplin College of Arts, Humanities, and Social Sciences</td>
<td>100.79</td>
<td>11.44</td>
<td>9.45</td>
<td>10.6</td>
<td>132.3</td>
</tr>
<tr>
<td>Hull College of Business</td>
<td>22.39</td>
<td>7.2</td>
<td>2.6</td>
<td>3</td>
<td>35.2</td>
</tr>
<tr>
<td>College of Dental Medicine</td>
<td>52.26</td>
<td>14.19</td>
<td>21.01</td>
<td>4.49</td>
<td>91.9</td>
</tr>
<tr>
<td>College of Education</td>
<td>37.47</td>
<td>8.35</td>
<td>4.49</td>
<td>5.45</td>
<td>55.8</td>
</tr>
<tr>
<td>Medical College of Georgia</td>
<td>135.58</td>
<td>203.88</td>
<td>306.03</td>
<td>28.08</td>
<td>673.6</td>
</tr>
<tr>
<td>College of Nursing</td>
<td>79.54</td>
<td>4.65</td>
<td>9.16</td>
<td>4.73</td>
<td>98.1</td>
</tr>
<tr>
<td>College of Science and Mathematics</td>
<td>59.47</td>
<td>9.8</td>
<td>7.37</td>
<td>6.67</td>
<td>83.3</td>
</tr>
<tr>
<td>Non-college</td>
<td>10</td>
<td>2.51</td>
<td>4</td>
<td>10.4</td>
<td>26.9</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>539.3</strong></td>
<td><strong>273.5</strong></td>
<td><strong>373.6</strong></td>
<td><strong>79</strong></td>
<td><strong>1,265.5</strong></td>
</tr>
<tr>
<td><strong>% of Total FTE</strong></td>
<td><strong>41.90%</strong></td>
<td><strong>21.20%</strong></td>
<td><strong>29.00%</strong></td>
<td><strong>7.90%</strong></td>
<td>--</td>
</tr>
</tbody>
</table>

Source: IPEDS

Faculty Responsibilities by College

Student-to-faculty ratio is defined as the student FTE divided by the faculty FTE for that college. Student FTE is calculated by totaling the credit hours taught by faculty in each college and divided by nine credit hours for graduate & professional programs and 12 credit hours for undergraduate programs. Faculty FTE includes the proportion of time allocated to all effort categories since GRU students are often engaged with faculty during the conduct of research and service.

Programmatic accreditation standards guide student-to-faculty ratios in many of the health sciences programs. When those do not apply, department chairs and deans ensure adequate faculty to offer course sections to meet student demand. They work closely with the Academic Advisement Center to add sections of general education courses (core courses) as needed and schedule upper division and major courses in a manner to ensure that students have access to required courses to progress toward graduation within four years.

**College of Allied Health Sciences**

Within the framework of the college’s effort distribution (Table 2.8-b excerpt below), the College of Allied Health Science assigns faculty across all mission areas. The college’s promotion and tenure requirements are flexible enough to allow faculty to be recognized regardless of effort assignment. [6]

During the 2014-15 academic year, the college conferred 274 degrees [7] and maintained an overall student-to-faculty ratio of 12.8 to 1. The College’s academic programs and student-to-faculty ratio are included in Table 2.8-c below. The College of Allied Health Sciences programs all have sufficient full-time faculty to ensure the quality and integrity of its academic programs.

Each department determines the number of faculty needed and the appropriate teaching assignments for each based on the individual program requirements. The curriculum is assessed regularly by the faculty and department chairs to ensure that the quality of the program meets appropriate standards. The assessment includes review and consideration of student evaluations, pass rates on certification and licensing exams, as well as direct feedback from faculty and chairs.

The programs in the College of Allied Health Sciences with program accreditation standards that include recommended student-to-faculty ratios meet those program standards, thereby offering an additional confirmation that the college employs an appropriate number of faculty.
Table 2.8-c: Allied Health Sciences Faculty Co
Table 2.8-c: Allied Health Sciences Faculty Co

<table>
<thead>
<tr>
<th>Academic Programs</th>
<th>Full-time</th>
<th>Part-time</th>
<th>Other</th>
<th>Total</th>
<th>% Full-Time</th>
<th>Faculty FTE</th>
<th>Student FTE</th>
<th>Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrative Faculty</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>100%</td>
<td>4.0</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Clinical and Digital Health Sciences</td>
<td>12</td>
<td>1</td>
<td>2</td>
<td>15</td>
<td>80%</td>
<td>12.8</td>
<td>148.6</td>
<td>11.6</td>
</tr>
<tr>
<td>Dental Hygiene</td>
<td>3</td>
<td>5</td>
<td>2</td>
<td>10</td>
<td>30%</td>
<td>7.3</td>
<td>92.2</td>
<td>12.6</td>
</tr>
<tr>
<td>Medical Lab, Imaging and Rad Sciences</td>
<td>11</td>
<td>2</td>
<td>2</td>
<td>15</td>
<td>73%</td>
<td>13.6</td>
<td>115.6</td>
<td>8.5</td>
</tr>
<tr>
<td>Medical Illustration</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>100%</td>
<td>3.0</td>
<td>14.0</td>
<td>4.67</td>
</tr>
<tr>
<td>Occupational Therapy</td>
<td>6</td>
<td>1</td>
<td>0</td>
<td>7</td>
<td>86%</td>
<td>6.5</td>
<td>128.2</td>
<td>19.7</td>
</tr>
<tr>
<td>Physical Therapy</td>
<td>11</td>
<td>0</td>
<td>3</td>
<td>14</td>
<td>79%</td>
<td>12.0</td>
<td>191.6</td>
<td>15.9</td>
</tr>
<tr>
<td>Physician Assistant</td>
<td>9</td>
<td>0</td>
<td>1</td>
<td>10</td>
<td>90%</td>
<td>9.2</td>
<td>187.9</td>
<td>20.4</td>
</tr>
<tr>
<td>TOTAL</td>
<td>59</td>
<td>9</td>
<td>10</td>
<td>78</td>
<td>76%</td>
<td>68.4</td>
<td>878.1</td>
<td>12.8</td>
</tr>
</tbody>
</table>

Pamplin College of Arts, Humanities, and Social Sciences

Within the framework of the college’s effort distribution (Table 2.8b excerpt below), faculty within the Pamplin College are committed to teaching while also beginning to more formally allocate effort for research/scholarship and service. This is consistent with the college’s promotion and tenure requirements. [8]

Table 2.8-b excerpt: Fall 2014 Faculty FTE by Assigned Effort Category

<table>
<thead>
<tr>
<th>Pamplin College of Arts, Humanities, and Social Sciences</th>
<th>Teaching/Instruction</th>
<th>Research</th>
<th>Clinical &amp; Service</th>
<th>Administration</th>
<th>Total FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>100.79</td>
<td>11.44</td>
<td>9.45</td>
<td>10.6</td>
<td>132.3</td>
<td></td>
</tr>
</tbody>
</table>

During the 2014-15 academic year, the college conferred 355 degrees [9] and maintained an overall student-to-faculty ratio of 15.1 to 1. The College’s academic programs and student-to-faculty ratio are included in Table 2.8-d below.

All departments have sufficient full-time faculty to ensure the quality and integrity of their academic programs with the proportion of full-time faculty ranging from 39 percent to 69 percent.

Table 2.8-d: Pamplin College of Arts, Humanities, and Social Science Faculty Counts and Student-Faculty Ratio

<table>
<thead>
<tr>
<th>Academic Programs</th>
<th>Full-time</th>
<th>Part-time</th>
<th>Other</th>
<th>Total</th>
<th>% Full-Time</th>
<th>Faculty FTE</th>
<th>Student FTE</th>
<th>Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrative Faculty</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>100%</td>
<td>3</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Art*</td>
<td>11</td>
<td>7</td>
<td>1</td>
<td>19</td>
<td>58%</td>
<td>14</td>
<td>299.8</td>
<td>21.4</td>
</tr>
<tr>
<td>Communications</td>
<td>13</td>
<td>3</td>
<td>3</td>
<td>19</td>
<td>68%</td>
<td>15.3</td>
<td>265</td>
<td>17.3</td>
</tr>
<tr>
<td>English and Foreign Languages*</td>
<td>30</td>
<td>11</td>
<td>5</td>
<td>46</td>
<td>65%</td>
<td>35.6</td>
<td>469.4</td>
<td>13.2</td>
</tr>
<tr>
<td>History, Anthropology and Philosophy</td>
<td>14</td>
<td>14</td>
<td>8</td>
<td>36</td>
<td>39%</td>
<td>21.7</td>
<td>326.6</td>
<td>15.1</td>
</tr>
<tr>
<td>Music</td>
<td>11</td>
<td>15</td>
<td>1</td>
<td>27</td>
<td>41%</td>
<td>13.7</td>
<td>52.9</td>
<td>3.9</td>
</tr>
<tr>
<td>Political Science</td>
<td>11</td>
<td>4</td>
<td>1</td>
<td>16</td>
<td>69%</td>
<td>12.5</td>
<td>229</td>
<td>18.3</td>
</tr>
<tr>
<td>Sociology, Criminal Justice &amp; Social Work</td>
<td>14</td>
<td>8</td>
<td>1</td>
<td>23</td>
<td>61%</td>
<td>16.5</td>
<td>353.6</td>
<td>21.4</td>
</tr>
<tr>
<td>TOTAL</td>
<td>107</td>
<td>62</td>
<td>20</td>
<td>189</td>
<td>57%</td>
<td>132.3</td>
<td>1,996.3</td>
<td>15.1</td>
</tr>
</tbody>
</table>

*Humanities credit hours are distributed across these departments.

James M. Hull College of Business

Within the framework of the college’s effort distribution (Table 2.8-b excerpt below), faculty within college are committed to teaching while also beginning to more formally allocate effort for research/scholarship and service. This is consistent with the college’s promotion and tenure requirements. [10]

Table 2.8-b excerpt: Fall 2014 Faculty FTE by Assigned Effort Category

<table>
<thead>
<tr>
<th>Hull College of Business</th>
<th>Teaching/Instruction</th>
<th>Research</th>
<th>Clinical &amp; Service</th>
<th>Administration</th>
<th>Total FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>22.4</td>
<td>7.2</td>
<td>2.6</td>
<td>3.0</td>
<td>35.2</td>
<td></td>
</tr>
</tbody>
</table>

During the 2014-15 academic year, the college conferred 217 degrees [11] and maintained an overall student-to-faculty ratio of 17.6 to 1. The College’s student-to-faculty ratio are included in Table 2.8-e below.
The college has sufficient full-time faculty to ensure the quality and integrity of its academic programs with the proportion of full-time faculty of 68 percent.

### Table 2.8-e: Hull College of Business Faculty Counts and Student-Faculty Ratio

<table>
<thead>
<tr>
<th>Fall 2014</th>
<th>Faculty Headcounts</th>
<th>Student-Faculty Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Academic Programs</strong></td>
<td>Full-time</td>
<td>Part-time</td>
</tr>
<tr>
<td>Administrative Faculty</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Business</td>
<td>30</td>
<td>10</td>
</tr>
<tr>
<td>TOTAL</td>
<td>33</td>
<td>10</td>
</tr>
</tbody>
</table>

**College of Dental Medicine**

Within the framework of the college's effort distribution (Table 2.8-b excerpt below), faculty within college are committed to teaching, research/scholarship and service. This is consistent with the college's promotion and tenure requirements. [12]

### Table 2.8-b excerpt: Fall 2014 Faculty FTE by Assigned Effort Category

<table>
<thead>
<tr>
<th>College of Dental Medicine</th>
<th>Teaching/Instruction</th>
<th>Research</th>
<th>Clinical &amp; Service</th>
<th>Administration</th>
<th>Total FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>52.23</td>
<td>14.2</td>
<td>21.0</td>
<td>4.5</td>
<td>91.9</td>
<td></td>
</tr>
</tbody>
</table>

As Georgia’s sole dental school, the College of Dental Medicine provides education and training for over 300 dental students and 60 residents per year. Accredited by the Commission on Dental Accreditation, the college is committed to growing in its mission areas of teaching, research, service, as well as providing quality clinical care.

During the 2014-15 academic year, the college conferred 113 degrees [13] and maintained an overall student-to-faculty ratio of 4.5 to 1. The College's student-to-faculty ratio are included in Table 2.8-f below.

The College of Dental Medicine has sufficient full-time faculty to meets their teaching, research and clinical obligations.

### Table 2.8-f: College of Dental Medicine Faculty Counts and Student-Faculty Ratio

<table>
<thead>
<tr>
<th>Fall 2014</th>
<th>Faculty Headcounts</th>
<th>Student-Faculty Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Academic Programs</strong></td>
<td>Full-time</td>
<td>Part-time</td>
</tr>
<tr>
<td>Administrative Faculty</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>Dental Medicine</td>
<td>64</td>
<td>12</td>
</tr>
<tr>
<td>Oral Biology</td>
<td>10</td>
<td>0</td>
</tr>
<tr>
<td>TOTAL</td>
<td>79</td>
<td>12</td>
</tr>
</tbody>
</table>

**College of Education**

Within the framework of the college’s effort distribution (Table 2.8-b excerpt below), faculty within college are committed to teaching while also beginning to more formally allocate effort for research/scholarship and service. This is consistent with the college's promotion and tenure requirements. [14]

### Table 2.8-b excerpt: Fall 2014 Faculty FTE by Assigned Effort Category

<table>
<thead>
<tr>
<th>College of Education</th>
<th>Teaching/Instruction</th>
<th>Research</th>
<th>Clinical &amp; Service</th>
<th>Administration</th>
<th>Total FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>37.47</td>
<td>8.35</td>
<td>4.49</td>
<td>5.45</td>
<td>55.8</td>
<td></td>
</tr>
</tbody>
</table>

During the 2014-15 academic year, the college conferred 312 degrees [15] and maintained an overall student-to-faculty ratio of 13.7 to 1. The college's student-to-faculty ratio are included in Table 2.8-g below.

The College of Education has sufficient full-time faculty to meets its teaching, research and service obligations.
The Medical College of Georgia

Within the framework of the college’s effort distribution (Table 2.8-b excerpt below), the Medical College’s faculty are committed to teaching, research/scholarship and service. This is consistent with the college’s promotion and tenure requirements. [16]

<table>
<thead>
<tr>
<th>Table 2.8-b excerpt: Fall 2014 Faculty FTE by Assigned Effort Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching/Instruction</td>
</tr>
<tr>
<td>----------------------</td>
</tr>
<tr>
<td>Medical College of Georgia</td>
</tr>
</tbody>
</table>

Within the Medical College of Georgia, full-time faculty have multiple pathways [17] from which to choose. The pathway the faculty member has chosen to pursue, in conjunction with their administrative leader, determines the effort assignment. The college uses this construct to ensure they address expectations of the GRU mission statement.

During the 2014-15 academic year, the college conferred 249 degrees [18] and maintained an overall student-to-faculty ratio of 1.8 to 1. The college’s student-to-faculty ratio are included in Table 2.8-h below.

The Medical College of Georgia has sufficient full-time faculty to meets its teaching, research, clinical care and service obligations. MCG’s ability to meet these obligations is further enhanced by the assistance of part-time faculty, and a host of clinical adjunct faculty members (as described further below). By distributing faculty among various effort pathways, MCG ensures that its faculty are well positioned to fulfill the responsibilities of the GRU mission.

<table>
<thead>
<tr>
<th>Table 2.8-h: Medical College of Georgia Faculty Counts and Student-Faculty Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2014</td>
</tr>
<tr>
<td>Academic Programs</td>
</tr>
<tr>
<td>Administrative Faculty</td>
</tr>
<tr>
<td>Medicine</td>
</tr>
<tr>
<td>Biostatistics</td>
</tr>
<tr>
<td>TOTAL</td>
</tr>
</tbody>
</table>

MCG Off-Campus Locations

Georgia Regents University offers our medical program through several off-site locations. The full four-year program is offered through the GRU-UGA Partnership in Athens, Georgia. GRU offers the third & fourth year of our medical program at three other off-site locations within the state as depicted in Table 2.8-i below. This table also indicates the complement of faculty and students at each site.

The Curriculum Oversight Committee (COC) and the Phase III committee on the GRU main campus oversees, regulates and approves each of the campus offerings as required by the LCME. Regional site clerkship directors meet monthly with their respective regional campus deans; the regional campus deans are voting members of the Phase III committee and the COC and meet monthly. Additionally, clerkship directors from the main campus personally visit each of the regional campuses at least once each year and meet with regional campus deans and their respective regional site clerkship directors.

<table>
<thead>
<tr>
<th>Table 2.8-i: Medical College of Georgia Off-Site Locations Faculty Counts and Student-Faculty Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2014</td>
</tr>
<tr>
<td>Off-Site Locations</td>
</tr>
<tr>
<td>GRU-UGA Partnership</td>
</tr>
<tr>
<td>SW Georgia</td>
</tr>
<tr>
<td>SE Georgia</td>
</tr>
<tr>
<td>NW Georgia</td>
</tr>
</tbody>
</table>

The Role of Clinical Adjunct Faculty in the MCG

The explanation of faculty resources within any medical school would not be complete without a discussion of the role of Clinical Adjunct
Faculty. Clinical Adjuncts are an essential and important resource for GRU, the Medical College of Georgia (MCG). MCG currently has 2,270 medical doctors and health professionals who associate with MCG as Clinical Adjunct Faculty in a volunteer (unpaid) capacity. These men and women work in teams alongside MCG full-time faculty to support the teaching, clinical care and research functions of the college.

Clinical Adjuncts serve as clinical preceptors and occasionally lecture on the application of clinical and basic sciences in areas of patient care. Such activities are predicated on departmental programmatic need and involve students, housestaff, postdoctoral fellows and other physicians, and staff at diverse locations.

The knowledge, experience and perspective of the Clinical Adjunct Faculty and their time and effort are highly valued assets to the University, and the healthcare programs with which they are associated. They constitute a valuable way to utilize the interest and expertise of practitioners from the community on a part-time basis in the areas of teaching, patient care and clinical research. Clinical Adjunct Faculty enrich the academic environment of the medical college and its programs.

Membership in the Clinical Adjunct Faculty is a voluntary service to the University and is a privilege. There is no right or entitlement to a Clinical Adjunct Faculty appointment, reappointment or promotion, and Clinical Adjunct Faculty are not members of the Corp of Instruction, however through participation in these programs, the Clinical Adjunct Faculty experience the professional stimulation, growth, and satisfaction associated with membership in a university learning community.

All Clinical Adjunct Faculty possess an advanced degree, most frequently an MD, and their postdoctoral training of is sufficient to qualify them as specialists or certified practitioners in the field of medicine represented by the department in which they are to hold an appointment. Additionally, Clinical Adjunct Faculty who are physicians must have or obtain a professional license from the State.

### College of Nursing

Within the framework of the college’s effort distribution (Table 2.8-b excerpt below), faculty within college are committed to teaching while also beginning to more formally allocate effort for research/scholarship and service. This is consistent with the college’s promotion and tenure requirements. [19]

<table>
<thead>
<tr>
<th>Teaching/Instruction</th>
<th>Research</th>
<th>Clinical &amp; Service</th>
<th>Administration</th>
<th>Total FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>College of Nursing</td>
<td>79.54</td>
<td>4.65</td>
<td>9.16</td>
<td>4.73</td>
</tr>
</tbody>
</table>

During the 2014-15 academic year, the college conferred 332 degrees [20] and maintained an overall student-to-faculty ratio of 9.9 to 1. The College’s student-to-faculty ratio are included in Table 2.8-j below.

The College of Nursing has sufficient numbers of full-time faculty members to support the mission of the institution and to ensure the quality and integrity of its academic programs. The college maintains a large number of other (temporary/occasional) faculty on its rolls to reduce the burden of processing hiring paperwork on a term-to-term basis as these individuals are fully employed in the field (requiring scheduling coordination) and critical to support the clinical supervision required of their programs.

<table>
<thead>
<tr>
<th>Academic Programs</th>
<th>Full-time</th>
<th>Part-time</th>
<th>Other</th>
<th>Total</th>
<th>% Full-Time</th>
<th>Faculty FTE</th>
<th>Student FTE</th>
<th>Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrative</td>
<td>6</td>
<td>0</td>
<td>0</td>
<td>6</td>
<td>100%</td>
<td>3</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Nursing</td>
<td>50</td>
<td>6</td>
<td>112</td>
<td>168</td>
<td>30%</td>
<td>92.1</td>
<td>944.9</td>
<td>10.3</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>56</td>
<td>6</td>
<td>112</td>
<td>174</td>
<td>32%</td>
<td>95.1</td>
<td>944.9</td>
<td>9.9</td>
</tr>
</tbody>
</table>

**CON Off-site Locations**

Athens - All nursing programs with the exception of nursing anesthesia and the PhD program are offered at the College of Nursing in Athens, GA (CONAT), an off-site instructional location. CONAT occupies a leased facility located at 1905 Barnett Shoals Road, which accommodates approximately 200 students and 19 faculty and staff members. The facility provides office space for faculty and staff, classrooms, a student lounge, a kitchen area, a large lobby and ample parking. The campus is equipped with two 60-seat distance-learning classrooms, one 30-seat computer lab, and five conference rooms. The two distance-learning classrooms can simultaneously link multiple sites. In addition, one conference room is technologically equipped to allow both audio and visual links for distance learning and meeting purposes. The computer laboratory contains personal desktop computers with full Internet access and the most up-to-date software and hardware tools. The entire building at CONAT is equipped with wireless access to enable students, faculty, and staff to utilize laptop computers and other electronic devices in the classrooms, offices, conference rooms, and common areas. The facility provides a Learning Resource Center and simulation rooms that complement the resources on the Augusta campus.

Much of the instruction in Athens is offered through synchronous distance learning technologies leveraging all of the faculty within the College, not just those physically located in Athens. Therefore, all student FTE and faculty headcount and FTE are included in the tables above. The Athens off-site location information is disaggregated below for the purposes of demonstrating a sufficient number of full-time faculty on-site.

### Table 2.8-k: College of Nursing Off-Site Locations Faculty Counts and Student-Faculty Ratio

<table>
<thead>
<tr>
<th>Off-Site Locations</th>
<th>Faculty Headcounts</th>
<th>Student-Faculty Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Full-time</td>
<td>Part-time</td>
</tr>
<tr>
<td>Athens</td>
<td>7</td>
<td>0</td>
</tr>
</tbody>
</table>
Columbus - The College of Nursing has an off-site instructional location in Columbus Georgia. The Columbus site offers the Nurse Practitioner (degree and post-master certificates) and Doctor of Nursing Practice programs via synchronous distance learning technologies. These programs are hosted by Columbus State University, a sister institution within the University System of Georgia, and accommodates nine students. Columbus State also provides office space and a conference room for the program deliver. One full-time faculty and 1 staff associate are assigned to Columbus. They are connected with distance technology for all meetings and events. The department chair from Augusta also makes periodic visits to Columbus. In addition to the full-time faculty member, Clinical Adjunct faculty provide guest lectures and serve as clinical preceptors.

College of Science and Mathematics

Within the framework of the college’s effort distribution (Table 2.8-b excerpt below), faculty within the college are committed to teaching while also beginning to more formally allocate effort for research/scholarship and service. This is consistent with the college’s promotion and tenure requirements. [21]

<table>
<thead>
<tr>
<th>Teaching/Instruction</th>
<th>Research</th>
<th>Clinical &amp; Service</th>
<th>Administration</th>
<th>Total FTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>College of Science and Mathematics</td>
<td>59.47</td>
<td>9.8</td>
<td>7.37</td>
<td>6.67</td>
</tr>
</tbody>
</table>

During the 2014-15 academic year, the college conferred 94 degrees [22] and maintained an overall student-to-faculty ratio of 21.5 to 1. The college's student-to-faculty ratio are included in Table 2.8-k below.

The College of Science and Mathematics has sufficient full-time faculty to support the mission of the institution and to ensure the quality and integrity of its academic programs.

<table>
<thead>
<tr>
<th>Academic Programs</th>
<th>Full-time</th>
<th>Part-time</th>
<th>Other</th>
<th>Total</th>
<th>% Full-time</th>
<th>Faculty FTE</th>
<th>Student FTE</th>
<th>Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administrative Faculty</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>100%</td>
<td>2</td>
<td>--</td>
<td>--</td>
</tr>
<tr>
<td>Biological Sciences</td>
<td>19</td>
<td>2</td>
<td>8</td>
<td>29</td>
<td>66%</td>
<td>23.8</td>
<td>573.4</td>
<td>24.1</td>
</tr>
<tr>
<td>Chemistry and Physics</td>
<td>15</td>
<td>4</td>
<td>2</td>
<td>21</td>
<td>71%</td>
<td>18</td>
<td>392</td>
<td>21.8</td>
</tr>
<tr>
<td>Mathematics</td>
<td>21</td>
<td>1</td>
<td>2</td>
<td>24</td>
<td>88%</td>
<td>22.3</td>
<td>513.1</td>
<td>23</td>
</tr>
<tr>
<td>Psychology</td>
<td>11</td>
<td>7</td>
<td>6</td>
<td>24</td>
<td>46%</td>
<td>17.2</td>
<td>308.8</td>
<td>18</td>
</tr>
<tr>
<td>TOTAL</td>
<td>68</td>
<td>14</td>
<td>18</td>
<td>100</td>
<td>68%</td>
<td>83.3</td>
<td>1,787.3</td>
<td>21.5</td>
</tr>
</tbody>
</table>

The Graduate School

Appointment to the Graduate School is a secondary appointment. All graduate faculty have primary appointments in one of the other eight colleges and therefore have been included in the various college’s sections above. Likewise, the graduate student FTE is also counted, for these purposes, with the academic home of the degree program. Therefore, the student-to-faculty ratio is embedded in each of the descriptions for the other colleges above. [23]

Distance Education

Distance education courses are primarily taught by full-time faculty. In the spring term 2015, 124 faculty taught 247 courses through online educational technologies [24]. Ninety percent of these courses were taught by full-time faculty. Thirty-six out of the 43 subject areas that offer distance education classes use full-time faculty to teach these classes. Of the seven subject fields that do use both full-time and part-time faculty, all demonstrate sufficient participation of full-time faculty to support the integrity of the academic program.

Sources

- Board of Regents Policy Manual - 3.2 Faculties
- Board of Regents Policy Manual - 8.3 Additional Policies for Faculty
- Faculty Assigned Effort
- Graduate Faculty Listing
- GRU Degrees Conferred - College of Allied Health Sciences (AY 2014-15)
- GRU Degrees Conferred - College of Dental Medicine (AY 2014-15)
- GRU Degrees Conferred - College of Education (AY 2014-15)
- GRU Degrees Conferred - College of Nursing (AY 2014-15)
- GRU Degrees Conferred - College of Science and Mathematics (AY 2014-15)
- GRU Degrees Conferred - Hull College of Business (AY 2014-15)
- GRU Degrees Conferred - Medical College of Georgia (AY 2014-15)
- GRU Degrees Conferred - Pamplin College of Arts, Humanities, & Social Sciences (AY 2014-15)
- GRU Faculty Effort Definitions
Learning Resources and Services

The institution, through ownership or formal arrangements or agreements, provides and supports student and faculty access and user privileges to adequate library collections and services and to other learning/information resources consistent with the degrees offered. Collections, resources, and services are sufficient to support all its educational, research, and public service programs.

Judgment

☐ Compliance  ☐ Non-Compliance  ☐ Not Applicable

Narrative

Georgia Regents University (GRU) offers students, faculty, and staff a variety of resources to enhance its educational and research missions. Principal among these resources are the University Libraries with services accessible from all GRU campuses and locations throughout the state.

GRU students, faculty, and staff have access to the print collections of all other colleges and universities in Georgia that are members of the Georgia Interconnected Libraries (GIL) system and Georgia’s consortial virtual library, GALILEO (Georgia Library Learning Online).

University Libraries Overview

The University operates two main libraries, Robert B. Greenblatt, M.D., Library at the Health Sciences location and Reese Library at the Summerville location, both accessible to students and faculty from all locations. There is also a library at the GRU/UGA Medical Partnership in Athens, Georgia, and a library service point in the J. Harold Harrison, M.D., Education Commons Building at the Health Sciences location. The Libraries are overseen by a Director of Libraries who operates with a single funding source and reports to the Vice President for Academic and Faculty Affairs.

Greenblatt Library serves students and faculty in programs focused on health professions and biomedical sciences. These include the College of Allied Health Sciences; College of Dental Medicine; Graduate School; College of Nursing; and Medical College of Georgia, as well as the majority of the University’s doctoral programs. Housed in the center of the Health Sciences location, the two-story, 70,967-square-foot Greenblatt Library, built in 1963, is open 98 hours a week for research, stacks access, work, study, and meetings. Study tables, open study carrels, lounge furniture, conference rooms, individual study rooms, and small-group rooms meet the study needs of Greenblatt Library users. The library partners with Information Technology to maintain three electronic classrooms on the first floor, with a total of 59 workstations for training, instruction, and online testing. An additional 33 workstations are maintained in open labs with productivity software and internet access for general use. An 86-seat room with video conferencing and lecture capture capabilities is available for instruction and assembly. Greenblatt Library has wireless access throughout the building. The Library is open to the public and provides information to the public on its website.

Reese Library serves the students and faculty in the Colleges of Arts, Humanities, and Social Sciences; Business; Education; and Science and Mathematics. While most of the students served are undergraduate students, the library also serves students in master's level programs as well as Educational Specialist and Doctor of Education programs.

Reese Library, a three story, 85,000-square-foot building, located at the Summerville location, is adjacent to the Jaguar Student Activity Center. Although the library has previously been open 85.5 hours a week, extended hours have begun in the fall 2015 semester, based on data from the 24/7 pilot requested by students, increasing the hours to 109.5. Reese Library has 78 workstations for GRU affiliates use as well as four workstations for general public use and three kiosk stations for quick catalog look-ups. Study tables and comfortable seating is located throughout the building. Group and individual study rooms, including three presentation rooms, are also available. Wireless access is available throughout the building. An instruction classroom with 24 computers is located on the third floor. A major renovation project to update the HVAC system and lighting began in early 2015.

The GRU/UGA Medical Partnership campus, located in Athens, Georgia, provides a small library and collection as well as online access to Greenblatt Library’s clinical resources to serve the GRU medical students and faculty based at that location. The Medical Partnership Campus Librarian provides customized services and curriculum support to the campus faculty and students.

The J. Harold Harrison, M.D., Educational Commons Building includes classroom and group learning space for the Medical College of Georgia and College of Dental Medicine. There is a designated library space for students, located on the second floor, which hosts a consultant desk and an integrated Mediascape workstation to encourage collaboration. The Greenblatt Library faculty and Library staff offer assistance in using the Library’s resources.

The GRU Libraries provide access to information resources in support of the institution’s undergraduate and graduate degree programs and faculty research, as evidenced in the Libraries’ Strategic Plan [1]. This plan addresses goals and objectives in line with GRU’s mission, vision, and goals. Progress is assessed and reported quarterly, with a final report submitted at the end of the fiscal year.

The Libraries have a combined website [2] to facilitate sharing information resources and services provided across the University, while also providing targeted information for each Library’s users. Each library maintains individual web resources in support of the teaching and research needs specific to the programs offered at each location.

Policies and procedures governing collections, services, and access to other library-related resources are developed within the Libraries’ administrative units, approved through library governance, and regularly reviewed to meet evolving needs [3].

Students and faculty have appropriate access to library resources and services, regardless of location. Procedures, programs workflow, collections, and services identified as unique to and in the best interests of each library’s primary clientele are maintained by that library.

Library Resources
The University Libraries support the curriculum and research needs of the University's affiliates by providing access to resources covering a wide variety of discipline areas. These resources include research databases containing tens of thousands of full text articles as well as reports, statistics, book chapters, etc.; e-books, including subject-specific reference books; print and electronic journals; government information, both in paper and electronic formats; audiovisual collections; manuscript collections; rare books; clinical care decision tools; mobile applications; and locally produced digital collections. The databases, e-books, and e-journals are made available through consortial and individual subscriptions. The Libraries participate in consortial and other agreements to make these resources and services available to GRU affiliates [4].

Electronic resources are available 24 hours a day, seven days a week. GRU students, faculty and staff have access to adequate information resources in a variety of formats. Resources include print books (333,611 titles and 354,790 volumes), 99,609 E-journals, and 86,164 E-books. Additional resources include research databases, government documents, audiovisual materials, manuscripts, rare books, clinical care decision tools, mobile applications, and locally produced digital collections. E-book collections include Access Medicine, Ebrary, eBooks on EBSCOHost, ScienceDirect, Stat!Ref, and SpringerLink. Table 2.9-a (below) illustrates the GRU Libraries' holdings as of June 30, 2015.

<table>
<thead>
<tr>
<th>Type of Information Resource</th>
<th>Holdings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper Format Books</td>
<td>327,007 titles and 345,538 volumes</td>
</tr>
<tr>
<td>Serials</td>
<td>5,560 titles and 169,356 volumes</td>
</tr>
<tr>
<td>Audiovisual Materials</td>
<td>11,953 pieces</td>
</tr>
<tr>
<td>Microforms</td>
<td>78,820</td>
</tr>
<tr>
<td>E-books</td>
<td>81,044</td>
</tr>
<tr>
<td>E-journals</td>
<td>99,320</td>
</tr>
<tr>
<td>Government Information</td>
<td>174,077 paper pieces and 45,786 digital items</td>
</tr>
<tr>
<td>Special/Historical Collections</td>
<td>906.02 linear feet of processed collections</td>
</tr>
<tr>
<td>Public Access Workstations</td>
<td>145</td>
</tr>
</tbody>
</table>

The GRU Libraries provide access to electronic materials through GALILEO and other information portals [5]. GALILEO is the University System of Georgia's (USG) consortial, online portal to authoritative, primarily subscription-only information across all disciplines. Participating institutions access hundreds of databases, thousands of scholarly journals, and multiple other publication types. Many journal titles are provided in full-text. Continuous assessment-based improvements are regularly made to GALILEO. Assessments include annual user surveys to determine user satisfaction and user habits and vendor performance. The Regents Academic Committee on Libraries (RACL) [6], comprised of librarian representatives from every University System of Georgia institution, provides oversight for GALILEO, ensuring the information needs of the state are met.

Among the GALILEO offerings for GRU are general key academic resources, including Academic Search Complete, ProQuest Research Library, as well as a wide variety of discipline-specific databases, such as Education Resources Information Center (ERIC), Business Source Complete, and MLA International Bibliography. Academic Search Complete; for example, indexes full-text, peer-reviewed journals and provides full text access to conference proceedings, books, reports, etc., in the sciences, social sciences, and humanities discipline-areas. ERIC, a discipline-specific database, provides digital access to education-related materials including books, research syntheses, conference papers, and full-text journal articles.

GALILEO offers a discovery tool (EBSCO Discovery Service), which both Libraries make available on their web sites. This tool simultaneously searches the databases within the GALILEO collection as well as individual subscription resources and the Libraries' catalog which have been integrated into the tool.

Both Libraries maintain historical collections consisting of manuscripts, books, and other research materials. The Reese Library focuses on local history for Augusta and surrounding areas, while Greenblatt Library collects in the area of health sciences history. The Libraries make some of these collections available through the online catalog and the institutional repository for research by GRU affiliates as well as non-affiliated researchers.

Greenblatt Library provides additional access to critical clinical resources for evidence-based patient care, teaching, and research. The premier biomedical database, MEDLINE, provides links to full-text articles in the fields of medicine, nursing, dentistry, veterinary medicine, the health care system, and pre-clinical sciences. Web of Science provides access to science and other multi-disciplinary resources beyond MEDLINE. Discipline-specific resources include Cumulative Index to Nursing and Allied Health (CINAHL) and PsycInfo.

Point-of-care clinical tools are part of Greenblatt’s online offerings and include UpToDate®, Essential Evidence Plus, Access Medicine, and JAMAevidence®. UpToDate® is a decision support resource that reviews medical literature to help medical professionals formulate clinical recommendations. Essential Evidence Plus synthesizes topic reviews, guidelines, calculators, and research summaries. JAMAevidence® provides guides to best available evidence by reviewing the validity, importance, and applicability of claims about the assessment of health problems and the outcomes of health care.

Reese Library provides a number of electronic resources to meet primarily undergraduate and faculty scholarly needs. JSTOR and Project Muse are two examples of multidisciplinary resources. JSTOR provides electronic access to back issues (from the date of first publication) of selected, core journals in a variety of discipline areas while Project Muse focuses on digital humanities and social sciences content. Discipline-specific resource examples include Oxford Music Online, ARTstor, IOPScience (Institute of Physics journals), and Cambridge Histories Online.

**Distance Learning**

Georgia Regents University
All off-site instructional sites and distance education students have access to web-based library resources via individual user authentication. A single username and password allows for quick authentication to most library licensed resources from off campus using the EZproxy server, making site specific authentication possible. In addition, GRU Libraries developed webpages for mobile device access and a guide to selected mobile applications for multiple user platforms as aids for distance users.

GRU faculty requested that Libraries’ resources be made available through the learning management system, Desire2Learn (D2L). Offerings include Echo360 and YouTube lectures and tutorials, course LibGuides, and screenshot tutorials. Some live, real-time Echo360 lectures have also been provided.

**Services**

The Libraries offer basic reference service to GRU constituents and the public during all hours that the Libraries are open. Reference services are available via in-person, telephone, e-mail, and chat, reflecting the changing nature of library usage from the traditional in-person usage to an engagement of library users through the virtual environment. GRU Libraries offer access to and reference assistance with government publications via the Federal Depository Library Program (FDLP) for faculty, students, staff, and the public-at-large.

Greenblatt at the Health Sciences location incorporates the key principles of evidence-based health care into library instructional programs. Reese Library at the Summerville location integrates the concepts of the newly codified Association of College and Research Libraries (ACRL) Framework for Information Literacy into all library instruction in order to develop learning outcomes and resources.

Customized instruction is provided for individual consultations, small groups, and integrated sessions within the curriculum. Library curriculum-biased instruction is guided by objectives created in collaboration with teaching faculty to meet health sciences education professional standards as well as student learning outcomes for specific courses. Instruction is also provided online to meet distance students’ needs by creating online tutorials and LibGuides to assist students in navigating library resources.

The addition of a Scholarly Communications librarian position has made it possible to more strategically offer advisory support to faculty who want to create open access journal publications, who have questions regarding copyright, author rights, and publisher contracts. The Libraries also host an institutional repository, Scholarly Commons, which provides a place to host open access publications, as well as house and make available faculty and student research publications. A project is underway to host and make available GRU student electronic theses and dissertations.

Support in curriculum and research is also provided for each college on the Augusta campuses through liaison and embedded librarians. These programs are designed to foster communication between the GRU Libraries and their users. Each academic unit/college is paired with a librarian who serves as a resource for all library services. The primary objectives of the program are to foster collegiality through consistent communication, to provide leadership and cooperation in collection development, and to promote excellence in reference and education services. The embedded librarian program at the Greenblatt Library began in 2012 and offers office hours within the departments served. The Reese Library liaison program was initiated in 2013. Librarians at both locations have created web-based guides, utilizing LibGuides, of library resources and services relevant to the areas that they serve, including creating guides that are course-specific.

To enhance local library resources, the Libraries participate in GIL Express, a resource-sharing model that allows GRU affiliates to borrow print books from the library collections of the 31 University System of Georgia (USG) libraries. GIL Express also allows onsite borrowing, so that any GRU affiliate visiting another USG campus can borrow books from that library. The University Libraries intercampus delivery system allows for books located at either Greenblatt Library or Reese Library to be sent to the other library for pick-up by any GRU affiliate. Among other services, GRU Libraries are members of the Online Computer Library Center (OCLC) to provide Interlibrary Loan (ILL) access through WorldCat and Illiad to book and journal resources not locally available. Greenblatt Library participates in the National Library of Medicine DOCLINE ILL system to provide world-wide access to biomedical journals.

**Library Leadership and Operations**

The Libraries are led by the Director of Libraries, Dr. Brenda Seago. Dr. Seago joined GRU in 2012 as the Director of Greenblatt Library. She came to Georgia from Virginia Commonwealth University (VCU), where she served as the Administrative Director of the Center for Human Simulation and Patient Safety. Prior to that, she ran the VCU School of Medicine Computer Based Instruction Lab/Learning Resource Center and served as a Clinical Medical Librarian in the university’s Tompkins-McCaw Library for the Health Sciences. She has been active with the Association of American Medical Colleges Group on Information Resources and the Medical Library Association. She holds master’s degrees in English and library science from Virginia Polytechnic Institute and State University and the University of Maryland, respectively, and a doctorate in public policy and administration from VCU.

The GRU Libraries employ qualified faculty and staff to provide and support learning resources for faculty and students in all programs. Further, both library programs adhere to standards of the ACRL and the Association of Academic Health Sciences Libraries (AAHSL), both of which require a master’s degree in library and information science from an institution accredited by the American Library Association (ALA) for any person employed as an academic or health sciences librarian. An organizational chart illustrating the structure for the University’s Libraries is attached.

The Libraries’ collection development guidelines provides detailed guidance on purchasing decisions, collection types, and weeding priorities. The Libraries’ collections remain current and meet the curricular needs of the University through a variety of methods. Recommendations come from faculty, liaison librarian evaluation, and input from the active Library Advisory Committee, composed of faculty representing all GRU colleges and the Cancer Center. Funding availability and comparability of holdings in peer institutions are also critical decision factors.

**Assessment**

The Libraries employ a variety of assessments to measure effectiveness of services and resources.

The Libraries submit an annual unit plan to the University, which delineates specific goals, tactics, and assessments. Progress is reported on a quarterly basis with an annual final report.

Internal statistics on budgets, staffing, collections, and instructional sessions are collected to measure the effectiveness of our Libraries against other Association of Academic Health Sciences Libraries and Association of College and Research Libraries peer institutions.
The Press-Ganey Employee Engagement Survey was administered by GRU in 2014 and the Libraries have addressed the identified issues and are implementing changes based on the survey results as identified in the Libraries action plan [13]. For example, perceived job stress attributed to time constraints was an identified issue. The Libraries held a staff development day as an opportunity to bring the Libraries’ staff together to receive training on stress and time management.

Also in 2014, the University Libraries administered the Association of Research Libraries LibQUAL+®, [14] a nationally-normed survey of library service quality, sent out to all faculty, students, and staff of GRU. The survey data showed that customer service received the highest ranking. A comprehensive plan to address the identified resource gaps is being compiled by the Libraries.

The Libraries are also assessed during programmatic accreditation reviews. The liaison for Counselor Education, Leadership, and Research; for example, gave a formal presentation of the Libraries’ resources and services to the Council for Accreditation of Counseling and Related Educational Programs (CACREP) re-accreditation team. Library faculty serve on the GRU Liaison Committee on Medical Education review team to examine institutional compliance with the standards regarding educational resources and infrastructure. GRU Libraries provided the narrative response to the standards documenting instructional services and library resources in support of medical education.

Sources

- Curriculum Vitae - Seago (Director, University Libraries)
- GALILEO Website
- GRU Libraries Collection Development Guidelines
- GRU Libraries Consortial Agreements
- GRU Libraries Discipline Specific Accreditations and Re-Accreditation
- GRU Libraries Internal Policies
- GRU Libraries LibQUAL Final Report
- GRU Libraries Press Ganey Action Plan
- GRU Libraries Statistics
- GRU Libraries Website
- GRU Organizational Chart - Libraries
- GRU Strategic Plan - Libraries
- USG Regents Academic Committee on Libraries (RACL)
Student Support Services
The institution provides student support programs, services, and activities consistent with its mission that are intended to promote student learning and enhance the development of its students.

Judgment
☑ Compliance  □ Non-Compliance  □ Not Applicable

Narrative
Georgia Regents University (GRU), a comprehensive research university, provides student support programs, services, and activities for all students that are consistent with its mission "to provide leadership and excellence in teaching, discovery, clinical care, and service as a student-centered comprehensive research university and academic health center with a wide range of programs from learning assistance through postdoctoral studies." GRU's student support services are intended to promote student learning and enhance the holistic development of students.

The GRU student body is very diverse, enrolling undergraduate, graduate, and professional students in 122 different degree and certificate programs. Students converge on Augusta bringing with them backgrounds and ideas from 47 states, three U.S. territories, and 42 countries around the globe. The student body is 61 percent identifying as female and 39 percent identifying as male, with 57 percent identifying as White, nearly 20 percent identifying as African American or Black, six percent identifying as Asian, five percent identifying as Hispanic, and nearly ten percent not identifying a race or ethnicity. Students have an opportunity to interact not only in the classroom, but also outside of the classroom by getting involved in student organizations and other co-curricular support programs. Most support programs and services for students are operated under divisions reporting to the Executive Vice President for Academic Affairs and Provost. These as well as other administrative services provided in support of student development have a critical impact on the development and progression of students in their academic careers. Other student support services are addressed in Comprehensive Standard 3.4.9, Academic Support Services.

Division of Enrollment and Student Affairs
The Division of Enrollment and Student Affairs [1] offers programs and services that are intended to support the University's mission to provide "service as a student-centered comprehensive research university." These student services are intended to provide for the basic needs of students and enrich their learning experiences. Under the leadership of the Vice President for Enrollment and Student Affairs the Division provides services and programs that focus not only on recruiting good students and helping them discover options regarding financing their education, but also focuses on student involvement such as leadership, civic engagement, embracing diversity, physical and mental health, social responsibility, and overall excellence as students. Additionally, the Division includes services that enrich students' lives by providing opportunities for housing, entertainment, and physical and emotional well-being. Specific services that are managed by this division are presented below and are aligned with the Division's strategic plan [2].

Enrollment Management
The area of Enrollment Management includes the Offices of Academic Admissions, Student Financial Aid, Enrollment Services Center, and the Office of Military and Veterans Services. The primary responsibility of this area is to provide comprehensive enrollment management services to students and the University including recruitment, processing applications, and the administration of financial aid. The area disseminates information to students, faculty, and staff via live and/or web-based presentations, e-brochures, online seminars, campus email, and social media.

Office of Academic Admissions - The Office of Academic Admissions serves the University by recruiting, admitting, and enrolling a diverse and academically excellent undergraduate student body. The Office of Academic Admissions recruits freshmen and transfer students to the University. The office processes admissions decisions for all freshmen, non-health science transfers, and certain non-degree-seeking students. The office collects and processes application materials for health sciences undergraduate and selected graduate students ensuring receipt and documentation of entrance requirements as specified by GRU's colleges and the University System of Georgia Board of Regents. The office assists and provides technical assistance and structural guidance for records management, and provides training upon request for all personnel involved in admissions. The Medical College of Georgia Office of Admissions oversees recruitment and admission of medical students. The College of Dental Medicine oversees recruitment and admissions of dental students.

Office of Student Financial Aid - The Office of Student Financial Aid provides financial resources to all qualified applicants who would like to pursue a postsecondary education. In doing so, the Office of Student Financial Aid supports the GRU mission in its commitment to excellence in teaching and community service, since many students would not have access to higher education without adequate financial support. The office also provides financial aid counseling, hosts financial aid presentations, participates in community outreach programs, and provides special workshops during Financial Aid Awareness Month. The services provided by the office contribute to student success.

Office of Military and Veterans Services - The Office of Military and Veterans Services (MVS) provides outreach for service members, veterans, and affiliated military students at education fairs at Fort Gordon, military briefings, and community events. MVS staff counsel students about attending GRU and assist with the application process. They also advise students regarding financial aid decisions and resources, and provide direction in filing FAFSA applications and HOPE scholarship review requests if they meet Georgia's HOPE scholarship eligibility requirements. The office also encourages students to look into other scholarship opportunities or funding resources such as Troops to Teachers.

Office of the Dean of Student Life
The Office of the Dean of Student Life includes departments that provide general assistance, student advocacy, and compliance. Departments
and services reporting up through the Dean of Student Life include Student Life and Engagement, Testing and Disability Services, the Counseling Center, behavioral intervention, non-academic student conduct, and general student advocacy.

**Student Life and Engagement**

The mission of the Office of Student Life and Engagement (SLE) is to engage students, provide purposeful opportunities that enhance the academic experience, and foster personal growth in an environment that demonstrates the University’s core values. Programs include the following: student organizations including Greek organizations; civic engagement; new undergraduate student orientation; the University’s student-run programming board, the Jaguar Production Crew; diversity programs, and leadership development programs.

The Office of Student Life and Engagement coordinates new-student orientation for undergraduates. Orientation is the first step in a series of programs and resources designed to assist students in matriculating and preparing to have successful University experiences. These goals are accomplished by providing multiple sessions to teach students about academic requirements, provide information about campus activities and traditions, and to offer information about campus resources to support academic success. The Division of Enrollment and Student Affairs has configured the orientation experience to be the first of many efforts to promote student development, retention, progression, and graduation. For the graduate students and students who are enrolled in programs offered only online, the academic colleges and program areas work to introduce students to the University and to their specific program of choice.

Student Life and Engagement also works with students to facilitate the process for recognizing student organizations. Student organizations are independent associations of GRU students. Student organizations include academic, honorary, service, professional, Greek, sports clubs, institutional, and special interest groups. Student organizations must register with the Office of Student Life and Engagement each academic year. Recognition is granted to organizations with at least five interested students, a designated faculty or staff advisor, and a constitution with language that does not unlawfully discriminate regarding membership. GRU recognizes nearly 172 student clubs and organizations.

The GRU Student Government Association (SGA) consists of a graduate and undergraduate student government. Both operate with two branches - an Executive and a Legislative Branch. The Executive Cabinets make up the Executive Branches while the Senate and House of Representatives make up the Legislative branches. The Senate provides representation and communication of the interests of the Undergraduate Student Body to the faculty and administration; while the House of Representatives serves the same role for the Graduate Student Body.

Representative ratios for the undergraduate and graduate student populations differ to account for the differences in the sizes of the Senate and House, and the meeting frequency of the two legislative bodies is different due to the legislative needs and student availability for meetings. The Senate meets weekly while the House meets monthly.

The legislative bodies share a common Constitution. There are several joint committees, a common election cycle, and an annual end-of-the year banquet and recognition ceremony.

The two legislative bodies function independently and use separate bylaws to most effectively govern their respective student populations. Advisors are appointed by the Provost or his/her designee to ensure consistency between the branches so that all students receive equitable representation from their student government.

**Testing and Disability Services**

Testing and Disability Services (TDS) supervises the administration of both institutional and national standardized tests. TDS also serves to ensure that all students with disabilities receive an accessible and positive college experience.

Testing Services plays an integral part in the facilitation of Georgia Regents University’s commitment to the advancement of knowledge. Testing Services was established to provide a reliable, convenient, and accessible location for students, faculty, staff, and members of the surrounding communities with a variety of testing services:

- Administration of tests for career certifications;
- Administration of assessments necessary for admission into undergraduate and graduate education programs (e.g., TEAS, MAT);
- Test proctoring for students enrolled in online or distance education courses;
- CLEP and DSST exams for college credit.
- GRU believes academically qualified individuals with disabilities should have equal opportunity and access to a quality education. We are actively involved in fostering an environment that encourages full participation by students with disabilities in every segment of the University.

Disability Services were established to help ensure an accessible and positive college experience for students with disabilities. Disability Services provide a variety of services and accommodations to meet the needs of disability related concerns in accordance with the Rehabilitation Act of 1973 as amended, the Americans with Disabilities Act – Amended Act of 2008, and Board of Regents’ policies. Accommodations for students with disabilities are made on an individual basis.

The services provide assistance to students who have either a physical or mental impairment which substantially limits one or more life activities. To receive services, students must provide current documentation of their disability from a qualified professional. The Board of Regents’ criteria for evaluation must be followed in the documentation of all types of disabilities.

To receive services, students must provide current documentation of their disability from a qualified professional to the Disability Office. The Office of Disability Services coordinates and provides a variety of services for students with disabilities. Services include, but are not limited to the following:

- Assistance in obtaining textbooks and course materials in alternate format (e.g., audio recordings, Braille, and large print).
- Adaptations for exams such as extended time, recorded and large print exams, and text recorders.
- Recording devices and/or note-takers.
- Print reading and enlarging machines.
- Zoom-text computer magnification systems which enlarge screen displays.
- Screen/computer reading software.
A student given accommodations by the institution must meet, either with or without accommodations, the technical standards of the program into which the student has been accepted or is enrolled.

Counseling Center

The Counseling Center provides a variety of support services designed to assist students in defining and accomplishing personal, academic, and career goals, thus promoting adjustment to college and consequently, student retention. The Counseling Center staff consists of licensed mental health professionals who are trained and have experience facilitating mental health services. Students may set up appointments with Counseling Center staff, or if a student is in crisis, the Counseling Center will make every effort to meet with the student. The Counseling Center also provides professional training in the form of internships and assistantships for students enrolled in the graduate programs in Clinical Psychology and Counselor Education.

Student Services

The Assistant Vice President of Student Services manages areas such as Housing and Residence Life, Student Health, Campus Recreation, and the Maxwell Performing Arts Theater. All of these units offer unique opportunities and support students' well-being.

Housing and Residence Life

The Office of Housing and Residence Life manages on-campus housing and associated activities and functions. Housing is available for both graduate and undergraduate students. University Village, at the Forest Hills location, offers apartment-style living for approximately 500 undergraduate students, and the Health Sciences location has an additional 220 housing units in a mix of dormitory and apartment-style living spaces. A building project is underway to construct roughly 725 beds on the Health Sciences location to house both graduate and undergraduate students. The project is slated to be completed in time for the beginning of fall 2016 semester.

University Connections

University Connections is designed to assist first-time undergraduate students’ successful transition to college life. The program provides a support network for students to transition to the academic, social, and cultural environment of college in order to increase retention and progression to graduation. Participants take classes with other Connections students, live together in freshmen residence halls at University Village or Residence 4, take part in an immediate support group with assigned mentors, participate in study sessions, attend campus social and athletic events, and become part of a social support system to help students meet and share experiences with other first-year students.

Student Health

Student Health Services offers high-quality and cost-effective basic health and preventive services to all students. These include gynecologic services, orthopedic care, minor surgical procedures, psychiatry, diagnostic testing, laboratory services, allergy/immunization services, pharmaceuticals, worldwide travel consultation, and counseling services. Services aim to help students reach their fullest academic potential by optimizing their physical and emotional health. Student Health Services ensures that students are not at risk for being treated by a physician who is also their instructor. Students enrolled on distant campuses receive health care through facilities associated with the affiliate campuses.

Based upon program of enrollment and student status, some students, particularly those enrolled in Health Sciences programs, are required to carry comprehensive health insurance coverage. Students with alternate, comparable insurance may opt out of the plan by completing an online student health insurance waiver form. Students also may add family members to their coverage. Student Health Services administers the BOR's health insurance plan for all students that opt to enroll. Students in health sciences programs are required to have the BOR insurance or an equivalent plan.

Campus Recreation

Campus Recreation offers students a variety of unique opportunities to participate in recreational sports, compete in intramural sports, and access to a state of the art fitness center. The purpose of intramural sports is to foster a fun, engaging environment for students to interact with one another on the field of play, complementing the overall student life experience. Student teams compete against one another for the right to be called Campus Champion.

The Student Wellness Center is located adjacent to the Student Center at the Health Sciences location. It provides a modern fitness facility for students to pursue healthy lifestyles and recreational activities. The Student Wellness Center is fully equipped with basketball courts, free weights, cardiovascular equipment, and group exercise classes.

Maxwell Performing Arts Theater

The Grover C. Maxwell Performing Arts Theater is the cultural heart of the GRU campus. The venue provides a performance location for students in the music ensembles from the Department of Music and Theater GRU from the Department of Communications. Students, faculty, staff, and community members also attend a broad variety of events hosted by GRU. The Lyceum Series presents national and international music, dance, and theater companies. The Harry Jacobs Chamber Music Society brings a series of world class performers to campus. The Theater is an intimate venue that includes 740 seats. Many performances at the Theater are free to students with a GRU ID. In addition to the numerous performances, the Theater hosts a variety of academic lectures, new student orientation, and other campus events for students.

Other GRU Student Support Services

First and Second Year Experiences

The Office of First and Second Year Experiences (FYE/SYE) focuses on creating experiences that help undergraduate students transition from high school or their previous non-collegiate life to college and academic life. The purpose of all FYE/SYE programs is to help students become more successful academically and help promote retention, progression, and graduation efforts of the institution. FYE/SYE offers several programs for students in their first and second years such as Freshmen Convocation, Freshman 1101, MajorFest – in conjunction with the Academic Advisement Center and Career Services, a dedicated first-year student abroad program in Costa Rica in conjunction with the Study Abroad Office, and Celebrate 60 – in conjunction with the Academic Advisement Center to transition students from professional advising to
faculty advising in the student’s chosen major. FYE/SYE also coordinates INQR 1000, a seminar designed to bring students and faculty together to research a topic of interest to the students in the faculty’s area of expertise.

Career Services

Career Services provides career development resources to meet the needs of GRU’s diverse academic programs and student base. Career advisors utilize a variety of assessment tools to assist students with major selection and/or career indecision. Academic collaborations provide tailored career development services by discipline. Students learn the tenets of professionalism through departmental programming including responsible use of social media, dining etiquette, workplace attire and networking. The development of job search skills, an online job board and preparation for graduate school planning ensures that students have access to resources to facilitate their next steps after graduation. A variety of technology resources, coupled with a staff of career advisors clustered by major/discipline, enables the department to provide appropriate academic support services. Career Advisor consultations, along with the online job board, career assessments, video library and mock interview tools ensure students from any GRU campus can access the variety of services available to them.

Services to Distance Education Students

GRU is committed to supporting all students enrolled in its programs. All students enrolled in online courses or in courses taught at off-campus instructional sites have access to the student support services to meet their respective needs. Many student support services described above are available to students regardless of mode or location of instructional delivery. While some services can only be made available to students enrolled in courses on the main GRU campus in Augusta (e.g., housing and recreation), many services can be accessed from any location through units’ websites and other mass communications. Additionally, staff in student services areas travel to students in off-campus instructional programs to assist them with their needs in person. Examples of such departments include financial aid, Dean of Students, and testing and disability services. For other services (e.g., health, counselling, wellness), students at off-campus instructional sites have access through agreements with entities at those sites. Students are not charged fees for services that are not available to them due to the location or modality of their programs.

Sources

- Board of Regents Academic and Student Affairs Handbook - 2.8 Regents' Testing Program
- Board of Regents Policy Manual - 4.1 Student Affairs General Policy
- GRU Organizational Chart - Academic Affairs (Page 7)
- GRU Strategic Plan - Enrollment and Student Affairs
- GRU Student Clubs and Organizations
- GRU Student Government Association (SGA) Constitution
2.11.1

Financial Resources

The institution has a sound financial base and demonstrated financial stability to support the mission of the institution and the scope of its programs and services.

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

Audit requirements for applicant institutions may be found in the Commission policy entitled "Accreditation Procedures for Applicant Institutions.

Judgment

☐ Compliance  ☐ Non-Compliance  ☐ Not Applicable

Narrative

**Note for reviewers**: The consolidation of Augusta State University (ASU) and Georgia Health Sciences University (GHSU) was formally ratified by the Board of Regents (BOR) on January 8, 2013 [1]. Financial records were required to be maintained separately through fiscal year 2013. For the purposes of this review the financial data provided in this section has been combined for fiscal year 2012 and 2013 in order to provide a consistent accounting of financial activity over multiple years.

Georgia Regents University (GRU) has a sound financial base and demonstrated financial stability to support the mission of the institution and the scope of its programs and services. The sound financial base of the institution is documented throughout the University’s financial statements, including the following: increasing revenue streams (state appropriations, tuition and fees, and grants and contracts), cost containment and stable net assets. The graph below depicts the revenue streams for recent years.

**Table 2.11.1-a: Revenue Sources**

<table>
<thead>
<tr>
<th>FY 2012</th>
<th>FY 2013</th>
<th>FY 2014</th>
<th>FY 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>State Appropriations</td>
<td>$152,600</td>
<td>$161,880</td>
<td>$173,404</td>
</tr>
<tr>
<td>Tuition &amp; Fees</td>
<td>$73,855</td>
<td>$72,454</td>
<td>$77,795</td>
</tr>
<tr>
<td>Grants &amp; Contracts</td>
<td>$429,916</td>
<td>$444,357</td>
<td>$469,151</td>
</tr>
<tr>
<td>Sales &amp; Services</td>
<td>$9,335</td>
<td>$9,819</td>
<td>$9,550</td>
</tr>
<tr>
<td>Auxiliary</td>
<td>$16,202</td>
<td>$15,161</td>
<td>$16,700</td>
</tr>
<tr>
<td>Gifts</td>
<td>$13,909</td>
<td>$23,702</td>
<td>$4,061</td>
</tr>
<tr>
<td>Investment Income</td>
<td>$1,657</td>
<td>$4,174</td>
<td>$2,069</td>
</tr>
<tr>
<td>Other</td>
<td>$1,028</td>
<td>$359</td>
<td>$493</td>
</tr>
<tr>
<td>Total Revenue (excluding capital gifts)</td>
<td>$698,502</td>
<td>$729,266</td>
<td>$753,223</td>
</tr>
</tbody>
</table>

Annual Audited Financial Statements

GRU is audited annually by the State of Georgia’s Department of Audit and Accounts in accordance with Official Code of Georgia Annotated (OCGA), [2]. Audit procedures are in accordance with auditing standards generally accepted in to financial audits 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 GRU. The annual reports confirm the healthy financial condition of GRU and support the assertion that the University has a sound financial base and demonstrated stability. Fiscal year 2012 and 2013 audit reports for Augusta State University and Georgia Health Sciences University have been provided [3]. Post consolidation audit reports for Georgia Regents University have been provided for fiscal year 2014 [4]. (Please note that, as of the publication of this Compliance Certification Report, the financial audit for the fiscal year ending June 30, 2015, 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 On-Site Review Committee in a Focused Report as well as during the On-Site Review.)

Financial Highlights

Financial data derived from recently audited and published reports was compiled into several tables for review and analysis. Table 2.11.1-b provides an overview of operating revenues and expenditures from fiscal year 2012 through fiscal year 2014 and the effect on net position at the end of each year. During this time, annual operating revenues grew by 8.7 percent which outpaced operating expenditures which grew by 6.2 percent during the same period. Net position at the end of fiscal year 2014 had a modest increase of 2.6 percent over fiscal year 2012.

<table>
<thead>
<tr>
<th>Revenue, Expenses and Net Position at End of Year</th>
<th>Fiscal Year Ending June 30</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2012</td>
</tr>
<tr>
<td>Operating Revenues</td>
<td>$514,052</td>
</tr>
<tr>
<td>Operating Expenses</td>
<td>$714,389</td>
</tr>
<tr>
<td>Net Non-Operating Revenues/(Expenses)</td>
<td>$181,040</td>
</tr>
<tr>
<td>Increase/(Decrease) in Net Position</td>
<td>$73,708</td>
</tr>
<tr>
<td>Net Position at End of Year</td>
<td>$493,812</td>
</tr>
</tbody>
</table>

Financial information was compiled using audited financial statements to create table 2.11.1-c. This information was then used to calculate relevant financial ratios as depicted in table 2.11.1-d. The ratios indicate that GRU is in fact financially sound and stable.

<table>
<thead>
<tr>
<th>Assets &amp; Liabilities</th>
<th>Fiscal Year Ending June 30</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2012</td>
</tr>
<tr>
<td>Total Assets</td>
<td>$697,790</td>
</tr>
<tr>
<td>Total Liabilities</td>
<td>$203,978</td>
</tr>
<tr>
<td>Current Assets</td>
<td>$88,260</td>
</tr>
<tr>
<td>Current Liabilities</td>
<td>$132,594</td>
</tr>
<tr>
<td>Total Net Position</td>
<td>$493,812</td>
</tr>
<tr>
<td>Net Investment in Capital Assets</td>
<td>$434,619</td>
</tr>
<tr>
<td>Restricted</td>
<td>$63,804</td>
</tr>
<tr>
<td>Unrestricted</td>
<td>($4,611)</td>
</tr>
</tbody>
</table>

The ratios in Table 2.11.1-d are either stable or have moved slightly in a positive direction. The current, or liquidity ratio, increased from 1.21 in fiscal year 2012 to 1.88 in fiscal year 2014. This calculation includes short term investments which are considered to be liquid because the cash can be recalled within three business days.
Table 2.11.1-d: Key Financial Ratios & Trends

<table>
<thead>
<tr>
<th>Financial Ratios &amp; Trends</th>
<th>Fiscal Year Ending June 30</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2012</td>
</tr>
<tr>
<td>Current Ratio (1)</td>
<td>0.67</td>
</tr>
<tr>
<td>Current Ratio (including ST Investment Pool)</td>
<td>1.21</td>
</tr>
<tr>
<td>Cash to Current Assets Ratio (2)</td>
<td>1.08</td>
</tr>
<tr>
<td>Cash Ratio (3)</td>
<td>0.17</td>
</tr>
<tr>
<td>Viability Ratio (4)</td>
<td>1.01</td>
</tr>
<tr>
<td>Primary Reserve Ratio (5)</td>
<td>0.08</td>
</tr>
<tr>
<td>Debt Burden (6)</td>
<td>0.66</td>
</tr>
<tr>
<td>Cash Balance (In Thousands)</td>
<td>$22,794</td>
</tr>
<tr>
<td>Investments--ST Pool (In Thousands)</td>
<td>$72,615</td>
</tr>
</tbody>
</table>

1) Current Assets/Current Liabilities
2) Cash + Short Term Marketable Securities/Current Assets
3) Cash + Short Term Marketable Securities/Current Liabilities
4) Expendable Net Position + Unrestricted Net Position/Debt (includes current portion)
5) Expendable Net Position + Unrestricted Net Position/Total Expense (operating and non-operating)
6) CY Lease Payments/CY Operating and Non-operating Revenue

Table 2.11.1-e provides an overview of the unrestricted net assets, exclusive of plant. The balances were negative in fiscal year 2012 and 2013 and appear to be surprisingly low in fiscal year 2014. This is as a result of Governmental Accounting Standards Board (GASB) issuing GASB Statement 16 which requires an entry to be made annually to record the balance of uncompensated absences. During this period, the entry to book uncompensated absences was $33.6 million, $34.2 million and $36.1 million in fiscal year 2012, 2013 and 2014 respectively. Unrestricted net assets are in a much better position when this entry is taken into account.

Table 2.11.1-e: Unrestricted Net Position, Exclusive of Plant

<table>
<thead>
<tr>
<th>For the Year Ended June 30</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
</tr>
<tr>
<td>$(2,731,894)</td>
</tr>
</tbody>
</table>

Annual Financial Planning Process

GRU conducts an annual financial planning and resource allocation process as part of the overall original budget process. This process is administered in conjunction with the Georgia Legislature’s annual appropriation process. The legislature provides state appropriations in lump sum to the Board of Regents who then allocates a portion to each institution within the system [5].

BOR Policy 7.1 addresses this process [6], and Section 8.0 of the BOR Business Procedures Manual provides more detail regarding the budget process from a system level perspective [7]. Additional information about the BOR budget process along with a calendar depicting the timeline is provided on the USG Fiscal Affairs website [8]. The BOR also sets tuition rates and mandatory fees during this time for all institutions within the system, the process for which is addressed in Section 8.3 of the BOR Business Procedures Manual [9].

GRU’s annual financial planning and resource allocation process is tied to the University’s mission [10] and strategic plan [11]. In preparation of the University’s annual budget due to the Board of Regents in May of each year, the University begins collecting data several months prior to final submission [12] [13]. In the fall of each year, colleges and divisions are given a GRU-developed template and instructions on how to complete the planning and resource allocation process [13]. The templates allow presenters to discuss their mission, organizational structure, relevant performance metrics, assessment of prior year performance, status of current year plans and next fiscal year’s planning and resource priorities. Hearings for all units are scheduled over multiple days with senior leadership during the first part of the calendar year [14]. The result of these hearings is a list of priorities that are used to develop the next fiscal year budget as well as special funding requests [15]. The budget is developed within People Soft Financials and is submitted to the BOR for approval. The original budget is due to the BOR in May of each year where it is ultimately approved [16].

The University prepares quarterly financial reports that provide an overview of expenditures to date and compares budgeted revenue and expenditures to actuals. These reports are reviewed with the President and Chief Business Officer and are submitted to the BOR.

Table 2.11.1-f: GRU Quarterly Financial Reports

<table>
<thead>
<tr>
<th>FY 2014</th>
<th>FY 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quarter 1</td>
<td>Quarter 2</td>
</tr>
<tr>
<td>[17]</td>
<td>[18]</td>
</tr>
<tr>
<td>[20]</td>
<td>[21]</td>
</tr>
</tbody>
</table>

Sources

Georgia Regents University
2.11.2

Physical Resources
The institution has adequate physical resources to support the mission of the institution and the scope of its programs and services.

Judgment
☐ Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

Georgia Regents University’s (GRU) mission is “to provide leadership and excellence in teaching, discovery, clinical care, and service as a student-centered comprehensive research university. Within this mission, the GRU Division of Facilities Services is committed to building and maintaining a high quality, cost effective, customer-centered service division to include physical environments that support the organization’s academic, clinical, and research missions.

Facilities

GRU’s main campus location is Augusta, Georgia, situated on the Savannah River, Georgia’s eastern boundary with South Carolina; the Augusta Campus is composed of five primary locations serving students and faculty:

- **Summerville** - The traditional university programs and services are located on an 80-acre tract of land in Augusta’s historic Summerville neighborhood. This area is an aesthetic mix of restored historic buildings and state-of-the-art facilities nestled among mature trees. The character of location is very much in keeping with the neighborhood, and has been embraced by the local community. This location includes meandering walkways that curve around new gardens and is one that is well-designed for the students and programs of the University. This location served as the primary location for the former Augusta State University (ASU).

- **Health Sciences** - The health sciences programs and services are located on approximately 170 acres of land within the city limits of Augusta in the Bethlehem/Laney-Walker neighborhood. This location is home to academic, research, and clinical facilities, as well as a 220-bed student housing complex and GRU’s recreation/wellness center. The Health Sciences location is a continuously expanding urban conglomerate that is easily accessible to those in the area. In addition, GRU is affiliated with the not-for-profit Georgia Regents Medical Center, which operates clinical facilities through a master-lease agreement with GRU’s governing body, the Board of Regents (BOR) of the University System of Georgia (USG) and with GRU. This location served as the primary location for the former Georgia Health Sciences University (GHSU).

- **Forest Hills** - This location is home to educational programs in kinesiology and wellness, athletics, and student housing. This location includes instructional space, a golf course, golf clubhouse, athletic field house and fields, and a 576-bed student housing complex located approximately three miles from the Summerville location and seven miles from the Health Sciences location. This location was a part of the former ASU.

- **Gracewood** - In addition to the academic locations, GRU operates a 95-acre animal support facility adjacent to Gracewood State School and Hospital. This location is approximately 6.5 miles south of the Health Sciences location and was formerly part of GHSU.

- **Riverfront** - This property is located on 16.47 acres bordering the Savannah River and was acquired by the BOR and GRU. The property currently consists of land and three unoccupied buildings. Its potential uses are being evaluated, but no permanent uses have been identified to date.

Maps depicting the distribution of locations in Augusta appear as evidence [1].

All GRU properties in Augusta total over 690 acres of educational, research, clinical, and administrative facilities with 157 buildings and approximately seven million gross square feet of space including the Health System. Included in the 690 acres is a 182-acre, 18-hole historic golf course designed by Donald Ross, a nationally recognized golf course designer from 1900 to 1948. GRU has student housing available for 800 students, one-fourth located adjacent to educational buildings, and three-fourths located on a 19-acre tract across from Christenberry Fieldhouse and the golf course at Forest Hills. A combined inventory of space [2] is provided as evidence to illustrate the combined physical resources of the University.

All properties within the city of Augusta span a physical distance of five miles between one another. Students physically move from one location to another via personal vehicles, University shuttles, or the city bus system. The city buses are available free of charge to the students upon presentation of student identification.

A major part of Facilities Services is designing and constructing facilities that meet future academic, research and clinical program needs, while executing smaller capital projects to support current academic, research and clinical needs. The Planning, Design, and Construction Department reports to the Vice President for Facilities Services [3] and is responsible for all planning, design, and construction of large buildings as well as executing smaller renovation and infrastructure projects to maintain the existing facilities.

In the last five years, GRU constructed and opened two academic facilities including a 274,000 gross-square-foot College of Dental Medicine and a 222,000 gross-square-foot J. Harold Harrison, M.D. Education Commons. The buildings are located on 4.5 acres of land in the southwestern corner of the Health Sciences location. The $112 million College of Dental Medicine facility opened in 2011 and was designed to support educational and clinical operations. The building provides more than 300 dental chairs for teaching Georgia’s future dentists and providing dental care throughout the Central Savannah River Area. Located next to the College of Dental Medicine, the J. Harold Harrison, M.D. Education Commons opened in the Fall of 2014. The three-story facility serves as the primary classroom facility for dental and medical students, providing access for dental students through a connection point on the first floor. The building includes two 300-person capacity classrooms, two medium 150-person capacity classrooms, and several smaller classrooms. The third floor of the facility hosts a state-of-the-art Interdisciplinary Clinical Skills and Simulation Center, to be used by medical, nursing, and allied-health sciences students. The project also included a renovation in the Carl Sanders Research and Education Building, to provide expansion to the existing gross anatomy lab capacity.
Both, the new building and the renovations, were designed to meet current academic needs and allow for future growth in the Medical College of Georgia and the College of Dental Medicine.

In addition to the new facilities, the Planning, Design, and Construction Department has recently completed a number of other sizeable capital projects in support of GRU’s mission and strategic plan, Transition Forward [4] including, but not limited to:

- A 10,000 square foot build-out of research space in the existing Cancer Research Building, which supports Strategic Priority 1, Organizational Goal 3: “Ensure that facilities and infrastructure fulfill the needs of our academic, athletic, clinical, military outreach, and research programs.”

- A 15,000 square foot build-out for the Sickle Cell research, clinical, and teaching operations, which also supports Strategic Priority 1, Organizational Goal 3 (noted above).

- A renovation of the indoor recreation space on the Health Sciences location, which supports a number of strategic priorities but primarily Strategic Priority 2, Organizational Goal 4: “Increase student retention, progression, and graduation” and Strategic Priority 5, Organizational Goal 4: “Efficiently use existing resources and identify new resources to meet our current and future needs.”

- Phase 1 of a phased exterior wayfinding and signage replacement program, critical to the branding of the GRU campus but also supports Strategic Priority 1, Organizational Goal 1: "Manage the transition from two distinct educational institutions to one student-centered research university."

- Multiple classroom renovations including technology and aesthetic upgrades, which supports Strategic Priority 1, Organizational Goal 3 (noted above) and Strategic Priority 1, Organizational Goal 3: "Provide an environment that promotes innovative education."

A number of large, mission-critical projects are in design, including:

- A 724-bed student housing complex including graduate and undergraduate housing, located on the Health Sciences location. The student housing complex is part of the University System of Georgia’s public private partnership (P3) project. GRU is one of nine institutions to take part in Phase 1 of the public private partnership project, starting construction in spring 2015, with anticipation completion in fall 2016. This project supports Strategic Priority 2, Organizational Goal 4: "Increase student retention, progression, and graduation."

- A $1.7 million remodel of the existing Atrium Food Court in the Student Center located at the Health Sciences location to include additional seating and production capacity to support a new student housing complex.

- A $62.5 million Cancer Research Building expansion, to include research space, vivarium space, and faculty offices. Design is underway, with anticipation to begin construction in Summer/Fall of 2015. This project supports GRU's planned research growth.

- A $1.8 Million streetscape project on the Health Sciences location's Laney Walker Boulevard, between 15th Street and R.A. Dent Boulevard. This project directly supports Strategic Priority 1, Organizational Goal 3 ("Ensure the facilities and infrastructure fulfill the needs of our academic, athletic, clinical, military outreach, and research programs) as Laney Walker Boulevard bi-sects the Health Sciences location, with research and education buildings along either side of the road creating a need for students, faculty, and staff to cross the four-lane road numerous times each day. The project will reduce the total number of vehicular travel lanes from four to two, thus reducing the distance needed for pedestrians to cross the road. The new vehicular travel lanes will be 11 feet wide and have a 5-foot-wide bicycle lane in both directions. The new roadway will consist of a double-jog configuration, further calming the traffic. Also, all crosswalks will be raised, enhancing pedestrian visibility to drivers.

- A $4 Million renovation to Reese Library. The project primarily consists of Mechanical system upgrades, as the HVAC system is failing. However, lighting and selected aesthetics will also be renovated when the ductwork is being replaced. This project directly supports Strategic Priority 5, Organizational Goal 3: "Enhance the effectiveness and efficiency of the enterprise's administrative, academic, student services, and clinical infrastructure, systems, and processes to maximize the stewardship of all resources."

The small capital projects are just as important when it comes to meeting the current needs of the institution. The University System of Georgia (USG) allocates Major Repair and Renovation (MRR) dollars to each institution to aid in preserving the value, integrity, and effectiveness of their extensive physical inventory. GRU receives, on average, $2.8 million in MRR funds each fiscal year. The Facilities Operations Department and the Planning, Design, and Construction Department evaluate the projects and prioritize each project as a group. A snapshot of recently completed or in progress MRR projects is attached [5], and GRU’s FY16 submission for MRR funds is attached [6].

Although the University is located in Augusta, it forms a significant footprint across Georgia with off-campus instructional sites throughout the state. Currently, GRU operates six off-campus instructional sites that offer 50 percent or more credits toward a degree. There is one site that offers more than 25 percent, but less than 50 percent of credits toward the degree. See Table 2.11.2-a below for a list of these locations.
Table 2.11.2-a: Current Off-Campus Instructional Sites

<table>
<thead>
<tr>
<th>Campus</th>
<th>Approximate Distance from Augusta Campus</th>
<th>Credits Toward Program</th>
<th>Program(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Southwest Georgia Clinical Campus</td>
<td>208 miles in Albany, GA</td>
<td>50% or more</td>
<td>MD (clinical portion of curriculum)</td>
</tr>
<tr>
<td>GRU / UGA Medical Partnership</td>
<td>98 miles in Athens, GA</td>
<td>50% or more</td>
<td>MD (full four-year curriculum)</td>
</tr>
<tr>
<td>College of Nursing in Athens (CONAT)</td>
<td>98 miles in Athens, GA</td>
<td>50% or more</td>
<td>BSN, MSN (Clinical Nurse Leader), DNP (Nurse Practitioner), and Post Masters Certificates</td>
</tr>
<tr>
<td>Columbus State University</td>
<td>248 miles in Columbus, GA</td>
<td>50% or more</td>
<td>MSN (Family Nurse Practitioner and Pediatric Nurse Practitioner), DNP (Nurse Practitioner)</td>
</tr>
<tr>
<td>Northwest Georgia Clinical Campus</td>
<td>216 miles in Rome, GA</td>
<td>50% or more</td>
<td>MD (clinical portion of curriculum)</td>
</tr>
<tr>
<td>Northeast Georgia Clinical Campus</td>
<td>133 miles in Savannah, GA</td>
<td>50% or more</td>
<td>MD (clinical portion of curriculum)</td>
</tr>
<tr>
<td>Greenbrier High School</td>
<td>16 miles in Evans, GA</td>
<td>25-49%</td>
<td>EdS</td>
</tr>
</tbody>
</table>

Off-campus instructional sites are also located in well-equipped and effectively-managed facilities. For all remote facilities, equipment control as well as maintenance and environmental services are provided through an affiliation agreement with the host institution and/or by a private company.

Specifically, the College of Nursing in Athens (CONAT) is housed at 1905 Barnett Shoals Road in a nearly 24,000 square-foot, rented facility that accommodates office space and meeting space, a high-fidelity simulation lab, and classrooms, including two electronic classrooms used to conduct both undergraduate and graduate courses via distance learning technologies. Also located in Athens is the GRU/University of Georgia (UGA) Medical Partnership, which is currently housed at the UGA Health Sciences Campus on Prince Avenue on the 58-acre former site of the Navy Supply Corps School.

The three clinical campuses, where medical students may complete the clinical portion of the curricula, are located at health systems serving the respective area. Third and fourth year clinical rotations comprise 50 percent of the medical students’ requirements for completion of the MD degree; therefore, up to half of the required courses can be completed on the clinical campuses. At each of the clinical campuses, all of the seven core rotations for the third year and two of the required rotations in the fourth year can be completed. The third year clinical rotations are pediatrics, family medicine, internal medicine, psychiatry, neurology, surgery, and OB/GYN. The fourth year required clinical rotations are emergency medicine and ambulatory/critical care. Various electives are afforded to medical students throughout their third and fourth years and can be completed on the clinical campuses, if available, or at the main campus in Augusta. Descriptions for each of the clinical campuses is provided below:

**SW Georgia:** The Southwest Georgia clinical campus will celebrate its 10th anniversary this academic year (AY2015-2016). The campus suite is located at 1000 N. Jefferson Avenue, Albany, GA, on the Phoebe Putney Memorial Hospital campus. The SW Georgia regional campus has been approved by the LCME to receive 20 third year students and 20 fourth year students each year.

**SE Georgia:** The Southeast Georgia clinical campus opened in 2008 and accepted its first cohort of students in 2011. The campus suite is located at 5356 Reynolds Street, Suite #203, Savannah GA, on the St. Joseph’s/Candler Health System campus. The SE Georgia regional campus has been approved by the LCME to receive 20 third year students and 20 fourth year students each year.

**NW Georgia:** The Northwest Georgia clinical campus opened in 2011 and accepted its first cohort of students in 2013. The campus suite is located on the Georgia Highlands College campus in Rome, GA. The LCME has approved the NW Georgia campus to receive 10 third year students and 10 fourth year students each year.

Finally, for students enrolled in courses at Greenbrier High School, the school provides appropriate instructional space for classroom and computer lab sessions for EdS in Curriculum and Instruction. (Note, a substantive change to close this location was submitted to the SACSOC on August 9, 2015 [7]. If approved, the change will become effective December 5, 2015. Refer to the institutional response for Comprehensive Standard 3.12.1 for more information.)

**Facilities Administration & Services**

Led by the Vice President for Facilities Services, the University’s Facilities Services Division [8] supports both the operational and strategic direction of GRU to provide a comfortable, safe, and attractive environment for teaching, research, and service (Facilities Organizational Chart [3]). The Enterprise-wide Planning Design and Construction Department provides assistance with program planning for renovations or new construction and space inventory analysis/management and is the University’s liaison between the USG-BOR Office of Real Estate and Facilities and the Georgia State Financing and Investment Commission (GSFIC) Facilities Staff. Facilities Operations maintains facilities-related engineering and building systems in all facilities and are responsible for energy conservation programs assisting faculty, staff, and students with various set-ups for the programmed events. The Environmental Services unit oversees general cleaning, pest control, trash removal, window cleaning, and recycling activities.

The division’s efforts are accomplished through a comprehensive work-flow process that encompasses units across the enterprise to efficiently and effectively manage facilities projects and work management. Maximo is the chosen Computer Maintenance Management Software (CMMS) used in facilities across all campuses and locations. This asset and work management software helps manage all equipment assets and work orders to their peak performance and optimize the lifetime return on investment of the University’s assets.

**Assets**

Georgia Regents University uses the PeopleSoft Asset Management system to track, maintain, and report GRU assets to the USG-BOR. All
transactions regarding assets, including additions, transfer of accountability, location changes, missing assets, and disposal of assets require proper documentation. Asset forms are accessible to GRU departments through the Asset Management website [9]. The Board requires USG agencies to conduct a physical inventory annually. The results of the annual inventory are recorded in the asset management system (PeopleSoft) and the documentation is maintained in Asset Management. Maximo, the Enterprise CMMS software, assists facilities in maintaining and keeping track of equipment and assets.

Planning

The Facilities Planning, Design and Construction Department is responsible for the Campus Master Plan. In preparation for this plan, GRU collected information in the areas of Academic and Research Growth, Student Quality of Life (housing, recreation, and dining/union), Parking and Transportation, and Classroom Utilization. The collected information was incorporated into the planning and development of the master plan. The GRU Campus Master Plan was completed in June 2015 and provides a road map for the physical resources needed to support the academic and research missions for a period of ten (10) years. It is anticipated that the GRU Campus Master Plan will be updated every three to five years [10 - Note: slow download].

Security and Safety

GRU is committed to the safety and security of all members of the campus community. Such assurance of safety is provided through the resources and services of two units – the Public Safety Division reports to the Executive Vice President for Administration and Finance/Chief Business Officer, and the Office of Critical Event Preparedness and Response reports to the Vice President for Facilities Services.

Public Safety Division

GRU has initiated numerous programs and services which increase safety and promote positive relations among all university constituents. The university is protected and patrolled 24 hours a day by the GRU Public Safety Division, which consists of a State Certified Police Agency with 48 assigned Police Officers. All assigned Police Officers have arrest powers and are issued handguns and Tasers. Rifles are assigned to specially trained personnel, and all marked police road patrol vehicles are equipped with shotguns. The department currently has two certified instructors in a self-defense program offered to employees, faculty, and students, called Rape, Aggression, and Defense. The agency has a radar license and employs Lidar radar to enforce traffic laws on streets contiguous to our campus in order to create a safe traffic and pedestrian environment. In addition to being State Certified Police Officers, GRU Police Officers are also sworn in as Deputies with the Richmond County Sheriff’s Office to facilitate enforcement of County Ordinances. Two full-time Police Investigators ensure that crimes committed on GRU property are investigated properly. A full-time Training Lieutenant is assigned to ensure that all GRU Police Division personnel stay current with annual training requirements by conducting in-service training every month. The Department conducts 24-hour escort services for all assigned students and staff. Blue-light emergency phones are placed in strategic areas on the Summerville location to provide emergency communication points in parking lots and large open spaces, due to inconsistent cellular coverage. Lighting is consistently evaluated to ensure the safety of our students and employees using campus facilities at night. Emergency weather radios are placed in strategic areas on both Augusta campuses. Safety and emergency information for home and campus is located on the Public Safety Division’s website [11].

Critical Event Preparedness and Response

The Office of Critical Event Preparedness and Response (CEPaR) reports to the Office of the Vice President for Facilities Services and includes the Director, an Operations Specialist and three University and Medical Center Coordinators. CEPaR provides leadership, support, and training to reduce the disruption of service and loss of life and property by developing mitigation, preparedness and response strategies during disasters and emergency situations. All off-campus instructional sites are included in the emergency notification process, and CEPaR staff has visited the campuses to assure they are in compliance with the CEPaR training and awareness on the main campus. CEPaR manages the Hazard Vulnerability Assessment process, the Hospital Emergency Management Committee, the Emergency Operations Plan and other Preparedness activities like education and maintaining Incident Command resources. CEPaR ensures that necessary training and documentation is maintained and conducts Drills, Tabletops and Exercises to test plans and processes to ensure the safety of our patients, students, guests and employees. The Office of Critical Event Preparedness and Response (CEPaR) employees regularly attend student meetings, community meetings and University and Medical Center meetings to promote safety awareness and emergency preparedness. Georgia Regents University campuses and CEPaR have initiated numerous activities which increase safety awareness and promote positive relations with both the University and the Medical Center. Members of the department attend the Safety Committee meetings, which are held monthly in both the University and Medical Center area. Emergency preparedness information for home and work are located on the department’s web site. CEPaR also provides a safety briefing to all students enrolled in freshman orientation classes and employees during employee orientation. This briefing covers a wide range of safety related topics from active shooter information to home preparedness. CEPaR also presents during individual college’s orientation programs on topics including emergency preparedness and active shooter response options. In addition to attending individual meetings with a diverse cross-section of groups, CEPaR also contributes an Emergency Preparedness article, called CEPaR Corner, to the “GReport” [12], which is published bi-weekly. CEPaR articles address myriad emergency preparedness topics with practical applications for both our students and employees [13].

Residence Life

The Office of Residence Life works with the Public Safety Division and the CEPaR to provide a healthy, safe environment for GRU resident students. All residents are required to attend a mandatory safety meeting once per year, which includes presentations on safety issues, which are later reinforced by the residence assistants. Flyers with safety tips are also posted throughout Residence Life facilities. Residence assistants also are given safety training, conduct safety inspections every semester, and conduct fire drills every semester. Residence Life also sponsors regular workshops on health and safety issues such as safe dating, safe sex, and drugs and alcohol.

The GRU Police Department patrols all student housing and controls entry into University Village, the student housing complex located at the Forest Hills location from 6:00 pm until 6:00 am. Police officers work closely with Resident Assistants to ensure the housing is maintained in a safe manner for students. Frequent foot patrols are conducted as well.

Sources
2.12

Quality Enhancement Plan
The institution has developed an acceptable Quality Enhancement Plan (QEP) that includes an institutional process for identifying key issues emerging from institutional assessment and focuses on learning outcomes and/or the environment supporting student learning and accomplishing the mission. (Note: This requirement is not addressed by the institution in its Compliance Certification.)

Judgment
☐ Compliance  ☐ Non-Compliance  ☑ Not Applicable

Narrative
Per the SACSCOC Principles of Accreditation, "This requirement is not addressed by the institution in its Compliance Certification."
3.1.1

Mission
The mission statement is current and comprehensive, accurately guides the institution's operations, is periodically reviewed and updated, is approved by the governing board, and is communicated to the institution's constituencies.

Judgment
☒ Compliance  ☐ Non-Compliance  ☐ Not Applicable

Narrative

Georgia Regents University (GRU) is unique among the state's public institutions. While the institution offers many of the programs one expects to see at a broadly focused research university, such as programs in the liberal arts, business, education, and natural, social, and biomedical sciences, GRU also has a strong emphasis on the health sciences. The university is home to the state's only public medical school, only dental school, and numerous other degree programs to prepare students for health care professions. GRU is the only member institution of the University System of Georgia (USG) with an affiliated health care system that provides students with real world experiences as part of their educational attainment.

These characteristics are clearly reflected in GRU's mission as well as in the institution's statement of vision and values:

Mission: To provide leadership and excellence in teaching, discovery, clinical care, and service as a student-centered comprehensive research university and academic health center with a wide range of programs from learning assistance through postdoctoral studies.

Vision: To be a top-tier university that is a destination of choice for education, health care, discovery, creativity, and innovation.

Our Values:
- **Collegiality** – reflected in collaboration, partnership, sense of community, and teamwork.
- **Compassion** – reflected in caring, empathy, and social responsibility.
- **Excellence** – reflected in distinction, effectiveness, efficiency, enthusiasm, passion, and quality.
- **Inclusivity** – reflected in diversity, equality, fairness, impartiality, and respect.
- **Integrity** – reflected in accountability, ethical behavior, honesty, and reliability.
- **Leadership** – reflected in courage, honor, professionalism, transparency, and vision.

The GRU mission reflects the complexity of the institution in accordance with the Board of Regents (BOR) mandates on institutional missions. Per BOR Policy 2.10 [1], GRU is the "state's only health science/medical college," and is classified as one of the USG's four research universities based on the institution's "broad array of undergraduate and graduate and professional programs" paired its "emphasis on basic and applied research."

Board Approval

As evidenced by the array of degrees offered at GRU [2], the university provides wide-ranging undergraduate and post-baccalaureate programs delivering education, research/scholarship, and service that meet regional and statewide needs. The mission statement was developed based on feedback received from both the legacy universities' communities prior to the consolidation of Augusta State University (ASU) and Georgia Health Sciences University (GHSU), and was approved in May 2012 [3].

GRU Mission’s Guidance of Institutional Operations

The GRU mission guides the university's strategic planning as evidenced by the clear linkage from the strategic priorities of GRU's strategic plan, Transition Forward, to the aspects of the mission statement and by the adoption of mission-based plans. As described in the section addressing Core Requirement 2.5. Transition Forward was formally adopted in March 2013 soon after the consolidation occurred. GRU’s first strategic plan incorporates six strategic priorities that each align with aspects of the institutional mission:

1. Be a national model for the successful consolidation of two higher-education institutions into one fully integrated and aligned research university

2. Be a comprehensive research university that leverages its history of excellence in health science and medical education with a strong foundation in liberal arts education and professional degrees

3. Be a nationally and internationally recognized leader in research, discovery, and scholarship

4. Provide service to the local, state, national, and global communities

5. Optimize our potential as a whole through greater efficiency, effectiveness, and productivity supporting strategic growth and development

6. Provide sustained commitment to diversity and inclusion across all missions

Each of Transition Forward’s strategic priorities include organizational goals that span the university. In addition to the university wide strategic plan, each part of the GRU mission – education, research, and clinical – builds a strategic plan that outlines the focus of the specific mission in alignment with the strategic plan for the subsequent four years. These plans include the following elements:

- **Mission Strategic Focus Areas**: Identified focus areas within the relevant mission supported by descriptions that are supported by mission goals.
Mission Goals: Clear statements of intention within the relevant mission.

College-level strategic plans support the GRU Strategic Plan and the relevant GRU mission(s), and many of the academic and shared services units within GRU develop strategic plans that directly support the college-level plans and the overall GRU strategic plan.

Progress on plans is monitored via the institution’s centralized planning and evaluation processes. These processes integrate multiple steps followed by each assessment unit, which includes a budgeting step to ensure resources are aligned with the institutional mission and priorities. All of these processes and plans are described in more detail in Core Requirement 2.5.

GRU Mission Review Cycle

GRU’s current mission statement became effective January 8, 2013, when the BOR established the university as a consolidation of ASU and GHSU. GRU has adopted a regular strategic planning review process, including the review of the university’s mission statement (see Core Requirement 2.5). The mission and strategic plan are reviewed and updated, as appropriate, on a 4-year cycle.

Communication of the GRU Mission

The GRU mission, vision, and values statement is principally and prominently published on the GRU website in the "About GRU" section [4]. Only two clicks from the university home page, the statements are easily accessible by all members of the public with an internet connection. Additionally, the mission is published with the institution’s strategic plan, Transition Forward, in both web-based [5] and print-based [6] formats.

Sources

- Board of Regents Meeting Minutes 2012 May - Approval of Consolidated Mission
- Board of Regents Policy Manual - 2.10 Institutional Mission
- GRU Degrees and Certificates
- GRU Strategic Plan - Transition Forward
- GRU Website - About Section
- GRU Website - Strategic Plan, Transition Forward
3.2.1 Governance and Administration: CEO evaluation/selection

The governing board of the institution is responsible for the selection and the periodic evaluation of the chief executive officer.

Judgment

☐ Compliance  ☐ Non-Compliance  ☐ Not Applicable

Narrative

The formal authority of Georgia Regents University (GRU) originates with the constitutional charter of the Board of Regents (BOR) of the University System of Georgia (USG). The government, control, and management of the USG and each of its institutions are vested by the people of Georgia exclusively with the BOR. The BOR possesses such other authority as is granted by the Constitution of the State of Georgia and by acts of the General Assembly [1].

Selection and Appointment of USG Presidents

The BOR Policy Manual describes the procedure for selecting presidents of its system institutions:

"The Board shall elect the presidents of institutions at the April monthly meeting. Presidents shall not hold tenure at the institution but may hold, retain, or receive academic rank. They shall be elected each year for a term of one (1) year. The Chancellor shall notify them of their appointment, but such presidents shall not be entitled to a written employment contract. All such appointments will be made expressly subject to the Policies of the Board of Regents. Persons holding tenure in the USG who receive an initial presidential appointment shall be required to relinquish their tenure before assuming the office of the president. No person shall be awarded tenure while serving as president. A person accepting the position of acting president at a USG institution shall not be a candidate for president of that institution." [2]

To fill vacant presidential positions, a search is initiated by the Chancellor, with the agreement of the BOR. For research universities, a presidential search team shall be selected consisting of both Regent members (seven members) and non-Regent members (13 members). The search committee is responsible for interviewing presidential candidates and making final recommendations to the BOR for consideration. The final selection for president is made by the BOR [3], and the President reports to the Chancellor of the USG [4].

The President is the chief executive officer of the University and is appointed annually by the BOR. The Board shall elect the presidents of institutions at the April monthly meeting and shall be elected each year for a term of one year [2]. If the BOR declines to re-appoint a president, it shall notify the president, through the Chancellor, of such decision immediately following the BOR’s regularly scheduled April meeting. A decision by the BOR not to reappoint a president is not subject to appeal [5].

Evaluation of the President’s Performance

The President’s performance is evaluated periodically by the Chancellor with a report of the evaluation provided to the Board. Per BOR policy, evaluation of presidents shall be ongoing, consist 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, and will be factored into the annual appointment renewal for each president [6]. Confirmation of the 2014–2015 evaluation of former GRU President Ricardo Azziz is provided [7].

Selection and Appointment of GRU President

Effective July 20, 2015, President Brooks Keel is GRU’s chief executive officer [8]. His appointment was announced by the BOR on July 8, 2015 [9], following a five-month, national search. Before joining GRU, Dr. Keel served as President of Georgia Southern University, also a member institution of the USG.

Sources

- Board of Regents Organization Chart
- Board of Regents Policy Manual - 2.1 Election of Presidents by the Board
- Board of Regents Policy Manual - 2.2 Procedure for Selection of a President for USG Institutions
- Board of Regents Policy Manual - 2.3 Performance Assessments of Presidents
- Board of Regents Policy Manual - 2.4 Presidential Transitions
- Curriculum Vitae - Keel (President)
- Georgia Constitution, Article VIII. Education, Section IV. Board of Regents
- USG News Release - Keel Named President of Georgia Regents University (2015.7.8)
3.2.2

Governance and Administration: Governing Board Control

The legal authority and operating control of the institution are clearly defined for the following areas within the institution’s governance structure:

3.2.2.1 institution’s mission;
3.2.2.2 the fiscal stability of the institution;
3.2.2.3 institutional policy

Judgment

☐ Compliance  ☐ Non-Compliance  ☐ Not Applicable

Narrative

The Constitution of the State of Georgia states "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" [1]. This is repeated in the State Administration Code [2] along with the power "to establish all such schools of learning or art as may be useful to the state and to organize them in the way most likely to attain the ends desired" [3].

The Board of Regents Policy Manual also addresses presidential authority and responsibilities:

"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." [4]

3.2.2.1

The mission of Georgia Regents University (GRU) is to "provide leadership and excellence in teaching, discovery, clinical care, and service as a student-centered comprehensive research university and academic health center with a wide range of programs from learning through postdoctoral studies."

As described above and in the narratives for Core Requirements 2.1 (Degree-granting authority) and 2.2 (Governing Board), the Board possesses the legal authority to set, maintain, and/or alter GRU’s mission. The Board of Regents Policy Manual describes the Board’s role in adopting and reviewing missions of USG institutions:

"Each institution operates under a mission approved by the Board of Regents, and changes in an institution’s mission must also be approved by the Board. The president of an institution seeking to modify its mission must submit a request for an institutional mission change to the Executive Vice Chancellor and Chief Academic Officer. The request must include substantive evidence and rationale for the change and a description of the institutional review process used to determine the need for a change in an institution’s mission and purpose." [5]

Georgia Regents University (GRU) has a clear and comprehensive mission statement [6] described in Core Requirement 2.4 (Institutional mission). The current mission statement was developed based on feedback received from both the legacy universities' communities prior to the consolidation of Augusta State University and Georgia Health Sciences University and was approved by the Board of Regents (BOR) at its meeting held May 8, 2012 [7].

3.2.2.2

The fiscal stability of Georgia Regents University (GRU) is regulated by the rules and regulations of the Board of Regents (BOR). The Georgia Constitution asserts "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 constitution further states that "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" [1]. These statements indicate the BOR has the legal authority and operating control of GRU’s fiscal stability.

The BOR Policy Manual section on Finance and Business mandates budgetary and accounting responsibilities, presidential responsibility for deficit spending, and defines all categories of expenditures [8]. The Business Procedures Manual describes procedures to both BOR policy mandates as well as the statutory or regulatory requirements of the state of Georgia and the federal government [9]. These include: stipulations that institutions of the University System of Georgia (USG) be audited annually by the State's Department of Audits and Accounts and by internal auditors [10] [11]; the approval of an annual budget for the USG and allocation of these funds to the individual institutions [9]; and the approval of tuition rates [12]. These and other financial responsibilities of the BOR are also specified in the Georgia Code [3].

The report addressing Comprehensive Standard 3.10.1 further describes the University’s financial stability as a result of its status as one of Georgia’s public research universities, its diverse portfolio of funding sources, the qualifications of the officers responsible for managing institutional finances, and evidence of the BOR's execution of the policies and regulations described above.

3.2.2.3

The legal authority for operating control of the University in the area of institutional policy, including policies concerning related and affiliated corporate entities and all auxiliary services, is clearly defined by the policies of the governing board. Institutional policies are developed through an inclusive process of input from appropriate constituent groups prior to submission to the University President for approval [13]. Ultimate
responsibility for GRU’s policies resides with the BOR and the University President, as addressed in the following key BOR Policies:

**BOR Policy on Academic Affairs:** "The Board of Regents shall expect of each president, his/her faculty and staff, the deans, and the faculties of each USG institution efficient service measured by approved academic standards, and shall look to them to promote effective higher education, having in view resources available to them, and, in the discharge of its duties as a Board, must hold them responsible for a failure to achieve these results. The Board is of the opinion that it would not be reasonable to make USG academic authorities accountable for results obtained and at the same time deny them the power to choose ways and means they believe to be best adapted to achieve the ends desired” [14].

**BOR Policy on Student Affairs:** "Admission, discipline, promotion, graduation, and formulation of all rules and regulations pertaining to students of USG institutions are matters to be handled by the institutions within the framework of regulations of the Board of Regents. Students violating rules and regulations of an institution may be punished, suspended, excluded, or expelled as may be determined by the institution” [15].

**BOR Policy on Finance and Business:** "The Board of Regents shall be the only medium through which formal requests shall be made for appropriations from the General Assembly and the Governor of the State of Georgia. The Board shall make the allocation of funds to the institutions at the April meeting or the next regular meeting following the approval of the Appropriations Act, or as soon thereafter as may be practicable 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” [16].

Each institution shall develop and update annually a five-year plan for each auxiliary enterprise operation that defines the level and manner of service to be provided, planned expenditures and sources of revenue, including projected fee requirements [17]. The format and content of each plan shall be determined by the USG chief fiscal officer, but must, minimally, contain the following:

1. A statement regarding the role of the enterprise in the context of the institution’s academic mission.
2. A statement of goals and objectives to be achieved over the course of the five-year plan.
3. A statement on operating strategy, including services to be provided and sources of revenue, including student fees.
4. A financial pro forma that projects future revenues and expenditures consistent with stated goals and objectives. The method used to allocate plant operations costs and other indirect costs, if charged, also shall be described in the five-year plan.
5. A provision for an adequate reserve to cover anticipated renewals and replacements and other contingencies, as necessary.

Exceptions to the requirement that institutions operate their auxiliary enterprises on a self-supporting basis shall be recognized as follows:

- Institutions may choose to operate some auxiliary enterprise activities on a loss basis, but must indicate in their five-year plans how the costs of such activities will be covered by revenues generated through other auxiliary operations. It shall be the Board of Regents’ determination as to whether such losses are sustainable based on the institution’s five-year plan.
- Institutions may apply general fund resources to auxiliary enterprise operations where such expenditures can be justified as supporting the primary mission of the institution. In no instance may general fund revenues be used to support athletic scholarships. The use and amount of general revenues applied to the support of auxiliary enterprise operations shall be included in the five-year plan.

Accounting records for auxiliary enterprises will be maintained on the full accrual basis. Therefore, funded depreciation will be required for all auxiliary enterprise service equipment, buildings, infrastructure and facilities, and other improvements. The reserve for depreciation will be used for repair and replacement of auxiliary assets according to guidelines provided in Section 7.0, Capitalization, of the Business Procedures Manual. The funds collected will be left with the institutions” [18].

**BOR Policy on Operating Budgets:** "Each USG institution shall prepare an operating budget for educational and general activities and an operating budget for auxiliary enterprises of the institution for the fiscal year within the limit of funds allocated plus estimated internal income of the institution. Operating budgets of separately incorporated athletic organizations are specifically excluded from this process, although the transfer of student fees to those separately incorporated organizations must be reflected as a single item in the budget submitted to the Chancellor” [19].

**BOR Policy on Budget Amendments:** "Institutions are authorized to amend their annual operating budgets without prior approval of the Board of Regents except for any amendment that exceeds $1,000,000 and involves state general fund appropriations, auxiliary enterprise funds or student activity funds shall be submitted to the Board of Regents for approval. Prior Board of Regents approval shall not be required for any budget amendment involving special purpose state funds, non-state funds, or internal revenue sources” [20].

**BOR Policy on Liability for Expenditure of Budgets:** "Bonds of public officials authorizing expenditures for any purpose whatsoever that are in excess of budget amounts approved by the Board shall be liable for such unauthorized expenditures” [21].

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

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

Each president is authorized to execute those documents necessary to provide proper fiscal management of those funds accepted under this authorization and, at their discretion, to further delegate the authority to execute such documents to the chief business officers of the institutions. Gifts of real property are addressed in Section 9.9, Real Property Ownership and Asset Management, of this Policy Manual” [22].
Additionally, Georgia State Code authorizes the BOR to control institution policy, including policies related to affiliated corporate entities. Specifically, State Code sections 20-3-31 and 20-3-32 empower the Board to appoint or remove professors, to establish or discontinue institutions, organize institutions to attain desired ends, to adjust institutional budgets, and rename institutions. Further, as it pertains to health sciences education, the governing Board is authorized to contract with any hospital for clinical purposes and for the training of medical students of the University System.

Sources

- Board of Regents Business Procedures Manual - 8.0 Budget Process
- Board of Regents Meeting Minutes 2012 May - Approval of Consolidated Mission
- Board of Regents Policy Manual - 2.10 Institutional Mission
- Board of Regents Policy Manual - 2.5 Presidential Authority and Responsibilities
- Board of Regents Policy Manual - 3.1 Academic Affairs General Policy
- Board of Regents Policy Manual - 4.1 Student Affairs General Policy
- Board of Regents Policy Manual - 7.0 Finance and Business
- Board of Regents Policy Manual - 7.1 Finance and Business General Policy
- Board of Regents Policy Manual - 7.10 Auditing
- Board of Regents Policy Manual - 7.2.2 Auxiliary Enterprises Revenues and Expenditures (Page 3)
- Board of Regents Policy Manual - 7.2.3 Operating Budget (Page 4)
- Board of Regents Policy Manual - 7.2.4 Budget Amendments (Page 4)
- Board of Regents Policy Manual - 7.2.5 Liability for Expenditure of Budgets (Page 4)
- Board of Regents Policy Manual - 7.3 Tuition and Fees
- Board of Regents Policy Manual - 7.4 Private Donations to the USG and Its Institutions
- Georgia Constitution, Article VIII. Education, Section IV. Board of Regents
- Georgia Department of Audits and Accounts - GRU Report on Audit of the Financial Statements (FY2014)
- GRU Auxiliary Five Year Business Plan
- GRUMission, Vision and Values
- GRU Policy Library - Policy on Policies
- O.C.G.A. 20-3-31 - Board of Regents, General powers
- O.C.G.A. 20-3-32 - Board of Regents, Powers as to institutions, departments, courses, and degrees of university system
- O.C.G.A. 20-3-37 - Board of Regents, Contracts with hospitals for clinics and training medical students
- O.C.G.A. 20-3-51 - Board of Regents, Regents to govern system
Governance and Administration: Board conflict of interest

The governing board has a policy addressing conflict of interest for its members.

Judgment

☐ Compliance  ☐ Non-Compliance  ☐ Not Applicable

Narrative

An extensive set of state laws and Board of Regents (BOR) policies make conflicts of interest by governing board members unlawful and unacceptable. As an agency of the state of Georgia, the BOR and its individual members are subject to rules and regulations pertaining to conflict of interest as defined in state law as well as in Regents Bylaws.

State of Georgia Law

Several laws define and prohibit conflicts of interest for members of the BOR who are appointed by the Governor of Georgia to serve as part-time public officials in their capacity on the governing Board. These are summarized below:

O.C.G.A. § 45-10-1 addresses the code of ethics for “any person” in government service. The statute 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 the 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.

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

VII. Never use any information coming to him confidentially in the performance of governmental duties as a means for making private profit [1].

O.C.G.A. § 45-10-20 defines the following terms in a manner that includes the members of the Board of Regents 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 [2].

O.C.G.A. § 45-10-21 protects “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, 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 [3].

O.C.G.A. § 45-10-22 addresses the avoidance of conflicts of interest involving business transactions with the state. The statute specifically 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” [4].

O.C.G.A. § 45-10-24 states that part-time public officials, including members of the BOR, are prohibited from transacting business with any state agency [5].

O.C.G.A. § 45-10-26 makes no distinction between state employees and “any public official” in the required disclosure of business transactions with state agencies [6].

O.C.G.A. § 45-10-40 underscores that lack of distinction specifically for members of the Board of Regents, 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. [7]

O.C.G.A. § 45-10-41 addresses the potential penalties that members of the Board of Regents face for violating the statute above [8].

Board of Regents Bylaws and Policies

Beyond these state statutes, the Bylaws of the Board of Regents iterate some additional specific and related restrictions. Namely, Section II of
the Bylaws states that, "Members of the Board shall not accept gifts, honoraria, or other forms of compensation from University System
institutions or cooperative organizations for speaking or other activities at events sponsored by University System institutions" [9]. Additionally,
Section V 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" [10]. Both of these excerpts from Regents' Bylaws are rooted
in state law as described above.

Further, the BOR maintains an Ethics Policy to which all employees of the University System, including members of the BOR, must adhere [11]. Other BOR policies related to conflicts of interest that apply equally to board members address:

- 8.2.3 Hiring of relatives [12]
- 8.2.13.1 Accepting gratuities [13]
- 8.2.13.2 Appearance of conflict of interest [14]
- 8.2.15.2 Consulting [15]
- 8.2.15.3 Other rules of conduct [16]

Examples of Implementation

Members of the BOR are notified of the policies pertaining to their ethical duties and responsibilities each January. More information about BOR
ethics training and on how members of the BOR report business transactions is provided [17]. An example of a BOR meeting in which a
member of the Board recused himself is also provided [18].

Sources

- Board of Regents Bylaws (Page 3)
- Board of Regents Bylaws (Page 6)
- Board of Regents Letter to GRU re: Policy 8.2.20 Ethics Training (2015.8.21)
- Board of Regents Meeting Minutes 2015 January - Proposal for USG/Fulton County Schools Collaboration (Page 13)
- Board of Regents Policy Manual - 8.2.13.2 Appearance of Conflicts of Interest (Page 11)
- Board of Regents Policy Manual - 8.2.15.2 Consulting (Page 12)
- Board of Regents Policy Manual - 8.2.15.3 Political (Page 13)
- Board of Regents Policy Manual - 8.2.20 University System of Georgia Ethics Policy (Page 15)
- Board of Regents Policy Manual - 8.2.3 Employment of Relatives
- O.C.G.A. 45-10-1 - Code of Ethics, Establishment and text of code of ethics for government service generally
- O.C.G.A. 45-10-20 - General Provisions, Definitions
- O.C.G.A. 45-10-21 - General Provisions, Legislative declarations, purposes, and intent
- O.C.G.A. 45-10-22 - General Provisions, Full-time public officials with state-wide powers prohibited from transacting business
- with all state agencies; public officials or employees with limited powers prohibited from transacting business
- O.C.G.A. 45-10-24 Part-time public officials with state-wide powers prohibited from transacting business with any state agency;
part-time employees prohibited from transacting business with own state agency; exceptions to prohibitions
- O.C.G.A. 45-10-26 - General Provisions, Public officials and employees to file yearly disclosure statements concerning business
transactions with state; statements to be public records
- O.C.G.A. 45-10-40 - Contracts of Officers of State Institutions with State Institutions, Contracting with state institutions not
allowed; exceptions
- O.C.G.A. 45-10-41 - Contracts of Officers of State Institutions with State Institutions, Penalty for profiting from contracts with
state institutions generally; discharge from office
3.2.4

Governance and Administration: External influence

The governing board is free from undue influence from political, religious, or other external bodies, and protects the institution from such influence.

Judgment

☒ Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

Constitutional, legal and policy-based regulations keep the Board of Regents (BOR) of the University System of Georgia (USG) free from undue influence.

The Constitution of the State of Georgia [1], Georgia State Statutes [2], [3], [4], and the Board of Regents Bylaws [5] address the governing board’s independence and exclusive authority over the government, control, and management of the University System of Georgia, thus preventing undue influence from political, religious, and other external bodies. The Board’s constitutional authority and independence in matters of USG state appropriations and financial management are reinforced in Article VIII, Section IV, Paragraph 1 of the Georgia State Constitution:

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

The nineteen members of the BOR are appointed in a manner that limits the possibility of undue influence. The Board 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 guaranteeing representation that crosses different gubernatorial administrations. Members serve until their successors are appointed and qualified [6]. The annual rotation of the chairmanship of the BOR also minimizes the potential for control by a minority of the members [7]. Additionally, the BOR Bylaws clearly state that no individual Board member has the authority to commit the Board to a particular action [8] and that a majority of the members of the Board is needed to constitute a quorum for the transaction of business [6]. All of these features of the Board’s make-up and operation serve to protect the BOR, 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. Georgia law prohibits part-time public officials with state-wide powers, including members of the BOR, from transacting business with any state agency, including their own [9]. The Code of Ethics for government service also prohibits such conflicts of interest [10]. Additionally, Georgia’s Ethics in Government Act requires all public officials to annually file a financial disclosure statement with the state for payments of more than $10,000 made by any state agency or department to the individual or to businesses they own [11].

Board policy further emphasizes that the Board is "unalterably opposed to political interference or domination of any kind or character in the affairs of any USG institution” [12].

Board Member Orientation

Members of the BOR are notified of the policies pertaining to their ethical duties and responsibilities each January. More information about BOR ethics training is provided [13].

Sources

[Board of Regents Bylaws (Page 3)]
[Board of Regents Bylaws (Page 4)]
[Board of Regents Bylaws (Page 5)]
[Board of Regents Bylaws (Page 6)]
[Board of Regents Letter to GRU re: Policy 8.2.20 Ethics Training (2015.8.21)]
[Board of Regents Policy Manual - 12.1 Political Interference]
[Georgia Constitution, Article VIII. Education, Section IV. Board of Regents]
[O.C.G.A. 20-3-21 - Board of Regents, Composition; powers and duties generally]
[O.C.G.A. 20-3-31 - Board of Regents, General powers]
[O.C.G.A. 20-3-53 - University System, Authority to allocate appropriations among institutions]
[O.C.G.A. 21-5-50 - Financial disclosure statements, Filing by public officers; filing by candidates for public office; filing by elected officials and members of the General Assembly; electronic filing;]
[O.C.G.A. 45-10-1 - Code of Ethics, Establishment and text of code of ethics for government service generally]
[O.C.G.A. 45-10-24 Part-time public officials with state-wide powers prohibited from transacting business with any state agency; part-time employees prohibited from transacting business with own state agency; exceptions to prohibitions]
3.2.5

Governance and Administration: Board dismissal

The governing board has a policy whereby members can be dismissed only for appropriate reasons and by a fair process.

Judgment

☐ Compliance  ☐ Non-Compliance  ☐ Not Applicable

Narrative

The policy and procedures for the dismissal of board members are in place for the University System of Georgia (USG) Board of Regents (BOR). The reasons for board member dismissal as well as due process procedures for dismissal are described in the Official State Code of Georgia, the Bylaws of the BOR, and the Constitution of the State of Georgia.

The state of Georgia’s Constitution stipulates that “removal from office of the members of the board of regents shall be as provided by law” \[1\]. In addition, two sections of the Georgia State Code address possible dismissal. The section on Education \[2\] specifies that Board members may be removed by the BOR Chair for non-participation in Board meetings. Further, the section on Public Officers and Employees describes conditions precipitating removal, due process, and possible recourse:

"(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."\[3\]

Removal of board members is also described in the BOR Bylaws:

"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 same."

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. \[4\]

To date, no member of the BOR has ever been dismissed from the board \[5\].

Sources

- Board of Regents Bylaws
- Board of Regents Letter to GRU re: Removal of Board Members (2015.8.21)
- Georgia Constitution, Article VIII. Education, Section IV. Board of Regents
- O.C.G.A. 20-3-26 - Board of Regents, Duty of members to attend meetings; vacation of office for unexcused absences
- O.C.G.A. 45-5-1 - Vacation of Office, When offices deemed vacant; filling vacancy; notice; appeal
3.2.6

Governance and Administration: Board/administration distinction

There is a clear and appropriate distinction, in writing and practice, between the policy-making functions of the governing board and the responsibility of the administration and faculty to administer and implement policy.

Judgment

Compliance  □ Non-Compliance  □ Not Applicable

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.

The BOR Bylaws 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” [1]. This authority is designated in the Official Code of Georgia Annotated [2] and the Constitution of the State of Georgia [3].

The BOR Policy Manual section on Academic Affairs clarifies the relationship between the BOR, the Chancellor, and the President and administrators of each institution further:

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

Without limiting the generality of the preceding paragraph, it is recognized that the following are proper functions of the academic authorities rather than of the Board:

1. To prescribe the teaching load to be carried by each member of the faculty;
2. To determine the maximum and minimum number of students permitted in a class; and,
3. To define the nature and form of records, if any, to be kept of the members of the faculties and of activities of administrative personnel.

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

The Board shall look to the Chancellor to survey USG institutions and to report thereon to the Board, as may be necessary to keep it fully informed of the standards of scholarship maintained at each USG institution and the efficiency and effectiveness of the administration of the institutions.” [4]

Further, the BOR Policy Manual section on Presidential Authority and Responsibilities describes the authority and responsibilities of the presidents of institutions:

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

2.5.3 Personnel Policies: The president shall be responsible for the initial appointment of faculty members and administrative employees of each institution, the salary and all promotions of each, and be authorized to make all reappointments of faculty members and administrative employees, except as otherwise specified in this Policy Manual. The president has the right and authority to grant leaves of absence for up to one (1) year or less.

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).

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

1. Research or service agreements whereby the institution concerned, for monetary compensation or other good and valuable consideration, agrees to perform certain institution-oriented research or other personal services within a time period of one (1) year or less.
2. Agreements between USG institutions and hospitals or other organized medical facilities, both public and private, 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.

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.

5. Any agreements necessary for the day-to-day operation of the institution [5].

Per the BOR Policy on Faculties, the "faculty, or the council, senate, assembly, or such other comparable body at an institution, 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." [6]

Further, 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" [7].

The administrative and faculty roles and responsibilities at GRU are delineated more specifically in the GRU Statutes [8] and the GRU University Senate Bylaws [9]. Additionally, administrative position descriptions are posted for each administrator in the response to Comprehensive Standard 3.2.8.

The Board/Administration Distinction in Practice

The BOR's institutional consolidation initiative serves as an example of how the Board's policy-making authority is distinguished in practice from the responsibility of system and institutional personnel to administer and implement Board policy. In January 2012, the BOR exercised its policy-making prerogative to consolidate Augusta State University (ASU) and Georgia Health Sciences University (GHSU) along with three other consolidation pairings of USG member institutions [9]. In that same BOR action, the Board 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 as so as to enhance and improve educational offerings and student success," retaining their BOR authority to approve final determinations including the effective date.

The Chancellor, in turn, charged his staff to facilitate consolidation efforts at the System level and identified lead presidents for each consolidation pairing to coordinate their administrations and faculties and to form working teams to resolve the practical matters of smooth institutional consolidations. As the practical matters of consolidation were resolved at the institutions and USG, the Board provided guidance and approval for such matters as new institutional missions [10] and names [11].

Following SACSCOC approval of the consolidation prospectuses in December 2012, the BOR exercised its policy-making authority to formalize the institutional consolidations effective on January 8, 2013 and officially appoint the presidents of the newly consolidated institutions [12]. Practical matters such as formulating organizational structures and positions for the new institution, appointing administrators to fill those roles, consolidating educational programs and support services, creating consolidated institutional policy manuals and publications, merging information technology systems and databases, achieving efficiencies through consolidation, and reallocating resources were achieved at the institutional level following the BOR’s action in January 2012. The practical work completed to implement institutional consolidation was performed below the level of the BOR by System and, principally, institutional personnel who worked diligently to satisfy the governing Board’s policy directive on consolidation. To illustrate the distinction between the board and the USG and institutional administrations during the process of consolidation, the "Consolidation Tracker" [13] that was established to monitor progress and responsibilities is provided as evidence; additionally, the Project Organization provides the full body of teams at the institutional level that carried out the many tasks required for the consolidation [14].

Sources

- ASU-GHSU Consolidation Project Organization
- ASU-GHSU Consolidation Tracker
- Board of Regents Bylaws
- Board of Regents Meeting Minutes 2012 August - Decision on Naming of Consolidated University (Page 2)
- Board of Regents Meeting Minutes 2012 January - Decision to Consolidate ASU and GHSU (Page 2)
- Board of Regents Meeting Minutes 2012 May - Approval of Consolidated Mission
- Board of Regents Policy Manual - 2.5 Presidential Authority and Responsibilities
- Board of Regents Policy Manual - 3.1 Academic Affairs General Policy
- Board of Regents Policy Manual - 3.2 Faculties
- Board of Regents Resolution on Consolidation
- Georgia Constitution, Article VIII. Education, Section IV. Board of Regents
- GRU Statutes
- GRU University Senate Bylaws
- O.C.G.A. 20-3-31 - Board of Regents, General powers
3.2.7

Governance and Administration: Organizational structure

The institution has a clearly defined and published organizational structure that delineates responsibility for the administration of policies.

Judgment

☐ Compliance  ☐ Non-Compliance  ☐ Not Applicable

Narrative

Georgia Regents University's (GRU) organizational structure supports the University’s mission, goals, and priorities and clearly defines administrative functions and responsibilities. An organizational chart illustrating the reporting relationships of administrative and educational officers with one another and with the President is published on the University website [1].

Presidential Authority to Determine Organizational Structure

The Board of Regents Policy Manual outlines guidelines regarding organizational structure at system universities [2], including empowering university presidents to make organizational changes to their institutions. Per Board of Regents (BOR) policy, the President of the University has authority for the operation and management of the institution:

"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 shall be the ex-officio chair of the faculty and may preside at meetings of the faculty. At those institutions which 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." [3]

The President is responsible for the campus organizational structure, which delineates the major divisions of the campus, and designates duties and responsibilities, as is deemed proper. These divisions and areas of responsibilities are reflected in the organizational chart.

Organizational Structure of Georgia Regents University

The GRU organizational structure has been designed with a senior leadership of ten officers reporting to the University President to oversee the major functions of the university, including five Executive Vice Presidents (Academic Affairs Provost, Administration Chief Business Officer, External Relations/Chief of Staff, Strategic Communication Chief Marketing Officer, and Clinical Affairs) and four officers who oversee Legal Affairs, Audits, Integrity/Compliance, and Athletics.

The Executive Vice President for Academic Affairs Provost has oversight responsibility for nine colleges/schools:

- College of Allied Health Sciences
- Pamplin College of Arts, Humanities, and Social Sciences
- Hull College of Business
- College of Dental Medicine
- College of Education
- Graduate School
- College of Nursing
- College of Science and Mathematics
- Medical College of Georgia

Additionally, the Academic Affairs enterprise encompasses Advising, Academic Planning and Strategic Initiatives, Continuing Education, Diversity and Inclusion, Enrollment Management, Faculty Affairs, Institutional Effectiveness, Libraries, Military and Veterans Services, and Enrollment and Student Affairs entities.

The roles and responsibilities for the senior level positions listed on the organizational chart are described in the section addressing Comprehensive Standard 3.2.8.

Publication of the GRU Organizational Structure

The organizational structure for the university is published on the GRU President’s website [1]. Changes in persons or titles who report to the president must be communicated to the BOR [2]. These changes are then updated on the institutional website and communicated to the campus at-large through a broad electronic announcement sent to faculty and staff by the Division of Communications and Marketing. A recent example such a change was announced to the campus by email on July 17, 2015 [4].

GRU Leadership Role in Determining University Policy

As the executive head of GRU, the President has the authority and responsibility for the administration and activities of the University, including recommending senior staff who work with him in planning and operations. Each officer has the responsibility of his or her respective area and works with other officers to address issues affecting the University, including institutional policies. Per the GRU Policy on Policies, senior leaders are "accountable for the substance of policy documents, namely the provisions and requirements of, and compliance with policies under his or her jurisdiction" [5]. All policies must be sponsored by a Senior Leader, defined as any leader who reports to the President/CEO or Provost. In addition to sponsoring policies, leaders have a role in reviewing policies as members of various Policy Review Groups. Ultimate approval of University policies is the responsibility of the President/CEO.
Sources

- Board of Regents Policy Manual - 2.5 Presidential Authority and Responsibilities
- Board of Regents Policy Manual - 2.7 Organization Structure and Changes
- GRU Organizational Chart
- GRU Policy Library - Policy on Policies
- GRU Sample - GRU Organizational Structure Change, Campus Email Communication
3.2.8

Governance and Administration: Qualified administrative/academic officers

The institution has qualified administrative and academic officers with the experience and competence to lead the institution.

Judgment

☐ Compliance  ☐ Non-Compliance  ☐ Not Applicable

Narrative

The administrative and academic officers of Georgia Regents University (GRU) have the experience and ability to lead the University, and their credentials provide evidence of this. GRU is one of the state of Georgia’s four public research universities and encompasses the sole state-assisted health sciences center in Georgia. The University offers educational programs in nine colleges, a robust biomedical research endeavor, and a clinical enterprise including faculty practices, a 478-bed general hospital, a 150-bed children’s hospital, and various clinics throughout the state.

As described in the response to Comprehensive Standard 3.2.7, the GRU organizational structure has been designed with a senior leadership reporting to the University President to oversee the major functions of the university. Most executive-level administrative and academic officers leading and supporting the university’s mission fall within the reporting lines of the Executive Vice President for Academic Affairs/Provost, the Executive Vice President for Administration/Chief Business Officer, the Executive Vice President for External Relations/Chief of Staff, and the Executive Vice President for Strategic Communications.

EXECUTIVE VICE PRESIDENT FOR ACADEMIC AFFAIRS AND PROVOST

Dr. Gretchen Caughman serves as Executive Vice President for Academic Affairs and Provost, whose responsibilities are described in the GRU Statutes:

The Provost is the Chief Operating Officer of the academic enterprise of the institution and Chief Academic Officer. This officer serves as the President’s chief advisor in matters relating to academic, faculty, and student affairs and is administratively responsible for all of those functions. The Deans report directly to the Provost. Others may also be assigned to report to the Provost in research administration, student, and academic areas. The Provost serves in the absence of the President, and has other duties as assigned by the President. [1]

Table 3.2.8-a: Executive Vice President for Academic Affairs and Provost

<table>
<thead>
<tr>
<th>Title</th>
<th>Name</th>
<th>Term Service at GRU</th>
<th>Term Service in Current Position</th>
<th>Degrees</th>
<th>Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Executive Vice President for Academic Affairs and Provost</td>
<td>Gretchen Caughman</td>
<td>1985 - Present</td>
<td>2010 - Present</td>
<td>Ph.D., Immunology and Microbiology, Medical University of South Carolina, 1981</td>
<td>Prior to being appointed as Provost in 2010, Dr. Caughman was Dean of the Graduate School, overseeing inquiry-based and post-professional graduate programs at GRU. The areas she oversees include the nine colleges and numerous units that provide vital services to support the institutional mission [2].</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>B.S., Biochemistry, Clemson University, 1977</td>
<td></td>
</tr>
</tbody>
</table>

College Deans

Per the GRU Statutes, "The Dean of each College within the university ... shall be appointed by the Provost and shall hold office at the pleasure of the Provost. The recommendation of the Provost relating to each appointment shall be made after consultation with a representative committee of faculty, which includes members of the academic unit (i.e., college or library) involved" [1].

The Statutes provide a detailed outline of the powers and duties of the Deans and Director of Libraries. In summary, Deans coordinate and supervise their respective units’ instructional, research, and service activities; seek University Senate approval on actions as appropriate; recommend academic personell actions; prepare budgets; act as custodian of respective units' University property; and communicate official business for respective academic units. Additionally, Deans have responsibility to oversee students' academic activity and compliance with graduation requirements and be responsible for programs operated for or by the respective college [1].

All Deans are qualified to carry out the duties outlined by the GRU Statutes, as illustrated by the descriptions below and the attached curriculum vitae for each officer.
<table>
<thead>
<tr>
<th>Title</th>
<th>Name</th>
<th>Term Service at GRU</th>
<th>Term Service in Current Position</th>
<th>Degrees</th>
<th>Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>College of Allied Health Sciences Dean</td>
<td>Andrew Balas</td>
<td>2011 - Present</td>
<td>2011 - Present</td>
<td>Ph.D., Medical Informatics, University of Utah, 1991</td>
<td>Andrew Balas oversees faculty and staff in programs in the allied health professions from the baccalaureate to the doctoral level. Dr. Balas began this position in 2011 following six years as Dean of Health Sciences at Old Dominion University. Prior to that, he was Dean of Public Health at Saint Louis University. He earned his PhD in health informatics from the University of Utah and has served as a National Institutes of Health Public Health Service Fellow [3].</td>
</tr>
<tr>
<td>College of Arts, Humanities, and Social Sciences Dean</td>
<td>Charles Clark</td>
<td>2006 - Present</td>
<td>2011 - Present</td>
<td>Ph.D., History, University of Colorado at Boulder, 1979</td>
<td>Charles Clark leads the University's liberal arts college, which provides instruction for degree programs at the associate, baccalaureate and master’s levels as well as general education to all undergraduates. Prior to this position, Dr. Clark was Dean of the Graduate School at University of West Georgia, where he had also chaired the Department of History [4].</td>
</tr>
<tr>
<td>Hull College of Business Dean (Interim)</td>
<td>Mark Thompson</td>
<td>2013 - Present</td>
<td>2007 - 2009, 2013 - Present</td>
<td>Ph.D., Economics, Texas Tech University, 2003</td>
<td>Mark Thompson returned to GRU in 2013 as Associate Dean in the Hull College of Business. He had previously been Associate Professor of Information Systems and Quantitative Sciences at Texas Tech University, where he also received his doctoral degree in economics. As Interim Dean, Dr. Thompson leads faculty in degree programs at the baccalaureate and master’s levels [5].</td>
</tr>
<tr>
<td>College of Dental Medicine Dean</td>
<td>Carol Lefebvre</td>
<td>1989 - Present</td>
<td>2012 - Present</td>
<td>M.S., Prosthodontics Specialty, University of Michigan, 1986</td>
<td>Carol Lefebvre oversees Georgia’s only educational program in dental medicine. She first joined the University, having previously held faculty positions in dental programs at University of Michigan and Northwestern University. Prior to being appointed as Interim Dean, Dr. Lefebvre served as the College's Vice Dean, a position she has held since 2012 [6].</td>
</tr>
<tr>
<td>College of Education Dean</td>
<td>Zach Kelehear</td>
<td>2015 - Present</td>
<td>2015 - Present</td>
<td>Ed.D., Curriculum and Instruction, North Carolina State University, 1993</td>
<td>Zach Kelehear oversees programs from the bachelor’s to the specialist’s degrees that prepare individuals for educational practice and leadership. An educator with more than 25 years of classroom and administrative experience, Dr. Kelehear has also held teaching and leadership positions at the University of Alabama at Birmingham, Furman University, North Carolina State University, and within Georgia’s public school systems [7].</td>
</tr>
</tbody>
</table>
Graduate School Dean

Mitchell Watsky oversees graduate programs from the master’s to the doctoral level and works collaboratively with all colleges to build and sustain graduate program offerings aligned with the University mission. Prior to joining GRU, Dr. Watsky was Associate Dean for Graduate Studies at the University of Tennessee Health Science Center [8].

Medical College of Georgia Dean

Peter Buckley leads the state’s only public medical college, which offers the MD degree program and provides instructional support for biomedical sciences. He previously served as Senior Associate Dean for Leadership Development and Professor and Chairman in the Department of Psychiatry. Before joining GRU, Dr. Buckley was Professor of Psychiatry and Vice Chair in the Department of Psychiatry at Case Western Reserve University School of Medicine and also served as Medical Director for the adult state psychiatric services for Cleveland and Toledo, Ohio [9].

College of Nursing Dean

Lucy N. Marion leads faculty in nursing programs at the baccalaureate, master’s, and doctoral levels. Prior to beginning her position as Dean, Dr. Marion served as Associate Dean for Academic Practice at the University of Illinois at Chicago College of Nursing [10].

College of Science and Mathematics Dean

Rickey Hicks leads the University’s newest college, which provides instruction for degree programs at the associate, baccalaureate and master’s levels as well as general education to all undergraduates. Prior to the joining GRU, Dr. Hicks chaired the Department of Chemistry at East Carolina University [11].

Vice Presidents

The University employs qualified administrative officers to support academic units in fulfilling the GRU mission. The appointment of such officers is defined in the GRU Statutes as follows:

The President may appoint Vice Presidents and other administrative officers to assist in the administration of the institution. The President shall assign each officer’s portfolio of responsibilities. All Vice Presidents and other administrative officers serve at the pleasure of the President. [1]

These officers’ specific roles and experiences are described below, and their qualifications are further presented in their vitae.
<table>
<thead>
<tr>
<th>Title</th>
<th>Name</th>
<th>Term Service at GRU</th>
<th>Term Service in Current Position</th>
<th>Degrees</th>
<th>Biography</th>
</tr>
</thead>
<tbody>
<tr>
<td>Senior Vice President for Research</td>
<td>Michael Diamond</td>
<td>2013 - Present</td>
<td>2015 - Present</td>
<td>M.D., Vanderbilt Medical School, 1981</td>
<td>Michael Diamond provides leadership for planning, management, integration, and implementation of GRU’s research mission. He is administratively responsible for sponsored program administration, technology transfer and economic development, laboratory animal services, institutional review boards, and international and postdoctoral services. He also has administrative oversight for University research centers and institutes and is Vice Chair of the Board of Directors for the GRU Research Institute. He is a reproductive endocrinologist and expert in designing and implementing clinical trials whose study focus includes infertility and procedure-related adhesions [12].</td>
</tr>
<tr>
<td>Vice President for Academic and Faculty Affairs</td>
<td>Carol Rychly</td>
<td>1989 - Present</td>
<td>2013 - Present</td>
<td>Ph.D., Secondary Mathematics Education, University of South Carolina,</td>
<td>Carol Rychly provides leadership and support to advance the University’s academic mission, particularly in the areas of curriculum, academic policies, faculty support, and academic initiatives to support retention and progression for students. Dr. Rychly is also an Associate Professor of Mathematics and served as the mathematics department Assistant Chair from 2005 to 2010. Prior to joining the faculty at GRU in 1989, she served on the faculty at Paine College [13].</td>
</tr>
<tr>
<td>Vice President for Enrollment and Student Affairs</td>
<td>Mark Allen Poisel</td>
<td>2013 - Present</td>
<td>2013 - Present</td>
<td>Ed.D., Higher Education, Florida State University, 1998</td>
<td>Mark Allen Poisel joined GRU as the chief student services officer and adviser to the President and Provost on matters relating to student life and activities. Dr. Poisel came to GRU from Pace University, where he was Associate Provost for Student Success [14].</td>
</tr>
<tr>
<td>Vice President for Academic Planning &amp; Strategic Initiatives</td>
<td>Quincy Byrdsong</td>
<td>2015 - Present</td>
<td>2015 - Present</td>
<td>Ed.D., Curriculum and Instruction, Tennessee State University, 2010</td>
<td>Quincy Byrdsong joined GRU to support strategic initiatives such as those related to diversity, student success, and undergraduate research as well as working with other leaders to execute the development of new academic programs. Dr. Byrdsong previously served as the Associate Vice President for Health Sciences Strategic Initiatives and Engagement at Virginia Commonwealth University [15].</td>
</tr>
<tr>
<td>Vice President for Institutional Effectiveness</td>
<td>Beth Brigdon</td>
<td>2011 - Present</td>
<td>2003 - Present</td>
<td>MBA, Georgia Regents University, 1989</td>
<td>Beth Brigdon supports and leads the University in the application of planning, assessment, data analysis and reporting, performance monitoring and improvement, and project and change management. She also serves as the University’s Accreditation Liaison. Ms. Brigdon has more than 30 years of experience in higher education, having previously served as GRU’s Chief Information Officer and having worked for Georgia Southern University and the University System of Georgia Board of Regents during her career [16].</td>
</tr>
<tr>
<td>Title</td>
<td>Name</td>
<td>Term Service at GRU</td>
<td>Term Service in Current Position</td>
<td>Degrees</td>
<td>Experience</td>
</tr>
<tr>
<td>-----------------------------------------------------------</td>
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<td>--------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Executive Vice President for Administration and Finance/Chief Business Officer</td>
<td>Anthony E. Wagner</td>
<td>2013 - Present</td>
<td>2013 - Present</td>
<td>M.Ed., Educational Leadership, Temple University, 2013</td>
<td>Anthony E. Wagner leads responsibility for all financial and control activities and administrative operations for the University. He provides strategic and operational leadership over the enterprise's financial and administrative management, including planning, administering, monitoring, and controlling the overall financial plans, policies, and programs. Mr. Wagner joined GRU having most recently served as Chief Financial Officer at Temple University. He previously was Deputy State Treasurer for Investments at the Commonwealth of Pennsylvania Treasury Department and the Deputy Secretary of Budget in the Commonwealth of Pennsylvania's Governor's Office [17].</td>
</tr>
<tr>
<td>Vice President for Finance</td>
<td>Lee Fruitticher</td>
<td>2014 - Present</td>
<td>2014 - Present</td>
<td>MBA, Georgia College &amp; State University, 2005</td>
<td>Lee Fruitticher is responsible for effective management of financial accounting, financial operations and budgets, planning and analysis and auxiliary services of the campus in support of the University's mission of instruction, research, and public service. Mr. Fruitticher has more than 19 years of experience in a university setting including positions at Gordon State College, Macon State College, and Board of Regents for the University System of Georgia. He has also held a position with the Georgia Department of Audits and Accounts [18].</td>
</tr>
<tr>
<td>Chief Human Resources Officer</td>
<td>Susan Norton</td>
<td>2002 - Present</td>
<td>2012 - Present</td>
<td>M.S., Sport Management, Georgia Southern University, 1993</td>
<td>Susan Norton partners with the executive leadership team to develop and implement creative strategies to manage the enterprise's more than 10,000 employees. Prior to joining GRU, Norton served as Director of Human Resources at Georgia Southern University [19].</td>
</tr>
<tr>
<td>Chief Facilities Officer</td>
<td>Phil Howard</td>
<td>2009 - Present</td>
<td>2011 - Present</td>
<td>M.S., Business Management, Johns Hopkins University, 1977</td>
<td>Phil Howard oversees leadership, management, direction, and administration of facilities operations, capital projects and construction management, including services related to utilities and energy conservation. He has 25 years of experience in project management, quality improvement and management of multi-site-multi-departmental operations [20].</td>
</tr>
<tr>
<td>Chief Information Officer</td>
<td>Charles Enicks</td>
<td>2012 - Present</td>
<td>2012 - Present</td>
<td>M.Eng., Biomedical Engineering, University of Virginia, 1977</td>
<td>Charles Enicks is accountable for the strategic planning, service support, and implementation of information system standards and policies to meet the needs of students, faculty, and staff in fulfilling the GRU mission. He leads the Division of Information Technology Services, whose services include instructional, research, clinical, and enterprise support, as well as departmental and enterprise systems. He joined the University after serving in the same position at the University of Mississippi Medical Center. He holds a master's of engineering from University of Virginia [21].</td>
</tr>
</tbody>
</table>
### Table 3.2.8-e: Executive Vice President for External Relations and Chief of Staff

<table>
<thead>
<tr>
<th>Title</th>
<th>Name</th>
<th>Term Service at GRU</th>
<th>Term Service in Current Position</th>
<th>Degrees</th>
<th>Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Executive Vice President for External Relations and Chief of Staff to the President</td>
<td>Russell Keen</td>
<td>2015 - Present</td>
<td>2015 - Present</td>
<td>M.Ed., Higher Education Administration, Georgia Southern University, 2015</td>
<td>Russell Keen joined GRU on July 20, 2015, having previously served as Vice President for External Affairs at Georgia Southern University. In addition to managing the day-to-day operations of the Office of the President, Mr. Keen provides executive leadership to GRU's Advancement and Government Relations units. He received a bachelor's degree in finance and a master's degree in higher education administration from Georgia Southern University [22].</td>
</tr>
<tr>
<td>Vice President for Government Relation &amp; Community Affairs/Chief Advocacy Officer</td>
<td>Michael Shaffer</td>
<td>2012 - Present</td>
<td>2012 - Present</td>
<td>B.A., Political Science, University of South Carolina, 1987</td>
<td>Michael Shaffer oversees and conducts legislative affairs and public policy tracking at the state and federal level and advocates for the University on legislative and other policy issues [23].</td>
</tr>
</tbody>
</table>

### Executive Vice President for Strategic Communication and Chief Marketing Officer

<table>
<thead>
<tr>
<th>Title</th>
<th>Name</th>
<th>Term Service at GRU</th>
<th>Term Service in Current Position</th>
<th>Degrees</th>
<th>Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Executive Vice President for Strategic Communication and Chief Marketing Officer</td>
<td>Karla Leeper</td>
<td>2014 - Present</td>
<td>2015 - Present</td>
<td>Ph.D., Communication Studies, University of Kansas, 1993</td>
<td>Karla Leeper first joined GRU having previously served as the Vice President for Board and Executive Affairs and Chief Compliance Officer at Baylor University. In her role as executive vice president, she sets strategic priorities in the areas of advancement and alumni affairs, communications and marketing, and government relations. As the President's Chief of Staff, Dr. Leeper manages a wide range of matters of importance on behalf of the GRU President, including operations of the Office of the President [24].</td>
</tr>
<tr>
<td>Vice President for Communications and Marketing</td>
<td>Jack Evans</td>
<td>2005 - Present</td>
<td>2015 - Present</td>
<td>B.A., Communications, Georgia Regents University, 1996</td>
<td>Jack Evans is responsible for the development, implementation, and leadership of University communications and marketing strategies. He oversees staff in functional roles related to communications, media relations, marketing and branding, web communications, and multi-media creative services He has more than 20 years experience in branding and marketing [25].</td>
</tr>
</tbody>
</table>

### OTHER SENIOR ADMINISTRATIVE OFFICERS

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Georgia Regents University  
Page 90 / 370
### Table 3.2.8-g: Other Senior Administrative Officers

<table>
<thead>
<tr>
<th>Title</th>
<th>Name</th>
<th>Term Service at GRU</th>
<th>Term Service in Current Position</th>
<th>Degrees</th>
<th>Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>University General Counsel</td>
<td>Chris Melcher</td>
<td>2014 - Present</td>
<td>2014 - Present</td>
<td>J.D., Yale Law School, 1986 B.A., Carleton College, 1982</td>
<td>Chris Melcher advises the President on legal matters and oversees all legal-related issues regarding the University. Melcher joined the University in 2014. His previous positions include General Counsel for The Colorado College and City Attorney for Colorado Springs, and his experience in higher education includes campus governance, labor and employment, contracts, business and technology transactions, complex litigation, health care [26].</td>
</tr>
<tr>
<td>Chief Audit Officer</td>
<td>Clay Sprouse</td>
<td>2012 - Present</td>
<td>2012 - Present</td>
<td>MBA, Georgia Regents University, 1987 B.B.A., Accounting, Georgia Regents University, 1985</td>
<td>Clay Sprouse provides leadership for the University's internal audit services, assuring senior leadership that appropriate standards, processes, and controls are in place and functioning properly. The division follows the standards of the Institute of Internal Auditors. Mr. Sprouse joined the University following more than 25 years as an internal auditor in multiple sectors [27].</td>
</tr>
<tr>
<td>Chief Integrity Officer</td>
<td>Jim Rush</td>
<td>2006 - Present</td>
<td>2011 - Present</td>
<td>J.D., Health Law and Policy Certificate, Pace University School of Law, 1996 B.A., History, Fordham University, 1986</td>
<td>Jim Rush leads the Office of Compliance and Risk Management, which ensures that all entities in the University have identified their applicable compliance responsibilities; that they have implemented appropriate policies, procedures, and education; and that compliance is effectively monitored. Mr. Rush was previously the Director of Risk Management for the GRU Health System [28].</td>
</tr>
<tr>
<td>Director of Athletics</td>
<td>Clint Bryant</td>
<td>1988- Present</td>
<td>1988- Present</td>
<td>M.Ed., Personnel Services, Clemson University, 1980 B.A., Business Administration, Belmont Abbey College, 1977</td>
<td>Clint Bryant manages all aspects of the 11 sport intercollegiate programs, including nine NCAA Division II and two Division I offerings. He serves as Executive Director of the Jaguar Club, the University’s athletic fund raising organization. Mr. Bryant joined the University as the Athletic Director and head basketball coach in 1988. He had previously coached college basketball at University of Miami and Clemson University [29].</td>
</tr>
</tbody>
</table>

In addition to the positions listed in this section, the roles and qualifications of officers in areas particularly relevant to compliance with the *Principles of Accreditation* are discussed in their respective sections. These include leaders with oversight in learning, physical, and financial resources.

**Distance Education**

The administrative and academic officers who lead GRU have decision-making responsibilities for all aspects of the university, regardless of programs’ instructional locations or modalities. These responsibilities range from the development and execution of academic policies to the provision of technological, learning, financial, and physical resources and academic and student support services to meet the needs of students, faculty, and staff engaged in programs offered via distance or at other locations. As illustrated in the information provided for each officer, GRU’s leadership has the appropriate qualifications to carry out their respective roles and responsibilities.

**Sources**

- Curriculum Vitae - Balas (Dean, Allied Health Sciences)
- Curriculum Vitae - Brigdon (VP, Institutional Effectiveness)
- Curriculum Vitae - Bryant (Director, Athletics)
- Curriculum Vitae - Buckley (Dean, Medicine)
- Curriculum Vitae - Byrdsong (VP, Academic Planning and Strategic Initiatives)
- Curriculum Vitae - Caughman (Provost)
- Curriculum Vitae - Clark (Dean, Arts, Humanities, and Social Sciences)
- Curriculum Vitae - Diamond (VP, Research)
- Curriculum Vitae - Enicks (Chief Information Officer)
Governance and Administration: Personnel Appointment

The institution publishes policies regarding appointment, employment, and evaluation of all personnel.

Judgment

[ ] Compliance  [ ] Non-Compliance  [ ] Not Applicable

Narrative

Ensuring that Georgia Regents University (GRU) employs qualified personnel is vital to maintaining the operations and supporting the mission of the institution. As such, policies have been established to guide the appointment, employment, and evaluation of all personnel. The term "personnel" is defined as full-time and part-time faculty and staff, excluding the Chief Executive officer, student assistants and graduate assistants.

Policies Regarding Appointment, Employment, and Evaluation of Personnel

The policies adopted by GRU to guide its practices for appointment, employment, and evaluation of personnel are adopted in accordance with the personnel regulations of the Board of Regents (BOR) of the University System of Georgia (USG). Section 8 of the BOR Policy Manual prescribes policies that apply to all personnel as well as policies specific to faculty.

While many of GRU's personnel policies apply to all personnel, many provide specific guidance related to appointment, employment, and evaluation specific to classified employees or to faculty:

GRU Personnel Policies Applicable to All Personnel

- Employee Categories
- Employment Procedures
- Employment & Termination of Foreign Nationals Policy
- Employment Beyond Retirement Policy
- Employment of Relatives (Nepotism)
- Equal Employment Policy
- Interim and Acting Appointments Policy
- Required Documentation of Licensure Certification and/or Education of Faculty and Classified Employees

GRU Personnel Policies Applicable Only to Classified Employees

- Employment of Extra Duty Personnel
- Establishment of New Non-Academic Position Policy
- Performance Appraisals of Classified Employees Policy
- Procedures for Provisional Employees Policy
- Rehiring of Employees Policy

GRU Personnel Policies Applicable Only to Faculty

- Academic Leave Policy
- Contract Renewal Policy
- Evaluation of Faculty
- Faculty Action and Approval Process Policy
- Faculty Appointment Policy
- Faculty Classification Policy
- Faculty Extra Duty Compensation Policy
- Faculty Recruitment Policy
- Faculty Removal Policy
- Faculty Suspension Policy
- Pre-tenure Review Policy

Development and Approval of Policies

The GRU Policy on Policies describes how policies are formally approved, issued, and maintained. The responsibility for coordinating and managing the processes for approval, publication, and maintenance of GRU policies falls to the Office of Compliance and Enterprise Risk Management (CERM), led by the Chief Integrity Officer. CERM staff manages the process according to a prescribed workflow that incorporates multiple levels of review and approval (see Figure 3.2.9 A).
While CERM oversees the process for approving and disseminating policies, responsibility for the substance and execution of policies themselves falls to the Executive Sponsor and Policy Owner as follows:

**Policy Owner:**
- Primarily responsible for the content within the policy
- Provides the content within the document
- Manages the document throughout the review and approval process
- Conducts periodic reviews of the document and creates new versions when necessary
- Executes the policy management plan

**Executive Sponsor:**
- Accountable for the substance of policy documents, namely the provisions and compliance with policies under his/her jurisdiction
- Presentation to the Operational Leadership Team
- Ensures that there is a system for reviewing and updating all policies with purview
- Approves the policy management plan

A full description of all policy process roles and responsibilities [28] and the matrix of Executive Sponsors and Policy Owners by policy category [29] are provided. For the personnel policies listed above, the Policy Owners include the Vice President for Academic and Faculty Affairs, the Vice President for Human Resources, and the Employment Equity Director.

In addition to the day-to-day responsibilities for policies, the policy approval process also includes a Policy Management Committee to review all proposed policies and policy revisions to ensure that each policy has the appropriate policy owner; that all appropriate stakeholders have had an opportunity to provide input on the prospective policies; that the Policy-on-Policies has been followed; and that all GRU policies are scheduled for periodic review [30]. Representation on that committee includes:
- Chief Integrity Officer, Compliance & Enterprise Risk Management (Chair)
- Compliance Analyst, Compliance & Enterprise Risk Management (Facilitator)
- Vice Dean, College of Dental Medicine
- Associate Legal Advisor
- Director of Benefits, Data Management and Faculty Support
- Vice President for Academic & Faculty Affairs
- Faculty Representative
- Dean of Student Life
- Associate Vice President for Assessment

**Dissemination of Policies to All Personnel**

Policies are disseminated officially to all personnel via the online GRU Policy Library, located on the GRU website [31]. This section of the institutional website is easily accessible both via search and the A-Z Index, linked from the GRU homepage.

As new policies are approved by the GRU President, they are published to the GRU Policy Library. Following publication, CERM notifies the campus community via the GReport, the institution’s web-based news publication. The GReport is available online at https://greport.gru.edu/, and a new edition is emailed to all faculty, staff, and students each week. The July 15, 2015, edition featured a number of policy updates [32].

The Policy Library is also referenced in the GRU Employee Manual [33], which is available online on the Human Resources website as well as accessible via search and the A-Z Index. The library is referenced during Great Start, the institution’s new hire orientation [34]. The Employee Manual is also provided to new employees during orientation.

**Appointment and Employment Policies in Practice**

As would be expected, putting GRU’s appointment and employment policies into practice differs for faculty and classified employees. Most notably, whereas appointment and employment of classified employees usually involve only the Human Resources Division and the hiring unit, the practice of appointing and employing faculty involves many more units, most notably the Office of Academic and Faculty Affairs.

**Appointment and Employment of Classified Employees**

The policies listed above to guide appointment and employment of classified employees are in place to ensure GRU recruits optimal candidates into staff positions while also adhering to fair and legal hiring standards. As such, the institution’s Equal Employment Policy [8] is strictly
followed. GRU is committed to providing equal employment opportunity (EEO) for all individuals without regard to race, age, color, national origin, religion, disability, gender, creed, veteran status, sexual orientation, genetic information or any other basis prohibited by law. This extends to all aspects of the employment relationship including recruiting, hiring, training, and promoting among others.

The Vice President for Human Resources or his/her designee determines recruitment strategies and sources appropriate for a position vacancy including online job postings. Human Resources maintains the job posting website [35] as well as appropriate documentation and records of recruitment and selection process. Below are “real world” examples of the types of documentation maintained to ensure effective appointment and employment of classified employees:

- Employment Sign-Off Form [36]
- Position Classification Form [37]
- Staff Classified Advertising Form [38]
- Individual Interview Evaluation Form [39]
- Education Verification Form [40]
- Reference Form [41]
- Credit Check Consent Form [42]
- Interview and Selection Form [43]

Appointment and Employment of Faculty

If a faculty member is appointed through a competitive recruitment, the GRU Faculty Recruitment Policy [23] describes procedures to be used in the recruitment of faculty to GRU. This policy helps ensure faculty appointments adhere to fair and legal hiring standards while also ensuring the most optimal candidate is appointed. As such, the GRU Faculty Appointment Policy [20] describes procedures to be used for the appointment of faculty to GRU. Faculty appointments are initiated at the department or unit level. The department chair or unit head recommends a faculty appointment to the respective dean, who approves (or does not approve) and forwards the request to the Vice President for Academic and Faculty Affairs, who approves (or does not approve) and forwards it to the Provost for approval.

In the event the Dean does not approve the recommendation, the committee will either go back to the candidate pool or engage in further discussion with the Dean regarding the recommended candidate. Once the Provost approves the recommendation, it is then forwarded to the President who provides the formal approval. In most cases, the appointment of a faculty member is completed after a competitive recruitment has occurred, although in some limited circumstances, the Provost may waive an external recruitment. A faculty appointment checklist [44] is maintained by the Division of Human Resources to ensure the appointment process is consistent with the Faculty Appointment policy as well as the Faculty Recruitment policy, described above.

Below are recent examples of the types of documentation maintained to ensure effective appointment and employment of faculty:

- Applicant Clearinghouse Form [45]
- Faculty Employment Request [46]
- Position Classification Form [47]
- Standard Faculty Offer of Employment [48]

A notable exception to this process is the appointment of temporary faculty, which according to the GRU Faculty Appointment Policy, may be filled without a search upon approval by the Dean and Provost. A temporary position is a limited-term appointment lasting no longer than one year and is not eligible to accrue service time toward promotion and/or tenure.

Evaluation Policies in Practice

Similar to the processes for appointment and employment, the practice of evaluation of faculty and classified employees involve different practices.

Evaluation of Classified Employees

Classified staff have the opportunity to engage in on-going evaluation of their performance. The Performance Appraisals of Classified Employees Policy [13] states that supervisors are expected to assess and ensure optimal employee performance, document acceptable and unacceptable performance, and to improve performance that is below standards or below an employee's capabilities. Critical to meeting this expectation are regular evaluations of an employee's progress, accurate documentation of that progress, and regular communications with the employee. Supervisors are required to appraise continuing employees' performance annually.

Per the Procedures for Provisional Employees Policy [14], all classified employees serve in a provisional status for the first six months of their employment. If, at any time during the provisional period, an employee's performance is unsatisfactory, the supervisor should confer with the employee and describe in detail the areas needing improvement and the timelines or benchmarks that the employee must follow to achieve satisfactory performance. An employee in the provisional period will normally be evaluated at the end of three (3) months and again prior to the conclusion of the provisional period pursuant to the Performance Appraisals of Classified Employees Policy [13]. Notwithstanding any of the provisions noted in this policy, employees may be terminated during the provisional period at any time if supervisors determine that they are not suited for the job. Such termination is not considered disciplinary action, and employees terminated before the end of their six-month provisional periods are not entitled to grieve termination. This practice ensures that GRU retains classified employees who possess an ability to perform their role successfully.

Below are recent examples of the types of documentation used for evaluating classified employees:

- Performance Appraisal for Classified Employees [49]
- Mid-Year Review for Classified Employees [50]
- Action Plan Follow-up [51]

Evaluation of Faculty

The GRU Evaluation of Faculty Policy [18] requires that GRU provide periodic assessment of faculty performance that is useful for faculty review and development. Evaluation of faculty is expected to occur on an annual basis. The process involves a self-evaluation that is discussed with
the respective department chair and addresses faculty development goals and related progress.

In addition to the regular, ongoing evaluation, the GRU Pre-Tenure Review policy [26] also exists to ensure a comprehensive review is completed for those faculty who are in their third year of a tenure track position.

Below are recent examples of the types of documentation used for evaluating faculty:

- Annual Faculty Performance Evaluation [52]
- Faculty Member Performance Evaluation Input (Secondary Evaluator) [53]
- Teaching Samples [54] [55]

Additional discussion regarding faculty evaluation is provided in the GRU response for Comprehensive Standard 3.7.2: Faculty Evaluations.

Sources

- Board of Regents Policy Manual - 8.2 General Policies for all Personnel
- Board of Regents Policy Manual - 8.3 Additional Policies for Faculty
- GRU Charter - Policy Management Group
- GRU Employee Manual (Page 4)
- GRU Form - Full-Time Faculty Appointment - Regular and Limited Term Checklist
- GRU GreatStart New Hire Presentation
- GRU GReport - Policy Updates, 2015.7.8
- GRU Policy Library - Academic Leave Policy
- GRU Policy Library - Contract Renewal Policy
- GRU Policy Library - Employee Categories
- GRU Policy Library - Employment & Termination of Foreign Nationals Policy
- GRU Policy Library - Employment Beyond Retirement Policy
- GRU Policy Library - Employment of Extra Duty Personnel
- GRU Policy Library - Employment of Relatives (Nepotism)
- GRU Policy Library - Employment Procedures
- GRU Policy Library - Equal Employment Policy
- GRU Policy Library - Establishment of New Non-Academic Position Policy
- GRU Policy Library - Evaluation of Faculty
- GRU Policy Library - Faculty Action and Approval Process Policy
- GRU Policy Library - Faculty Appointment Policy
- GRU Policy Library - Faculty Classification Policy
- GRU Policy Library - Faculty Extra Duty Compensation Policy
- GRU Policy Library - Faculty Recruitment Policy
- GRU Policy Library - Interim and Acting Appointments Policy
- GRU Policy Library - Performance Appraisals of Classified Employees Policy
- GRU Policy Library - Policy on Policies
- GRU Policy Library - Pre-tenure Review Policy
- GRU Policy Library - Procedures for Provisional Employees Policy
- GRU Policy Library - Rehiring of Employees Policy
- GRU Policy Library - Removal of Faculty
- GRU Policy Library - Required Documentation of Licensure Certification and or Education of Faculty and Classified Employees
- GRU Policy Library - Suspension of Faculty for Violation of State or Federal Laws
- GRU Policy Library Website
- GRU Policy Matrix
- GRU Policy Roles and Responsibilities
- GRU Sample - Action Plan (Met)
- GRU Sample - Annual Faculty Performance Evaluation
- GRU Sample - Applicant Clearinghouse Form
- GRU Sample - Credit Check Consent Form
- GRU Sample - Education Verification Form
- GRU Sample - Faculty Employment Request
- GRU Sample - Faculty Member Performance Evaluation Input (Secondary Evaluation)
- GRU Sample - Faculty Position Classification Form
- GRU Sample - Individual Interview Evaluation Form
- GRU Sample - Interview and Selection Form
3.2.10

Governance and Administration: Administrative staff evaluations

The institution periodically evaluates the effectiveness of its administrators.

Judgment

☐ Compliance  □ Non-Compliance  □ Not Applicable

Narrative

The effectiveness of leaders is of significant value at Georgia Regents University (GRU). Administrators are evaluated periodically by the officers to whom they report, and as prescribed by the Board of Regents (BOR) Policy on Evaluation of Personnel, performance appraisals emphasize leadership qualities; management style; planning and organizing capacities; effective communication skills; accountability for diversity efforts and results; and success at meeting goals and objectives.

Responsibility for Evaluation of the President

As described in the GRU response for Comprehensive Standard 3.2.1, the Chancellor of the University System of Georgia (USG) evaluates the GRU president periodically in accordance with Board of Regents (BOR) Policy on Performance Assessment of Presidents [1]. Specifically, this policy states that presidents' evaluations will be an "ongoing process of communication between the Chancellor or the president's supervisor and the president on both individual and institutional goals and objectives, as well as on the methods and processes used to achieve them." Evaluations are factored into the president's annual appointment renewal.

Process for Evaluation of Senior Administrative Officers

All other GRU administrators are evaluated on an annual basis by the officers to whom they report. Senior administrators include those officers who report to the President, Executive Vice Presidents, and officers reporting to the Executive Vice Presidents (e.g., Deans and Vice Presidents). These reporting relationships are best illustrated by the organizational charts at the presidential and Executive Vice President levels. Table 3.2.10-a lists the direct reports to each of these individuals and provides their organizational charts.

<table>
<thead>
<tr>
<th>Evaluator</th>
<th>Administrator</th>
<th>Organizational Chart</th>
</tr>
</thead>
<tbody>
<tr>
<td>GRU President</td>
<td>• Executive Vice Presidents  • General Counsel  • Chief Audit Officer  • Chief Integrity Officer  • Director of Athletics</td>
<td>[2]</td>
</tr>
<tr>
<td>Executive Vice President for Academic Affairs and Provost</td>
<td>• Deans  • Senior Vice President for Research  • Vice President for Academic and Faculty Affairs  • Vice President for Academic Planning and Strategic Initiatives  • Vice President for Enrollment and Student Affairs  • Vice President for Institutional Effectiveness</td>
<td>[3]</td>
</tr>
<tr>
<td>Executive Vice President for Administration and Finance &amp; Chief Business Officer</td>
<td>• Vice President for Facilities Services  • Vice President for Finance  • Vice President for Human Resources  • Vice President for Information Technology Services  • Director of Auxiliary Services  • Director of Public Safety  • Director of Supply Chain</td>
<td>[4]</td>
</tr>
<tr>
<td>Executive Vice President for External Relations &amp; Chief of Staff</td>
<td>• Vice President for Development  • Vice President for Government Relations and Community Affairs</td>
<td>[5]</td>
</tr>
<tr>
<td>Executive Vice President for Strategic Communication &amp; Chief Marketing Officer</td>
<td>• Vice President for Communications and Marketing</td>
<td>[6]</td>
</tr>
</tbody>
</table>

Subsequently, all other administrators evaluate the effectiveness of administrators reporting to them. For example, deans have responsibility for evaluating the performance of associate/assistant deans and department chairs, regardless of the instructional location or modality of the program being led. Vice presidents are expected to evaluate assistant vice presidents, directors, and other mid-level administrators who report to them.
Criteria Used for Evaluating Administrators

Administrator evaluations at GRU involve setting goals for the administrator’s responsibilities for the coming year and following up on the outcomes of the previous years’ goals. Using a standardized form, administrators first self-evaluate their own performance, then route their self-evaluation to their respective supervisors [7]. The specific criteria included on the standardized form include the following:

- Leadership
- Focus on Quality
- Financial Management
- Support for Academic/Teaching
- Support for Scholarship/Research Oversight
- Control and Oversight
- Initiative, Innovation, and Problem Solving
- People Management
- Professional Development
- Customer Service Quality and Orientation
- Teamwork
- Planning and Organizing Effectiveness
- Communication

Administrators with rank are also evaluated on their accomplishments in areas for which they have productivity measures, such as committee work, papers/presentations, and scholarship/research.

Below are recent examples of administrator evaluations:

- Executive Performance Management & Planning Evaluation – Administrator with Rank [8]
- Executive Performance Management & Planning Evaluation – Administrator without Rank [9]

Schedule for Evaluating Administrators

Administrators, inclusive of Executive Vice Presidents and all subsequent reporting officers, are evaluated every year. Performance evaluations for executive leadership staff are to be conducted July 1 through August 15, annually. Mid-Year reviews, if necessary, are conducted December through January annually.

Sources

- Board of Regents Policy Manual - 2.3 Performance Assessments of Presidents
- GRU Form - Performance Appraisal Executive Leadership
- GRU Organizational Chart
- GRU Organizational Chart - Academic Affairs
- GRU Organizational Chart - External Affairs
- GRU Organizational Chart - Finance and Administration
- GRU Organizational Chart - Strategic Communications (Page 6)
- GRU Sample - Executive Performance Management & Planning Evaluation – Administrator with Rank
- GRU Sample - Executive Performance Management Planning Evaluation - Administrator without Rank
3.2.11

Governance and Administration: Control of intercollegiate athletics

The institution’s chief executive officer has ultimate responsibility for, and exercises appropriate administrative and fiscal control over, the institution’s intercollegiate athletics program.

Judgment

☐ Compliance  ☐ Non-Compliance  ☐ Not Applicable

Narrative

The President of Georgia Regents University (GRU) has ultimate responsibility for, and exercises appropriate administrative and fiscal control over, GRU’s intercollegiate athletics program. As stated in the University System of Georgia Board of Regents Policy Manual [1], the Board of Regents (BOR) provides oversight and broad policy guidelines for the operation and budget activities of intercollegiate athletics programs within the University System. However, ultimate responsibility and authority for the operation, fiscal integrity, and personnel of an institution’s athletics program, including appointment and supervision of the Director of Athletics, resides with the University President. [1]

Operational Control

As the Chief Executive Officer, the President is actively involved in the direction and oversight, either directly or through designated representatives, of the intercollegiate athletics program.

Association and Conference Affiliation

GRU is a Division II member of the National Collegiate Athletic Association (NCAA) [2] and a member of the Peach Belt Conference (PBC) [3]. The men's and women’s golf programs compete at the NCAA Division I level [2]. The men’s golf program participates as an associate member of the Mid-Eastern Athletic Conference (MEAC) [4] and the women’s program participates as an independent. In accordance with The Constitution of the Peach Belt Conference [5], GRU’s President serves as a member of the PBC Board of Directors [6]. In addition, the President attends the NCAA Convention and is engaged in the legislative process [7] [8].

Internal Assessment and Affirmation of Compliance

NCAA Constitution, Article 6.3.1 [9], requires that, once every five years, member institutions conduct a comprehensive self-study focused on compliance with NCAA operating bylaws including the requirement that the President exercise appropriate control over the athletics program. GRU completed its last self-study in 2011 [10], with a hard copy of the document maintained by the Department of Athletics. GRU will conduct its next self-study of intercollegiate athletics in 2016. Further, in accordance with NCAA Bylaw 18.4.2 [11], both the athletics staff and the President certify each academic year that GRU is in compliance with NCAA legislation [12] [13].

Administrative Control

Personnel

The President has delegated oversight of institutional and conference activities relating to intercollegiate athletics to the Director of Athletics (Director). The Director is appointed by, reports to, and serves at the pleasure of the President [14]. The Director is evaluated annually in accordance with the Executive Performance Management and Planning Evaluation [15]. The Director meets with the President’s Cabinet monthly and with the President bi-monthly. The job description for the Director states that he is responsible for assuring that the intercollegiate athletics programs are conducted in compliance with NCAA and PBC rules and regulations [16].

The Assistant Athletic Director for Compliance and Academic Services (Compliance) reports directly to the Director of Athletics with dotted-line reporting to the Chief Integrity Officer [17]. Consistent with the job description, Compliance is responsible for the organization and administration of the athletic department’s NCAA compliance program [18]. Compliance meets bi-weekly with the Director of Athletics, on an as-needed basis with the Chief Integrity Officer, and reports monthly to the Chief of Staff and to the President [14].

Institutional Committees

GRU has two advisory committees for intercollegiate athletics. The GRU Senate Athletics Committee is responsible for oversight and development of policy recommendations on academic matters involving intercollegiate athletics as well as other matters such as the athletics budget and growth of the athletics program [19]. The committee is comprised of faculty members from each of the nine colleges as well as other administrative representatives. The committee reports directly to the University Senate for which the President serves as Executive Chair [20]. The committee meets once per month. Minutes of the meetings are maintained by the committee chair and an annual report is submitted to the GRU University Senate [21].

The Athletics Compliance Team oversees and evaluates the adequacy of the university’s athletics compliance program to ensure compliance with all NCAA bylaws, Peach Belt Conference rules, and GRU policies and procedures [22]. The Faculty Athletics Representative (FAR) serves as team chair. The team includes administrators with compliance-related duties, the GRU Senate Athletics Committee chair, and members of the President’s Cabinet. The team meets quarterly. Minutes are maintained by athletics Compliance and are provided to the Chief of Staff and to the President as part of the monthly report [23].

Departments with Compliance-Related Duties

Compliance, in conjunction with the Office of Financial Aid, assures that the awarding of student-athlete scholarships, other institutional financial aid, government grants, and external scholarships is in accordance with NCAA Bylaw, Article 15 [24] [25]. Student-athlete academic progress is monitored by Compliance and Academic Advisement in conjunction with the Registrar [26]. Student athletes must meet all NCAA
eligibility requirements and maintain satisfactory academic progress in order to represent the institution in intercollegiate competition. The FAR completes all eligibility certifications utilizing academic data found in the Banner student information system[27].

The President is responsible for ensuring that all actions taken by the Department of Athletics are consistent with institutional, conference, and association rules and regulations. The Director of Athletics and the FAR are administratively accountable to the President for the actions of the department, with all sport head coaches reporting directly to the Director of Athletics [27] [28].

Fiscal Control

Budget

NCAA Constitution, Article 2.1.1 [29], states that the President is responsible for all aspects of athletics program administration, including approval of the budget and audit of all expenditures. The budget process is initiated by the Director of Athletics. The process begins in the fall at the time the GRU Mandatory Student Fee Committee convenes [30]. A student athletic fee accounts for 80 percent of the Athletic Department’s revenue budget. Expenses are identified to determine if an increase in the athletic fee is warranted.

In April of each year, the Athletics Department budget is submitted to Budget, Planning and Analysis (BPA) for review and reconciliation [31]. BPA is a division of the Office of Finance and Administration, which is led by the Executive Vice-President for Administration and Finance/Chief Business Officer (CBO). The CBO reports directly to the President [14].

Fundraising

The GRU Division of Advancement (Advancement) serves as the primary support for fundraising efforts by enterprise departments including Athletics. The Director of Special Gifts serves as the athletics liaison for Advancement and approves all athletics fundraising activities. In accordance with NCAA Bylaw 12.5.1 [32] and institutional policy [33], all funds raised for and expended on behalf of the Athletics Department are subject to defined practices of documentation, review, and oversight. The Director of Special Gifts reports directly to the Chief Operating Officer of the ASU Foundation.

The ASU Foundation is a cooperative organization associated with GRU [34]. The ASU Foundation receives and manages donations on behalf of Athletics. The Chief Operating Officer of the ASU Foundation reports to the Senior Vice-President of Advancement and Chief Development Officer, who is a member of the President’s Cabinet [35].

The Birdie Club is a cooperative organization associated with GRU and has a primary purpose of supporting the men’s and women’s golf programs [36]. The Birdie Club possesses an account with the ASU Foundation where all fundraising dollars are deposited. Any transition of funds between the Birdie Club account and an Athletics sport account must receive prior approval by the Director of Athletics.

Audit

Budget and audit procedures for athletics are consistent with those followed by the institution generally and with the provisions of NCAA Constitution, Article 6.2 [37]. The Office of Internal Audit (Audit) conducts periodic internal reviews of intercollegiate athletics related to NCAA, BOR, and GRU compliance. The Chief Audit Officer reports directly to the President and to the BOR Associate Vice Chancellor for Audit [14]. Further, the Department of Athletics undergoes an annual procedures review by a qualified independent accountant to comply with NCAA Constitution, Article 6.2 [37]. The Athletics Department has contracted with an independent accounting firm, Serotta Maddocks Evans and Co., to conduct the FY2014 review. The ASU Foundation and the Birdie Club undergo annual independent audits as recommended by the University System of Georgia Guiding Principles for Cooperative Organizations [38].

Sources

- Board of Regents Policy Manual - 4.5 Intercollegiate Athletics
- GRU Academic Advisement - Advising Roles
- GRU Athletics Compliance Monthly Report (March 2015)
- GRU Budget Prep, Athletics (FY2015)
- GRU Charter - Athletics Compliance
- GRU Form - Executive Performance Management & Planning Evaluation
- GRU Job Description - Director of Intercollegiate Athletics
- GRU Job Description - NCAA Faculty Athletics Representative
- GRU MOU - Augusta State University Birdie Club
- GRU MOU - Augusta State University Foundation
- GRU NCAA Compliance Certification
- GRU NCAA Compliance Certification, Staff
- GRU Organizational Chart
- GRU Organizational Chart - Athletics
- GRU Organizational Chart - Compliance and Enterprise Risk Management
- GRU Policy - Fundraising Events
- GRU President’s Cabinet
- GRU Student Life Website - Mandatory Student Fees
- GRU University Senate Bylaws
- GRU University Senate, Athletics Committee
3.2.12

Governance and Administration: Fund-raising activities

The institution demonstrates that its chief executive officer controls the institution's fund-raising activities.

Judgment

☐ Compliance  ☐ Non-Compliance  ☐ Not Applicable

Narrative

The President, as Georgia Regents University's (GRU) Chief Executive Officer, has complete authority over University administrative and financial operations, as delegated by the University System of Georgia's Board of Regents (USG BOR) [1]. The President also has responsibility for supervising and administering all phases of University operations, including fund-raising activities. Evidence of the President's fulfillment of this responsibility exists in routine updates to the USG BOR on the financial operations of the University, including recommendations on the acceptance of major gifts. Further, the administrative organization charts for the Office of the President [2] and the Office of Advancement [3] provide evidence of the structure and reporting relationships relating to University development activities.

As evidenced by the organization charts, the Office of Advancement led by the Senior Vice President for Advancement/Chief Development Officer, performs its functions under the guidance of the President through the Executive Vice President for External Relations/Chief of Staff and in cooperation with the Provost, the deans, and the directors of University centers and programs. The Office of Advancement's 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 Advancement assists and oversees college and unit fund-raising efforts and establishes unit and individual fund-raising performance metrics.

Further evidence of the President's control and participation in University fund-raising is delineated in USG BOR policies governing private funding of academic positions, as described in USG Policy 8.3.2.2, "Establishment of Named Positions" [4]. This policy makes clear the requirement for prior approval by the USG BOR for the establishment of an academic chair as well as for any appointment to be made to an academic chair supported by such funding. Any request to the USG BOR must be first approved by the President.

Sources

- Board of Regents Policy Manual - 2.5 Presidential Authority and Responsibilities
- Board of Regents Policy Manual - 8.3.2.2 Establishment of Named Positions
- GRU Organizational Chart
- GRU Organizational Chart - Advancement
3.2.13

Governance and Administration: Institution-related entities

For any entity organized separately from the institution and formed primarily for the purpose of supporting the institution or its programs: (1) the legal authority and operating control of the institution is clearly defined with respect to that entity; (2) the relationship of that entity to the institution and the extent of any liability arising out of that relationship is clearly described in a formal, written manner; and (3) the institution demonstrates that (a) the chief executive officer controls any fund-raising activities of that entity or (b) 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.

Judgment

☐ Compliance  ☐ Non-Compliance  ☐ Not Applicable

Narrative

Georgia Regents University (GRU) has separate entities formed primarily for the purpose of supporting the institution. Certain entity names reflect their formation before the consolidation of Georgia Health Sciences University (GHSU) and Augusta State University (ASU) into a new university, GRU. They are as follows:

Alumni Associations and Societies

The GRU Division of Advancement has the administrative responsibility for coordinating alumni functions among the alumni groups from the legacy institutions (Augusta College, Augusta State University, the Medical College of Georgia (MCG), Georgia Health Sciences University, and Georgia Regents University). The MCG Alumni Association operates under a formal Board of Regents standard MOU and cooperates and coordinates with the Division of Advancement and remains separately incorporated [1].

Foundations

ASU Foundation – Endowment and current funding to support scholarships, research, and other programmatic funding of the university’s colleges and athletics principally on the GRU Summerville location [2].

Georgia Health Sciences Foundation – Endowment and current funding to support scholarships, research, and other programmatic funding to benefit university’s colleges and programs, primarily oriented to the other health science programs [3].

MCG Foundation – Endowment and current funding for research, professorships, scholarships, and other programmatic support of the university’s colleges, primarily oriented to the medical school [4].

Health Care Entities

MCG Health, Inc., d/b/a Georgia Regents Medical Center – The clinical operation that runs GRU’s teaching hospital. This MOU had a term of five years beginning in July 2010 and is currently being updated [5].

MCG Health System, Inc., d/b/a Georgia Regents Health System – The umbrella organization that oversees all clinical operations and ensures alignment with GRU mission. This MOU had a term of five years beginning in July 2010 and is currently being updated [6].

Practice Groups

Allied Health Sciences Practice Group, d/b/a Georgia Regents Allied Health Professions Associates – The association through which GRU’s allied health sciences faculty practice and bill patients and customers for services [7].

College of Dental Medicine Faculty Practice Group, d/b/a Georgia Regents Dental Associates – The association through which GRU’s dental faculty practice and bill patients for services [8].

Nursing Faculty Practice Group, d/b/a Georgia Regents Nursing Associates – The association through which our nursing faculty practice and bill patients for services [9].

Physicians Practice Group, d/b/a Georgia Regents University Medical Associates – The association through which our physician faculty practice and bill patients for services [10].

Other Entities

GHSU Research Institute, d/b/a Georgia Regents Research Institute – Contracts on behalf of GRU for the purposes of sponsored research activities [11].

ASU Birdie Club – Supports the men’s and women’s golf teams and athletic coaches [12].

Georgia Regents Real Estate Corporation – Founded to obtain, manage, and hold real estate for use of the Enterprise [13].

The legal relationships between these entities and Georgia Regents University are subject to written policy of GRU’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” [14]. 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.

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.

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 support and enhancing the Institution programs; and shall not engage in activities, program 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.

Further, 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 [16].

Sources

- Board of Regents Business Procedures Manual - 17.0 Affiliated Organizations
- Board of Regents Policy Manual - 12.5 Cooperative Organizations
- GRU MOU - Augusta State University Birdie Club
- GRU MOU - Augusta State University Foundation
- GRU MOU - Georgia Health Sciences Foundation Inc.
- GRU MOU - Georgia Health Sciences University Research Institute Inc.
- GRU MOU - Georgia Regents Real Estate Corporation
- GRU MOU - GHSU College of Dental Medicine - Faculty Practice Group
- GRU MOU - MCG Allied Health Sciences Practice Group Inc.
- GRU MOU - MCG Health System, Inc.
- GRU MOU - MCG Health, Inc.
- GRU MOU - MCG Nursing Faculty Practice Group Inc.
- GRU MOU - Medical College of Georgia Alumni Association Inc.
- GRU MOU - The Medical College of Georgia Foundation Inc.
- GRU MOU - The Medical College of Georgia Physicians Practice Group Foundation
- USG Guiding Principles for Cooperative Organizations
**3.2.14**

**Governance and Administration: Intellectual property rights**

The institution's policies are clear concerning ownership of materials, compensation, copyright issues, and the use of revenue derived from the creation and production of all intellectual property. These policies apply to students, faculty, and staff.

**Judgment**

☐ Compliance  ☐ Non-Compliance  ☐ Not Applicable

**Narrative**

Georgia Regents University (GRU) has clear and well-communicated policies concerning ownership of materials, compensation, copyright issues, and the use of revenue derived from the creation and production of all intellectual property. These policies apply to all faculty, staff, and students. Definitions, policies, and procedures concerning intellectual property are provided for the University System of Georgia (USG) and its member institutions on the website of the USG Board of Regents (BOR) and, for GRU, published officially on the web-based GRU Policy Library.

**Intellectual Property Policies and Procedures of the Board of Regents**

The BOR Policy on Intellectual Properties describes the governing body's dedication to "teaching, research, and the extension of knowledge to the public" for the thirty USG colleges and universities [1]. The BOR defines intellectual properties as "patentable materials, copyrighted materials, trademarks, software, and trade secrets, whether or not formal protection is sought."

Each of these intellectual properties are further defined by the policy, and the policy describes how rights and equities in intellectual properties are to be determined. As described in the policy, GRU is also required by the BOR to develop policies and procedures for implementing the intellectual property policy; GRU meets this expectation, and its institutional policy and procedures are described below.

**Intellectual Property Policies and Procedures of Georgia Regents University**

As a member institution of the USG and within the general guidance of the BOR expectations described above, GRU has enacted its own Intellectual Property Policy [2]. In its application to faculty, staff, students, as well as other stakeholders (e.g., housestaff, fellows, and agents), the statement at the beginning of GRU's intellectual property policy states:

"Georgia Regents University ("GRU") places a high value on the innovations created by all members of the GRU community. In furtherance of the public good, GRU endeavors to identify, protect, market, license, and manage promising new innovations. To this end, this policy represents the core principles and practices regarding intellectual property and its commercialization at GRU."

As with the BOR policy, the GRU policy defines the types of intellectual properties, including patentable materials, copyrighted materials, trademarks, trade secrets, patentable plants, mask works, and novel plant varieties. The policy establishes rights and equities in intellectual property developed by University stakeholders during their employment or enrollment at the institution and addresses work product created through sponsor-supported efforts, GRU-assigned efforts, GRU-assisted individual effort, individual effort, and other efforts. Further, the policy regulates the sharing of revenue derived from the licensing of intellectual property:

"As a condition of employment and enrollment, all GRU Personnel are subject to the Intellectual Property Policies of the Board of Regents and Georgia Regents University and do hereby assign all present right, title and interest in any GRU Intellectual Property which is made in furtherance of their GRU responsibilities and/or with use of GRU resources. GRU Personnel shall execute any documents GRU may reasonably request to vest or confirm ownership of any GRU Intellectual Property. Except as authorized by advance written permission of the GRU administration, GRU Personnel shall not assign rights to intellectual property subject to this policy to any person or entity external to GRU or the Georgia Regents Research Institute (GRRI). In certain cases and at its sole discretion, GRU may release Intellectual Property to which the institution has title or an interest to the inventor or creator for management and development as a private venture after the execution of an agreement providing for a suitable division of royalty income, including appropriate legal expense reimbursement, with GRU."

**Informing the University Community about Intellectual Property Policies and Procedures**

The GRU Intellectual Property Policy is officially published on the web-based GRU Policy Library, which is accessible from the GRU Home Page via search or A-Z Index. GRU stakeholders are informed of the existence of the Policy Library via the Student Manual [3], Employee Manual [4], and the GRU Catalogs [5]. New faculty are informed of GRU's policies and support regarding intellectual properties by the Legal Affairs Office during new faculty orientation [6].

Faculty, staff, and students are also informed of University policies and procedures on intellectual property through the Office of Innovation Commercialization (OIC) website [7]. In addition, the Office of Innovation Commercialization holds regular events to discuss issues related to intellectual properties. These events include lunch-and-learn sessions with faculty [8]; involves faculty, staff, and students in GRU's annual Innovation Summit [9]; and engages in frequent one-on-one and small group meetings.

**Sources**

- Board of Regents Policy Manual - 6.3 Intellectual Properties
- GRU Catalogs
- GRU Employee Manual
- GRU Faculty Orientation Program

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Georgia Regents University
3.3.1 Institutional Effectiveness

The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in each of the following areas:

3.3.1.1 educational programs, to include student learning outcomes
3.3.1.2 administrative support services
3.3.1.3 academic and student support services
3.3.1.4 research within its mission, if appropriate
3.3.1.5 community/public service within its mission, if appropriate

Judgment
☐ Compliance  ☐ Non-Compliance  ☐ Not Applicable

Narrative

As described in Core Requirement 2.5, Georgia Regents University (GRU) is committed to continuous improvement through an integrated, systematic, data-driven process to improve the quality of teaching, discovery, clinical care, and service, and other University functions as outlined in the GRU mission.

Continuous improvement is implemented through the active involvement of faculty and staff in a shared governance process, dedicated staff resources, and the senior administration’s regard for the definition of expected outcomes and active measurement of progress toward these results.

Having been established as a new university upon the consolidation of Augusta State University (ASU) and Georgia Health Sciences University (GHSU) in January 2013, GRU is currently implementing its third annual cycle of a process to ensure that planning, resource alignment, and assessment activities permeate all levels of the University; to ensure commitment to data driven decision-making and continuous improvement; to assist the institution in meeting the requirements of accrediting agencies; and to promote improvements in student learning in all educational programs.

GRU’s compliance with Comprehensive Standard 3.3.1 is outlined in the following sections:

- Institutional Effectiveness Policies
- Institutional Effectiveness Process for Annual Unit Planning & Assessment
- Institutional Effectiveness Process for Student Learning Outcomes
- Evidence of Annual Unit Planning and Assessment

Institutional Effectiveness Policies

The current GRU policy on planning and assessment [1] is being revised to 1) better reflect improved processes; 2) to include resource alignment and mission planning; and 3) to focus only on unit planning efforts. The reference in the current policy to student learning outcomes will be removed, and a separate policy under Academic & Faculty Affairs will be written to support the process of student learning outcomes.

The updated GRU policy on Planning, Resource Alignment, and Assessment states that all units must develop annual unit plans with defined goals, tactics, measures, and expected outcomes that align with the GRU strategic plan, the mission, vision, and values of the institution, appropriate mission plans, and other related strategic plans [2]. These plans are to be reviewed quarterly and through an annual assessment report to support the alignment of resources and to ensure continuous improvement and progress toward the strategic priorities in the GRU strategic plan. Units are defined through the GRU organizational charts.

Institutional Effectiveness Process for Annual Unit Planning & Assessment

As outlined in Core Requirement 2.5, the annual unit planning process is aligned with and is a critical component of the overall GRU strategic planning framework.

The GRU annual planning and assessment cycle follows four basic steps: 1) Units develop their plans; 2) Units then implement those plans and collect data and information; 3) Units analyze their results and findings; and finally 4) Units close the loop by using their results for continuous improvement. See Figure 3.3.1-a: Annual Planning & Assessment Cycle.
Using the GRU organizational charts starting at the Executive Vice President level [3], GRU works with executive leadership to identify a comprehensive inventory of units responsible for participating in the integrated planning, resource alignment, and assessment cycle. With the exception of the educational programs, all units are based on the GRU organizational structure. The inventory is maintained by the Division of Institutional Effectiveness.

All units at GRU develop annual plans that support the relevant college-level strategic plans, other strategic plans, mission-based plans, and ultimately the GRU strategic plan. The unit plans include the following elements:

- **Goal**: A clear statement of intention around a specific area that could span multiple years. These goals directly support the college, division, and/or mission-focused plans.
- **Tactic**: Specific activities or tasks to accomplish a goal - describes how the goal will be met.
- **Measure & Expected Results**: A statement of expected results for a specific tactic - describes what results are expected and how to measure the achievement of the results.

At the end of each fiscal year, assessment units develop final assessment reports that include the following elements:

- Unit mission
- Assessment process
- Overall reflections
- Overall results/findings
- Explanation of why the results were achieved
- How the results will be used in planning for the next fiscal year

As detailed in Core Requirement 2.5, units follow a defined sequence of steps or phases to establish, monitor, and assess annual unit goals, tactics, measures, and expected outcomes.

To facilitate the establishment of measurable unit goals, units are provided with professional support from the Division of Institutional Effectiveness to help develop goals and tactics and select or create appropriate measures and defined expected outcomes. The assigned and designated resource for each unit from the Division provides support throughout the year with assessment, plan development, resource alignment, and finalization of plans.

Each year, the Division of Institutional Effectiveness provides communications and updated planning and assessment information to all units required to develop unit plans. Table 3.3.1-a: Planning, Resource Alignment, & Assessment Communication and Guides includes links to these materials for the past three years:

<table>
<thead>
<tr>
<th>FY14 Planning &amp; Assessment Communications</th>
<th>FY15 Planning &amp; Assessment Communications</th>
<th>FY16 Planning &amp; Assessment Communications</th>
</tr>
</thead>
</table>

The phases in the unit planning cycle are illustrated in Figure 3.3.1-b: GRU Phases of Annual Unit Planning, Resource Alignment, and Assessment and explained in the following descriptions:
Phase 1. Annual Assessment: The assessment phase runs continuously each year, without a break between fiscal or academic years. Units are encouraged to submit quarterly updates on their progress and assessment findings. Each year, units critically evaluate the degree of achievement on each of their approved unit goals from the previous fiscal year. The Division of Institutional Effectiveness also provides professional support during the assessment phase to help units understand and interpret the results of their assessment measures. If a particular outcome has not been successfully achieved, the unit may resubmit refined unit goals, tactics, measures, and expected outcomes depending on the priority of the goal. If a particular outcome has been successfully achieved, it is archived in the Campus Labs Compliance Assist: Planning module. In either case, the outcomes are used to help refine or create new unit goals for continual improvement.

Figure 3.3.1-c: Example Annual Assessment Report - FY14 Faculty Development is an example of a final assessment report. All Final Assessment Reports are listed in the Tables 3.3.1-c, d, and e: Units at the end of this report.

<table>
<thead>
<tr>
<th>Annual Assessment</th>
<th>Plan Review &amp; Goal Development</th>
<th>Resource Alignment</th>
<th>Resource Commitment &amp; Finalization of Plans</th>
</tr>
</thead>
<tbody>
<tr>
<td>JULY</td>
<td>SEPTEMBER - DECEMBER</td>
<td>JANUARY - APRIL</td>
<td>MAY - JUNE</td>
</tr>
<tr>
<td>• Assess prior year results</td>
<td>• Begin review and update of next year’s unit plan working with leadership</td>
<td>• Hold planning &amp; resource alignment hearings</td>
<td>• Leadership approves &amp; communications allocations</td>
</tr>
<tr>
<td>• Develop Annual Assessment Report</td>
<td>• Align with support services</td>
<td>• Leadership prioritizes budget requests</td>
<td>• Units adjust and finalize annual plans and commitments</td>
</tr>
<tr>
<td>• Develop resource requests</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Unit Implements, Measures, Tracks & Reports on Progress Quarterly for Current Year

**Figure 3.3.1 - b: GRU Phases of Annual Unit Planning, Resource Alignment, and Assessment**
Phase 2. Plan Review & Goal Development: During the plan review and development phase, units determine their goals and tactics based on their assessment results, environmental scanning, data available from institutional research, and an understanding of their ability to contribute to the achievement of the institution’s strategic plan. During this process, units refine their goals from previous years, thus closing the planning and assessment loop, and/or create new goals that align with and promote continual improvement.

Additionally, during this phase of the planning process, units create plans that detail the resources necessary for execution, including those resources from other units on whom they may be dependent for services. Examples of these services include technology or systems support from Information Technology Services or communications support from the Division of Communications & Marketing. These plans are used to coordinate among educational programs, administrative, and academic and student support and service units. This process helps to ensure adequate awareness of the interdependence and needed resources from other units to effectively accomplish their goals, tactics, and expected outcomes.

Following is a description of how the alignment and coordination occurs with support services. For the FY16 plan review and goal development phase, the vice president for communications and marketing conducted individual meetings with each college dean and the associate dean(s) to explore the needs for each individual college. They then collaborated and coordinated any resource or budget requests to ensure a more accurate estimate of the needs and to ensure that the request was not duplicated. This process was implemented during the second year (FY16) of holding resource alignment meetings following a suggestion from the lessons learned after the first year (FY15).

Phase 3. Resource Alignment: Throughout the planning process, units are encouraged to engage in planning discussions, in an iterative and open manner, with the leadership team to whom they report as well as service areas. Ultimately, this process results in aligned goals with tactics, expected outcomes, measures, and time frames that can be supported through the approval process. Once approved, institutional
leadership reviews the unit goals to determine whether additional resources are needed or if resources might be redirected from other existing activities.

If additional resources are needed, the leadership team must authorize budget requests. Units are encouraged also to have alternative plans to accomplish the expected results without additional resources. The Provost and a team of resources from the Division of Institutional Effectiveness, the Office of Budget Planning and Analysis, and other relevant services hold planning and resource alignment meetings in late January and early February for all academic and administrative units.

Units are provided relevant data to help in their analysis and planning. A listing of the colleges with links to the data provided for FY15 and FY16 to support their efforts is provided in Table 2.5-b: Budget Presentations & Supporting Documentation Core Requirement 2.5.

All identified educational, administrative, and academic and student support services units (including those who are not requesting additional resources) prepare presentations in accordance with a prescribed templates that includes the following components:

- Unit Mission
- Unit Organization Structure
- Relevant Performance Metrics
- Overview Assessment of Previous Year’s Performance
- Status of Current Year’s Performance – including those that received resources during the previous year’s planning and resourcing processes
- Future Year Planning & Resource Priorities – along with worksheets for each resource request
- Financial Detail for Requests (supporting documentation)

A complete list of units involved in the resource alignment hearings is included in Core Requirement 2.5 in Table 2.5 - Units. In addition, links are provided to the units' presentations and supporting documentation for FY15 and FY16.

Phase 4. Resource Commitment & Finalization of Plans: The Provost and a team of resources from the Division of Institutional Effectiveness, the Office of Budget Planning and Analysis, and other relevant services collect and review all requests and associated plans to help leadership prioritize these requests and make appropriate allocations. If the new resource request is granted, the unit finalizes their annual plans. If the resource request is not granted, the unit must refine the relevant goals and resubmit them through appropriate administrative structures. Depending on the priority of the goal, the refinement and re-submission of a resource request may occur during the same fiscal year cycle.

All presentations and supporting documentation are uploaded to an intranet site where they are available to all units who participated in the resource alignment meeting process.

A formal communication from the Provost and other key leadership is sent to all of the units who participated in the resource alignment hearings with a synopsis of the process, the requests, and appropriate allocations. In Core Requirement 2.5, Table 2.5-c: FY15 & FY16 Resource Alignment Communications includes links to formal communications during phase 4 of the annual unit planning cycle.

During the finalization of plans, units input their approved unit goals, tactics, measures, and expected outcomes to an online database where goals are monitored and tracked. The online database used by GRU is Campus Labs’ Compliance Assist: Planning Module and is open for all units to see their plans alongside those of the other units in the institution. Also during this phase, assessment units begin to initiate the actions necessary to complete their unit goals.

This formalized process of resource alignment began in FY15. During this cycle, all units reporting to the Provost directly as well as some of the support services were included. From the lessons learned completed at the end of the FY15 process, all administrative and academic and student support services were included for the FY16 process. Lessons learned after the FY16 process are being used to inform the planning for FY17. Most notable from the lessons learned in FY16 is the need for better communication throughout the process. For the FY17 planning and
resource alignment process, GRU will hold a kick-off meeting to provide a high level overview of progress to date and priorities for FY17.

Annual calendars are developed each spring for the subsequent fiscal year with these four phases and posted on the planning and assessment website and the Compliance Assist landing page. Table 3.3.1-b: Annual Planning Calendars includes links to the annual calendars for the past three years.

<table>
<thead>
<tr>
<th>Table 3.3.1 - b: Annual Planning Calendars</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY14-15 Annual Calendar</td>
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<tr>
<td>[7]</td>
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</tbody>
</table>

Institutional Effectiveness Process for Student Learning Outcomes

The process for the development, assessment, and continuous improvement of student learning outcomes for GRU educational programs is outlined in detail in Comprehensive Standard 3.3.1.1. The process adopted for monitoring the effectiveness of student learning is similar to the process outlined for unit planning, but somewhat modified.

Evidence of Annual Unit Planning & Assessment

The following tables include links to the planning documentation for all units participating in the annual unit planning, resource alignment, and assessment process since the establishment of GRU in January 2013. The tables include links to documentation for the following unit groupings.
<table>
<thead>
<tr>
<th>Units</th>
<th>FY13 Unit Plan and Assessment Report (no Quarterly Updates required this year)</th>
<th>FY14 Unit Plan and Assessment Report (includes Quarterly Updates)</th>
<th>FY15 Unit Plan and Assessment Report (includes Quarterly Updates)</th>
<th>FY16 Unit Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>College of Allied Health Sciences</td>
<td>[10]</td>
<td>[11]</td>
<td>[12]</td>
<td>[13]</td>
</tr>
<tr>
<td>Katherine Reese Pamplin College of Arts, Humanities, and Social Sciences</td>
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<td>[15]</td>
<td>[16]</td>
<td>[17]</td>
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<tr>
<td>Department of Art</td>
<td>[18]</td>
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<tr>
<td>Department of Communications and Professional Writing</td>
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<tr>
<td>Department of English and Foreign Languages</td>
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<tr>
<td>Department of History, Anthropology, and Philosophy</td>
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<tr>
<td>Department of Music</td>
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<tr>
<td>Department of Political Science</td>
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<tr>
<td>Department of Sociology, Criminal Justice, and Social Work</td>
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<tr>
<td>College of Dental Medicine</td>
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<td>Literacy Center</td>
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<td>College of Nursing</td>
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<td>College of Science and Mathematics</td>
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<td>Center for Undergraduate Research and Scholarship (Previously under Academic &amp; Faculty Affairs)</td>
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<td>Medical College of Georgia</td>
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<td>Units</td>
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<td>FY14 Unit Plan and Assessment Report (incs Quarterly Updates)</td>
<td>FY15 Unit Plan and Assessment Report (incs Quarterly Updates)</td>
<td>FY16 Unit Plan</td>
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**Sources**

Georgia Regents University
FY15 Assessment Reports
Department of Music
FY15 Assessment Reports
Department of Political Science
FY15 Assessment Reports
Department of Psychological Sciences
FY15 Assessment Reports
Department of Sociology and Social Work
FY15 Assessment Reports
Department of Teacher Education
FY15 Assessment Reports
Distance Education
FY15 Assessment Reports
Diversity and Inclusion
FY15 Assessment Reports
Enterprise Supply Chain
FY15 Assessment Reports
Facilities
FY15 Assessment Reports
Faculty Development
FY15 Assessment Reports
Financial Aid
FY15 Assessment Reports
First and Second Year Experience
FY15 Assessment Reports
Government Relations and Community Affairs
FY15 Assessment Reports
Graduate School
FY15 Assessment Reports
Honors Program
FY15 Assessment Reports
Human Resources
FY15 Assessment Reports
Information Technology Services
FY15 Assessment Reports
Institute of Public and Preventive Health
FY15 Assessment Reports
Institutional Effectiveness
FY15 Assessment Reports
Instructional Resource Center
FY15 Assessment Reports
Internal Audit
FY15 Assessment Reports
International and Postdoctoral Services Office
FY15 Assessment Reports
James M. Hull College of Business
FY15 Assessment Reports
Katherine Reese Pamplin College of Arts, Humanities, and Social Sciences
FY15 Assessment Reports
Laboratory Animal Services
FY15 Assessment Reports
Libraries
FY15 Assessment Reports
Literacy Center
FY15 Assessment Reports
Medical College of Georgia
FY15 Assessment Reports
Military and Veterans Services
FY15 Assessment Reports
Military Science and ROTC
FY15 Assessment Reports
Office of Communications and Marketing
FY15 Assessment Reports
Office of Employment Equity
FY15 Assessment Reports
Office of Innovation Commercialization
FY15 Assessment Reports
Professional and Community Education
FY15 Assessment Reports
Public Safety
FY15 Assessment Reports
Registrar
FY15 Assessment Reports
Simulation Center-Integrated Professional Education
FY15 Assessment Reports
Strategic Partnerships and Alliances
FY15 Assessment Reports
Student Affairs
FY15 Assessment Reports
Student Health Services
FY15 Assessment Reports
Student Life
FY15 Assessment Reports
Study Abroad
FY15 Assessment Reports
Testing and Disability Services
FY15 Assessment Reports
Theatre Operations
FY16 Unit Plan
Academic Admissions
FY16 Unit Plan
Academic Advising
FY16 Unit Plan
Academic Diversity Education - formerly Diversity and Inclusion
FY16 Unit Plan
Advancement
FY16 Unit Plan
Area Health Education Center
FY16 Unit Plan
Athletics
FY16 Unit Plan
Auxiliary Services
FY16 Unit Plan
Career Services
FY16 Unit Plan Center for Undergraduate Research and Scholarship
FY16 Unit Plan
College of Allied Health Sciences
FY16 Unit Plan
College of Dental Medicine
FY16 Unit Plan
College of Education
FY16 Unit Plan
College of Nursing
FY16 Unit Plan
College of Science and Mathematics

Georgia Regents University
| FY16 Unit Plan Counseling Center |
| FY16 Unit Plan Department of Art |
| FY16 Unit Plan Department of Biology |
| FY16 Unit Plan Department of Chemistry and Physics |
| FY16 Unit Plan Department of Communications and Professional Writing |
| FY16 Unit Plan Department of English and Foreign Languages |
| FY16 Unit Plan Department of History, Anthropology, and Philosophy |
| FY16 Unit Plan Department of Kinesiology and Health Science |
| FY16 Unit Plan Department of Mathematics |
| FY16 Unit Plan Department of Music |
| FY16 Unit Plan Department of Political Science |
| FY16 Unit Plan Department of Psychology |
| FY16 Unit Plan Department of Sociology, Criminal Justice, and Social Work |
| FY16 Unit Plan Department of Teacher Education |
| FY16 Unit Plan Division of Communications & Marketing |
| FY16 Unit Plan Employment Equity - formerly Office of Employment Equity |
| FY16 Unit Plan Enterprise Risk Management |
| FY16 Unit Plan Enterprise Supply Chain |
| FY16 Unit Plan Facilities |
| FY16 Unit Plan Faculty Development |
| FY16 Unit Plan Financial Aid |
| FY16 Unit Plan First and Second Year Experience |
| FY16 Unit Plan General Counsel |
| FY16 Unit Plan Government Relations and Community Affairs |
| FY16 Unit Plan Graduate School |
| FY16 Unit Plan Honors Program |
| FY16 Unit Plan Human Resources |
| FY16 Unit Plan Information Technology Services |
| FY16 Unit Plan Institute of Public and Preventive Health |
| FY16 Unit Plan Institutional Effectiveness |
| FY16 Unit Plan Instructional Resource Center |
| FY16 Unit Plan Internal Audit |
| FY16 Unit Plan International and Postdoctoral Services Office |
| FY16 Unit Plan James M Hull College of Business |
| FY16 Unit Plan Katherine Reese Pamplin College of Arts Humanities and Social Sciences |
| FY16 Unit Plan Lab Animal Services |
| FY16 Unit Plan Libraries |
| FY16 Unit Plan Literacy Center |
| FY16 Unit Plan Medical College of Georgia |
| FY16 Unit Plan Military and Veterans Services |
| FY16 Unit Plan Military Sciences and ROTC |
| FY16 Unit Plan Office of Innovation Commercialization |
| FY16 Unit Plan Professional and Community Education |
| FY16 Unit Plan Public Safety |
| FY16 Unit Plan Registrar |
| FY16 Unit Plan Sponsored Programs |
| FY16 Unit Plan Student Disability Services - formerly Testing and Disability Services |
| FY16 Unit Plan Student Life and Engagement |
| FY16 Unit Plan Student Services |
| FY16 Unit Plan Study Abroad |
| FY16 Unit Plans University Finance |
| GRU Organizational Chart |
| GRU Planning & Assessment Annual Calendar (FY2014-15) |
| GRU Planning & Assessment Annual Calendar (FY2015-16) |
| GRU Planning & Assessment Memo and Guide (FY2014) |
| GRU Planning & Assessment Memo and Guide (FY2015) |
| GRU Planning and Assessment Guide (FY2016) |
| GRU Planning, Resource Alignment, Assessment Calendar (FY2016-17) |
| GRU Policy Library - Planning and Assessment |
3.3.1.1

Institutional Effectiveness: Educational Programs

The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in each of the following areas:

3.3.1.1 educational programs, to include student learning outcomes.

Judgment

Compliance  □ Non-Compliance  □ Not Applicable

Narrative

Georgia Regents University (GRU) includes education at the core of its vision – to be a top-tier university that is a destination of choice for education. The GRU mission leads with providing leadership and excellence in teaching. The university’s commitment to institutional effectiveness and ongoing continuous improvement processes and practices are described in Core Requirement 2.5 and the introduction to Comprehensive Standard 3.3.1.

GRU is in its third year of implementing a consistent planning, resource alignment, and assessment process for educational programs and their student learning outcomes. The institution executes the same processes for monitoring the effectiveness of educational programs as it does for other units, further described in the introduction to Comprehensive Standard 3.3.1. The process adopted for monitoring the effectiveness of student learning is similar, but somewhat modified.

GRU's compliance with Comprehensive Standard 3.3.1.1 is described in two parts: 1) Institutional Effectiveness for Colleges and Educational Programs; and 2) Institutional Effectiveness of Student Learning. Following is an outline for describing both of these parts:

Part I: Institutional Effectiveness of Colleges and Educational Programs

- Institutional Effectiveness Process for Colleges and Educational Program Departments
- College and Educational Program Department Unit Planning Linkage to Strategic Planning
- Institutional Effectiveness of Colleges and Educational Program Departments

Part II: Institutional Effectiveness of Student Learning

- Institutional Effectiveness Process to Ensure Student Learning
  - Background & Overview of Educational Program Assessment at GRU
  - Annual Student Learning Outcome Process & Standard Operating Procedure
  - Submission & Feedback Process
  - Infrastructure for Effective Student Learning Outcome Development and Assessment
- Institutional Effectiveness of Student Learning for Educational Programs
- Institutional Effectiveness of Student Learning for Student Support Services
- Linking Student Learning Assessment to Comprehensive Program Review
- Student Learning Outcome Plans and Reports

Part I: Institutional Effectiveness of Colleges and Educational Programs

Institutional effectiveness for colleges and educational programs at GRU are outlined through a description of the process, the linkage to strategic planning, and specific examples of institutional effectiveness.

Institutional Effectiveness Process for Colleges and Educational Programs

At GRU, the nine colleges develop annual unit plans to support the University’s strategic plan and educational programs and follow the same planning, resource alignment, and assessment process outlined in Core Requirement 2.5 and the Comprehensive Standard 3.3.1 introduction. In some colleges educational program departments also develop annual unit plans following this same process. Each of these colleges and educational program departments establish unit goals, tactics, and measures. Through the assessment, evaluation, and modification of goals, the colleges and educational program departments work to achieve the GRU mission and ensure institutional effectiveness of educational programs at GRU.

Many instances of this institutional culture of assessment and improvement are documented in the individual unit annual assessment reports. Within these reports, use of results have identified potential areas for process improvement, including the documenting of current processes. Processes are selected for improvement that will have the most impact on educational programs and student learning.

The following table is a list of all the nine colleges and those educational program departments that develop annual unit plans. See Table 3.3.1.1-a: Colleges and Educational Program Departments with Annual Unit Plans.
Table 3.3.1.1-a: Colleges and Educational Program Departments with Annual Unit Plans

<table>
<thead>
<tr>
<th>College of Allied Health Sciences</th>
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<tbody>
<tr>
<td>Katherine Reese Pamplin College of Arts, Humanities, and Social Sciences</td>
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<th>Graduate School</th>
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<td>James M. Hull College of Business</td>
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</table>

| Medical College of Georgia |

As detailed in Core Requirement 2.5 and in the introduction to Comprehensive Standard 3.3.1, colleges and educational program departments follow a defined sequence of steps or phases to establish, monitor, and assess annual unit goals, tactics, measures, and expected outcomes.

To facilitate the establishment of measurable unit goals, units are provided with professional support from the Division of Institutional Effectiveness to help develop goals and tactics and select or create appropriate measures and defined expected outcomes. The assigned and designated resource for each unit from the Division provides support throughout the year with assessment, plan development, resource alignment, and finalization of plans.

The phases in the unit planning cycle are illustrated in Figure 3.3.1.1-a: GRU Phases of Annual Unit Planning, Resource Alignment, and Assessment and explained in the following descriptions:
Phase 1. Annual Assessment: The assessment phase runs continuously each year, without a break between fiscal or academic years. Units are encouraged to submit quarterly updates on their progress and assessment findings. Each year, units critically evaluate the degree of achievement on each of their approved unit goals from the previous fiscal year. The Division of Institutional Effectiveness also provides professional support during the assessment phase to help units understand and interpret the results of their assessment measures. If a particular outcome has not been successfully achieved, the unit may resubmit refined unit goals, tactics, measures, and expected outcomes depending on the priority of the goal. If a particular outcome has been successfully achieved, it is archived in the Campus Labs Compliance Assist: Planning module. In either case, the outcomes are used to help refine or create new unit goals for continual improvement.

Phase 2. Plan Review & Goal Development: During the plan review and development phase, units determine their goals and tactics based on their assessment results, environmental scanning, data available from institutional research, and an understanding of their ability to contribute to the achievement of the institution’s strategic plan. During this process, units refine their goals from previous years, thus closing the planning and assessment loop, and/or create new goals that align with and promote continual improvement. Their plans are then reviewed within their leadership structure to ensure agreement and alignment. Additionally, during this phase of the planning process, units create plans that detail the resources necessary for execution, including those resources from other units on whom they may be dependent for services. Examples of these services include technology or systems support from Information Technology Services or communications support from the Division of Communications & Marketing. These plans are used to coordinate among colleges, educational program departments, administrative units, and academic and student support and service units. This process helps to ensure adequate awareness of the interdependence and needed resources from other units to effectively accomplish their goals, tactics, and expected outcomes.

Phase 3. Resource Alignment: Throughout the planning process, units are encouraged to engage in planning discussions, in an iterative and open manner, with the leadership team to whom they report as well as service areas. Ultimately, this process results in aligned goals with tactics, expected outcomes, measures, and time frames that can be supported through the approval process. Once approved, institutional leadership reviews the unit goals to determine whether additional resources are needed or if resources might be redirected from other existing activities.

If additional resources are needed, the leadership team must authorize budget requests. Units are encouraged also to have alternative plans to accomplish the expected results without additional resources. The Provost and a team of resources from the Division of Institutional Effectiveness, the Office of Budget Planning and Analysis, and other relevant services hold planning and resource alignment meetings in late January and early February for all academic and administrative units. All identified college and educational program departments, administrative units, and academic and student support services units (including those who are not requesting additional resources) prepare presentations in accordance with prescribed templates. A complete list of units involved in the resource alignment hearings is included in Core Requirement 2.5 in Table 2.5-b: Units. In addition, links are provided to the units’ presentations and supporting documentation for FY15 and FY16.

Phase 4. Resource Commitment & Finalization of Plans: The Provost and a team of resources from the Division of Institutional Effectiveness, the Office of Budget Planning and Analysis, and other relevant services collect and review all requests and associated plans to help leadership prioritize these requests and make appropriate allocations. If the new resource request is granted, the unit finalizes their annual plans. If the resource request is not granted, the unit must refine the relevant goals and resubmit them through appropriate administrative structures. Depending on the priority of the goal, the refinement and re-submission of a resource request may occur during the same fiscal year cycle.

All presentations and supporting documentation are uploaded to an intranet site where they are available to all units who participated in the resource alignment meeting process. During the finalization of plans phase, units input their approved unit goals, tactics, measures, and expected outcomes to an online database where goals are monitored and tracked. The online database used by GRU is Campus Labs’ Compliance Assist: Planning Module and is open for all units to see their plans along with those of the other units in the institution. Also during this phase, assessment units begin to initiate the actions necessary to complete their unit goals.
As the units that shoulder the greatest responsibility for fulfilling the GRU mission, the colleges and educational program departments support the entire strategic plan. In particular, college or educational program department annual unit plans are likely to include unit goals that collectively link to all six GRU strategic priorities. However, this section will address the effectiveness related to the teaching mission, particularly with regard to the following strategic priorities in the GRU Strategic Plan:

**GRU Strategic Priority 1:** Be a national model for the successful consolidation of two higher-education institutions into one fully integrated and aligned research university.

**GRU Strategic Priority 2:** Be a comprehensive research university that leverages its history of excellence in health science and medical education with a strong foundation in liberal arts education and professional degrees.

**GRU Strategic Priority 6:** Provide sustained commitment to diversity and inclusion across all missions.

Table 3.3.1.1-b: Examples of Alignment of Colleges and Educational Program Department Unit Plans with GRU Strategic Plan includes specific examples of how the colleges and the educational program department unit goals align to the GRU Strategic Plan in support of educational programs.
<table>
<thead>
<tr>
<th>COLLEGE</th>
<th>UNIT GOAL AND TACTICS</th>
<th>GRU Strategic Priorities and Organizational Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>College of Allied Health Sciences</td>
<td>FY14 &amp; FY15 UNIT GOAL – Provide excellence in health science education to help meet the health care needs of Georgia and beyond. FY14 &amp; FY15 TACTIC – Increase student enrollment by exploring and developing new educational programs, expand opportunities for dual degree and certificate programs, and provide degree completion programs to increase student enrollment to 1,000 by 2020.</td>
<td>SP1. ORG GOAL 1.4 – Promote access to higher education, in the context of a research university, and respond to the needs of our communities. SP2. ORG GOAL 2.1 – Deliver excellent education and training throughout our expanding footprint. SP2. ORG GOAL 2.2 – Create, enhance, and sustain programs that prepare graduates for success in a rapidly changing global workplace and society.</td>
</tr>
<tr>
<td>College of Dental Medicine</td>
<td>FY15 UNIT GOAL – Continue to Deliver Excellent Education and Training in the DMD Program. FY15 TACTIC – Promote and Implement the BS to DMD Dental Scholars Program. Create CDM Courses for Implementation of Dental Scholars Program. FY15 TACTIC – Maintain the Diversity of the Applicant Pool and thereby the Diversity of the Student Body.</td>
<td>SP1. ORG GOAL 1.2 – Cultivate a collaborative, enriching work environment that generates open, honest, and constructive communication. SP2. ORG GOAL 2.1 – Deliver excellent education and training throughout our expanding footprint. SP2. ORG GOAL 2.2 – Create, enhance, and sustain programs that prepare graduates for success in a rapidly changing global workplace and society.</td>
</tr>
<tr>
<td>College of Education</td>
<td>FY15 UNIT GOAL – Offer programs that leverage our strengths and respond to the needs of the market, our students, and external communities. FY15 TACTIC – Redesign existing programs to address societal challenges.</td>
<td>SP2. ORG GOAL 2.1 – Create, enhance, and sustain programs that prepare graduates for success in a rapidly changing global workplace and society.</td>
</tr>
<tr>
<td>College of Nursing</td>
<td>FY15 UNIT GOAL – Implement plan to expand services for vulnerable populations by focusing course work, faculty practice, student projects, and community health needs assessment. FY15 TACTIC – Establish College/Enterprise initiatives as a focal point for student projects.</td>
<td>SP2. ORG GOAL 2.2 – Create, enhance, and sustain programs that prepare graduates for success in a rapidly changing global workplace and society. SP6. ORG GOAL 6.2 – Facilitate ongoing cultural competency development. SP6. ORG GOAL 6.3 – Enhance efforts to reduce population disparities.</td>
</tr>
<tr>
<td>College of Science and Mathematics</td>
<td>FY15 UNIT GOAL – Develop and promote programs of distinction. FY15 TACTIC – Develop preliminary proposal for M.S. in Medicinal Science.</td>
<td>SP2. ORG GOAL 2.1 – Deliver excellent education and training throughout our expanding footprint. SP2. ORG GOAL 2.2 – Create, enhance, and sustain programs that prepare graduates for success in a rapidly changing global workplace and society.</td>
</tr>
<tr>
<td>Hull College of Business</td>
<td>FY15 UNIT GOAL – Increase participation in experiential activities. FY15 TACTIC – Increase the number of students participating in career-oriented experiences.</td>
<td>SP2. ORG GOAL 2.2 – Create, enhance, and sustain programs that prepare graduates for success in a rapidly changing global workplace and society.</td>
</tr>
<tr>
<td>Medical College of Georgia</td>
<td>FY15 UNIT GOAL – Provide exceptional learning experiences for physicians in training. FY15 TACTIC – Maintain currency and expertise with LCME standards, annotations and changes to remain compliant and prepare for LCME site visit in January 2016.</td>
<td>SP2. ORG GOAL 2.1 – Deliver excellent education and training throughout our expanding footprint. SP2. ORG GOAL 2.2 – Create, enhance, and sustain programs that prepare graduates for success in a rapidly changing global workplace and society. SP3. ORG GOAL 2.3 – Provide an environment that promotes innovative education.</td>
</tr>
</tbody>
</table>
**Institutional Effectiveness of Colleges and Educational Program Departments**

As described in Core Requirement 2.5, continuous improvement is implemented through the active involvement of faculty and staff in a shared governance process, dedicated staff resources, and the senior administration’s regard for the definition of expected outcomes and active measurement of progress toward these results. Planning and assessment activities are integrated and permeate all units and all levels of the university. Following are examples of continuous improvement and how the use of the institutional effectiveness processes have helped improve effectiveness to support the educational programs at GRU.

**College of Dental Medicine**

**Outcomes:** As expressed in their FY15 Final Assessment Report [1], the College of Dental Medicine (CDM) found that their FY15 task-based measures laid the foundation for future planning and achievement and going forward their measures would be more metric or performance-based to more effectively monitor continuous improvement of their educational programs.

**Assessment & Analysis:** Overall, the CDM completed nine of their ten goals; approximately 65 percent of the measures were met at a high performance level, roughly 15 percent were met at target, and 4 percent of the measures were not met. The remaining measures were met at the threshold level or cancelled due to feasibility issues.

The CDM conducted a thorough administrative review process throughout the year with the dean, associate deans, and an appropriate group of stakeholders to achieve success of the goals and further the mission of the CDM. These groups reviewed the measures quarterly and reported on them at the deans’ meetings as well as to Institutional Effectiveness. In their final assessment report, they noted that several of the measures where high performance was not met involved circumstances beyond the control of the CDM; these included such items as scheduling conflicts (timing) and selecting measures that were outside the influence of the stakeholders and therefore could not be directly executed. They also found that multiple tactics were task-based (yes/no or date driven) rather than performance-based. While task-based tactics can be deemed mission essential, the CDM committed to select more performance-based measures going forward, recognizing that some task-based measures will be inevitable.

**Improvement:** In their FY16 unit plan, the CDM had 85 percent of their measures as performance-based vs. yes/no or date driven [2]. This represents an increase over the FY15 unit plan [3] where only 65 percent of their measures were performance based. Two examples of new CDM performance based metrics in FY16 are outlined in Table 3.3.1.1-c: College of Dental Medicine FY16 Tactics to Access Educational Programs.

**College of Nursing**

**Outcomes:** In their FY15 Annual Assessment report, the College of Nursing (CON) indicated that they had met the majority of their measures in the FY15 Unit Plan and had made great progress as a result of a committed Administrative Team who worked cohesively to achieve their shared goals. The CON remained on target with quarterly reports and communications, approaching the unit planning process in a systematic manner.

**Assessment & Analysis:** The administrative team including the dean, associate deans, other administrators in the college, and the designed resource from the Division of Institutional Effectiveness determined that the barriers to completion included the following: a large volume of measures contained in their annual plan, absence of an Associate Dean for Research, changes in administration, and a record number of students and part-time faculty. In addition, many of their measures in the FY15 unit plan required development and implementation.

**Improvement:** The administrative team has reflected on the process and has made changes to the way they will share and discuss quarterly reports moving forward. They are planning to build time into their regular administrative team meetings in FY16 to discuss quarterly progress on individual measures. They anticipate that group discussion will help the entire team to engage in the progress and take ownership as a team vs. just the individual administrator who is assigned to each measure [4].
Department of Biological Sciences

Outcomes: In FY14 the Department of Biological Sciences’ unit plan had a goal to increase the number of educational programs offered by the department [5]. In the FY14 Final Assessment Report they reported that they had successfully begun to populate their new majors in Cell and Molecular Biology and in Ecology with more than 20 students each. In addition, the new seven-year BS/MD (Medical Scholars Program) and BS/DMD (Dental Scholars Program) programs were approved. Over 40 applications were received, and 29 Medical Scholars and four Dental Scholars committed to matriculate at GRU in these programs. They reported that the department was very intentional and active in the development and recruitment for its new educational programs to achieve this success.

Assessment & Analysis: In FY15 the department continued with the goal of developing new educational programs. However, in their FY15 Final Assessment Report [6], the department reported that after assessing their capabilities to deliver new programs, they identified concerns in not currently having adequate lab space or a sufficient number of highly active research faculty. The department indicated that The College of Science and Mathematics has begun a strategic planning process through which they would be able to more clearly define their needs and capabilities to deliver new educational programs. This capability would be impacted by several factors including research space, which could be addressed by the Campus Master Plan; additional highly active research faculty, which will be addressed by the acquisition of additional faculty lines and impacted by the Master Plan; and the possible joining with the Phinizy Center for Water Science.

Improvement: The Department of Biological Sciences department in FY16 revised their educational program goal to read “Ensure that the Department of Biological Sciences continues to provide adequate programmatic offerings and curricula to our students [7].” Given the assessment results highlighting the external factors affecting programs (space, faculty, research space, etc.), their FY16 goal and tactics were more realistic and are focused on ensuring consistency of content and rigor in courses, coordination with the department of Chemistry and Physics to conduct a viability study for a master’s program, and other opportunities based on the outcomes of the Campus Master Planning effort and decisions with the Phinizy Center.

Hull College of Business

Outcomes: In their FY14 Final Assessment Report [8], the Hull College of Business (Hull College) stated that the student learning outcome assessment process at the college had been evolving over several years. For the Association to Advance Collegiate Schools of Business (AACSB) accreditation, the College had only been required to assess BBA and MBA program student learning outcomes, not the specific major outcomes. Therefore, a comprehensive assessment plan/process had been in place to measure those educational program student learning outcomes.

However for SACSCOC compliance purposes, the student learning outcomes for all educational programs were required. During FY14, the educational program faculty met to create specific student learning outcomes. At that time, assessment activities were planned and implemented, assessment data was presented to the major discipline groups for review, recommendations, and changes – all through the first annual Hull College “Assessment Day” that was implemented August 2014.

Assessment & Analysis: The college determined that the “Assessment Day” would continue each year for the BBA, MBA, and other educational programs where faculty would meet and review assessment data and set the agenda and create action items for the Undergraduate and Graduate Curriculum Committees. The college also conducted a lessons learned on the “Assessment Day” to improve the experience in FY15 [9].

The dean of the college also indicated a recognition that the assessment process had a learning curve for the Hull College faculty, and at the end of FY14, the college faculty were in the early stages of learning and understanding the process.

The results for the undergraduate programs following the “Assessment Day” included student learning outcomes being reorganized into three categories: critical thinking, professionalism, and business competency; assessment data was collected for critical thinking, ethics, oral communication, diversity, and business competency; and assessment data was being compiled and would be presented to Undergraduate Curriculum Committee for review and discussion.

Improvement: The recommended changes to “Assessment Day” were implemented in FY15, and in the FY15 Final Assessment report, the college stated that enhancement in assessment activities were shown due to the delegation of assessment efforts to one designated individual to organize and strategically coordinate efforts with the faculty. The implementation of an annual “Assessment Day” was commended and resulted in meaningful changes to individual courses and programs and would be continued.

Part II: Institutional Effectiveness of Student Learning

The institutional effectiveness of student learning at GRU is outlined through a description of the process and support, examples of effectiveness for educational programs, examples of effectiveness for student support services, a description of the linkage of student learning assess to comprehensive program review, and a listing of student learning outcomes and assessment reports. The processes and support outlined are applicable for all educational programs regardless of the delivery modality and include distance learning educational programs that are predominantly provided online.

Institutional Effectiveness Process to Ensure Student Learning

Creating consistent processes, training, and support, and ongoing continuous improvement for student learning outcomes is a significant priority for GRU. Three offices work together to fully focus resources in support of this effort: the Division of Institutional Effectiveness, Academic Affairs and Student Success, and the Office of Faculty Development & Teaching Excellence. The educational program student learning outcome processes and support created by this team are ongoing, cyclical, integrated, and aligned with the mission of the university. The processes and support provide the means by which colleges, departments, and programs use assessment results to systematically act to make improvements in student outcomes and ultimately student learning. The processes and support are continually maturing with the focus on creating an ongoing culture of assessment for student learning outcomes from the educational program level through curriculum mapping.

This narrative provides a description of the institutional effectiveness process and support services for educational programs and
includes samples of evidence and documentation that substantiate the process at the college and program level. The sections include:

- Background & Overview of the Educational Program Assessment at GRU
- Infrastructure for Effective Student Learning Outcome Development and Assessment
  - Governance
  - Training
  - Tools
- Three-Year Student Learning Outcomes Cycle
- Annual Student Learning Outcome Process & Standard Operating Procedure
- Submission & Feedback Process

Background & Overview of Educational Program Assessment at GRU

Each educational program must specify the student learning outcomes expected for the program. In addition, student support units with a learning focus (Center for Undergraduate Research and Scholarship, First & Second Year Experience, Honors Program, Study Abroad) create and monitor student learning outcomes.

The integrated annual unit planning and assessment cycle provides a framework for colleges and educational program departments to plan, assess, and align their administrative support plans that support educational programs and their student learning outcomes. This alignment provides supporting data that can initiate annual changes to program learning inputs, curriculum decisions, resource allocations, and course modifications. The outcomes also provide input into the comprehensive program review process.

The Student Learning Outcomes continuous improvement cycle (see Figure 3.3.1.1 - b: Student Learning Outcome Cycle) helps educational programs and faculty (1) identify desired student learning outcomes and appropriate and measurable assessment methods. Faculty then (2) identify, develop, and (3) implement appropriate teaching and learning strategies designed to achieve those student learning outcomes. Annually, GRU (4) educational programs assess their student learning outcomes and (5) use the assessment results to create and improve teaching and learning strategies and often redefine their student learning outcomes.

Table 3.3.1.1 - b: GRU Student Learning Outcome Cycle

Student learning outcomes are monitored and tracked in the planning module of Compliance Assist, the GRU online application that houses GRU planning documentation. The components in the system provide a strong framework for detailing student learning outcomes, defining measurable assessment methods, recording actual outcome results on student strengths and student weaknesses, and finally to outline how the results will be used to improve student learning outcomes.

Infrastructure for Effective Student Learning Outcome Development and Assessment

Systematically monitoring effectiveness of student learning necessitates both support to educational programs from the institution as well as active participation from within the educational programs themselves. To ensure processes are consistently applied and are useful and efficient at all levels of the institution, GRU has carefully identified and trained key stakeholders in its institutional effectiveness processes and tools.

Governance

In 2013, a cross-functional project team was led by Academic & Faculty Affairs, Faculty Development and Teaching...
Excellence, and the Division of Institutional Effectiveness to formalize the newly established student learning outcome process for GRU. This team was instrumental in developing the coordinated cycle and the ongoing operational support, including training and tools.

**University SLO Committee:** As an outcome of the project, an ongoing oversight team was established, the University SLO Committee [10]. The purpose of the University Student Learning Outcome Committee is to provide leadership, training, guidance, and support for the effective implementation of Student Learning Outcomes training, development, and assessment process and to manage the process illustrated in Figure 3.3.1.1 - e: Annual Student Learning Outcomes Process and Standard Operation Procedure.

The responsibilities of the University SLO Committee follow:

1. Annually evaluate, improve, and implement the SLO annual process and standard operating procedures.
2. Provide training and support for the use of Compliance Assist.
3. Train new program directors and chairs in the development of effective SLOs.
4. Provide training and/or refresher training as needed to educational program directors, chairs, and the College SLO review committee members.
5. Review SLOs for quality. Provide feedback to deans and educational program directors.
6. Provide annual updates/reports on the quality of SLOs and the SLO process.
7. Implement the annual SLO peer-to-peer summit.

**Institutional Effectiveness Planning Committee (IEPC):** The IEPC which is composed of academic officers from each college as well as other key stakeholders in the institution’s planning and assessment processes, serves as the advisory committee for the University SLO Committee. The IEPC is an advisory group created to provide guidance related to the development and implementation of an effective and practical life cycle of efforts aimed at continuous improvement for educational programs, general education, and departmental units as described in the group’s charter [11].

**College SLO Review Committee:** In addition, each college creates an annual College SLO Review Committee to promote continuous improvement in the quality of teaching and learning for the specific programs within their college. The IEPC provides high-level process recommendations while the college review committees have the following roles and responsibilities:

- Serve as a resource to assist educational programs with the SLO process and provide feedback as it relates to the creation and selection of student learning outcomes, assessment plans, and program-level use of results to ensure “closing of the loop.”
- Ensure reporting efforts are in compliance with accreditation standards and requirements.
- Establish an appropriate working and reporting relationship with the dean of the college or the dean’s designee.
- Facilitate the Peer-to-Peer Review process between colleges and divisions.
- File yearly report of Peer-to-Peer activities and findings to the Division of Institutional Effectiveness and the Office of the Vice President for Academic & Faculty Affairs.

All members of the committees completed the SLO training facilitated by the GRU Office of Faculty Development and Teaching Excellence. See Table 3.3.1.1-d: College Student Learning Outcome FY15 Committee Members for a list of College SLO Committee members for each college who reviewed the FY14 student learning outcomes for their college in the fall of 2015.
## Table 3.3.1-d: College Student Learning Outcome FY15 Committee Members

<table>
<thead>
<tr>
<th>Committee</th>
<th>Faculty Council:</th>
<th>Committee Members:</th>
</tr>
</thead>
<tbody>
<tr>
<td>College of Allied Health Sciences</td>
<td>Andrew Balas (Dean) Hannah Beriault Anita Bhat James Blackwell Maryska Connelly-Brown Miriam Cortez-Cooper Kathy Dexter Ashley Fox Sara Haddow-Liebel</td>
<td>Cynthia Hughes Jason Hughes Lynn Jaffe Michael Jensen Vibha Kumar Georgianna Laws Raghavan Raju Sharron Walls Mary Jane Weintraub</td>
</tr>
<tr>
<td>Pamplin College of Arts, Humanities, and Social Sciences</td>
<td>Jennifer Trunzo Rob Foster Jared Hegwood</td>
<td>Edgar Johnson Sanford White Brian Rust Craig Albert</td>
</tr>
<tr>
<td>College of Dental Medicine</td>
<td>Dr. Richard Callan Dr. Jan Mitchell</td>
<td>Suzanne Hall Richard Deaneer Paulette Harris Rebecca Harper Drew Kemp Graeme Connolly Michelle Bryan Wayne Lord (Associate Dean)</td>
</tr>
<tr>
<td>College of Education</td>
<td>Beth Pendergraft Laura Rychly Stacie Petitt Juan Walker Nia-Cheng Kuo Hannah Bennett Chris Botero</td>
<td>The Graduate School SLO Committee: Mitchell Watsky- The Graduate School Patricia Cameron- The Graduate School Regina Messer-College of Dental Medicine Mark Thompson- Hull College of Business Karen Aubrey- Pamplin College of Arts, Humanities &amp; Social Sciences Lory Anderson- College of Nursing Wayne Lord- College of Education Lester Preito- College of Allied Health Cliff Gardiner- College of Science and Mathematics</td>
</tr>
<tr>
<td>The Graduate School</td>
<td>Mitchell Watsky, Dean Patricia Cameron, Vice Dean Brands, Michael – 1st Year Biomedical Science Brann, Darrell – Neuroscience Browning, Darren – Biochemistry and Cancer Biology Ergul, Adviye – Physiology Johnson, John- Pharmacology LeMosey, Ellen –Cell Biology Lucas, Rudolf –Vascular Biology Maithe, Nita–Biochemistry and Cancer Biology McCluskey, Lynnette – Molecular Medicine Messer, Regina –Oral Biology Pacholczyk, Rafal – Genomic Medicine</td>
<td>Undergraduate Curriculum Committee: Barbara Coleman-Chair Peter Basciano Mike Dowell Sam Park David Fritz Graduate Curriculum Committee: Mike Dugan-Chair Jim Grayson Simon Medcalf- MBA Program Director Yao Zhang Cathy Slade</td>
</tr>
<tr>
<td>Hull College of Business</td>
<td>Anderson, Lori Behr, Julie Bourgault, Annette Bowman, T Bryan, Sara (Instructional Designer) Cook, Pamela Filippo, Renee Glaser, Judy Hunter, Carol Masiongale, Amy (Elected At-Large) Masiongale, James</td>
<td>Outcomes Assessment Committee: McCall, Amber McLear, Barbara (DNP Program Cmte Chair) Murphy, Marguerite Nesmith, Beth Pawl, Jean Smith, Deborah Wright, Stephanie Zadinsky, Julie Peterson, Corey Boik, Kelly Langley-Brady, Dawn Call, Marlene</td>
</tr>
<tr>
<td>College of Nursing</td>
<td>Bruce Saul (Biological)</td>
<td></td>
</tr>
</tbody>
</table>
During the FY2013 project to develop the SLO process for GRU, the project team established a required three-part (7-8 hour) training for all educational program directors, department chairs, any faculty member put forward by College-level leadership, and College SLO Review Committee members for the purpose of educational program assessment of Student Learning Outcomes [12]. This program was fully implemented in FY14. The hands-on training is required and participants are certified by the Office of Faculty Development and Teaching Excellence as adequately trained and therefore granted access to the Compliance Assist Planning module which is the online system that stores student learning outcome documentation and is administered and supported by the Division of Institutional Effectiveness.

An SLO Guide to Compliance Assist [11] is used during the Compliance Assist one-on-one training and is available online at Institutional Effectiveness SLO Assessment Website [12] and on the Compliance Assist landing page.

This training program creates a cultural environment with faculty committed to continuous improvement through a common set of definitions and terminology, examples, assessment tools, and more.

**Tools**

GRU requires all educational programs to capture their student learning outcomes, measures, and use of results in Compliance Assist. This system provides common formats (templates) for all SLOs and includes the fields for each template included in Table 3.3.1.1-e: SLO Template Components.

<table>
<thead>
<tr>
<th>SLO</th>
<th>SLO Measure</th>
<th>SLO Measure Results</th>
<th>SLO Use of Results</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment Cycle Start &amp; End</td>
<td>Measure Period Start &amp; End</td>
<td>Measure Outcomes Narrative</td>
<td>Date Findings Reviewed by Faculty</td>
</tr>
<tr>
<td>Department Chair</td>
<td>Assessment Method</td>
<td>Supporting Documentation &amp; Substantiating Evidence</td>
<td>Identified Student Strengths</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Identified Student Weaknesses</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Use of Results</td>
</tr>
</tbody>
</table>

A template is also available in Compliance Assist for the College SLO Committees to report their findings and upload and store detailed findings and any other documentation. An example of this Compliance Assist report is illustrated in Figure 3.3.1.1-c: College of Science and Mathematics SLO Review Committee Summary Report for FY14 for the College of Science and Mathematics. The use of this report will be required from the college review committees for FY15 student learning outcomes.
All tools and resources are available on the Institutional Effectiveness SLO Assessment Website [12] as outlined in the following Table 3.3.1.1-f: SLO Resources and SLO Training/Development Resources.

<table>
<thead>
<tr>
<th>SLO Resources</th>
<th>SLO Training/Development</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLO 3-Year Cycle (Updated 7/16/15) [17]</td>
<td>Teaching-Learning-Assessment Cycle [22]</td>
</tr>
<tr>
<td></td>
<td>SLO Example [23]</td>
</tr>
<tr>
<td></td>
<td>SLO Presentation [24]</td>
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<tr>
<td></td>
<td>SLO Guide to Compliance Assist [25]</td>
</tr>
</tbody>
</table>

**Three-Year Student Learning Outcomes Cycle**

Each year a rolling three-year calendar is developed to aid educational programs in understanding the ongoing nature of student learning outcome assessment. For consistency, GRU uses fiscal years for all planning and assessment processes. Fiscal years run from July to the following June and cover both the fall and the spring of an academic year. Figure 3.3.1.1-d: GRU Student Learning Outcomes 3-year Planning & Assessment Cycle represents the three-year cycle for FY15, FY16, and FY17 for student learning outcome development and assessment process.
The SLO cycle annual schedule integrates with the overall unit planning, resource alignment and assessment cycle. As illustrated in Figure 3.3.1.1 - e: Educational Program Student Learning Outcomes STANDARD OPERATING PROCEDURES, the annual cycle allows for collection of data, analysis of results, development or revision of SLOs, college committee review and oversight and input from the University Student Learning Outcome Committee.

The annual Student Learning Outcomes process cycle and annual calendar are documented and posted on the Compliance Assist website landing page and on the Institutional Effectiveness website page focused on Student Learning Outcomes [12].

**Submission & Feedback Process**

The GRU submission and feedback process as outlined in Figure 3.3.1.1-f: Submission Flow & Feedback Loop Process, illustrates the submission flow for student learning outcomes within each college or unit and the feedback loop to ensure the quality of SLOs and their continual improvement.
An SLO assessment rubric is used in the training as well as an assessment techniques tool. Both are available on the Compliance Assist website landing page and on the Institutional Effectiveness website page focused on Student Learning Outcomes. [26]

The rubric focuses on the criteria in the following Table 3.3.1.1-g: Criteria for Student Learning Outcomes Assessments and provides clear descriptions to help the College SLO Committees identify if student learning outcomes exceed, meet, or do not meet expectations.

| 1. | The SLO statement is appropriately focused and clearly measurable. A statement that specifically articulates the knowledge, skill(s), or behavior(s) students should gain; is neither too broad nor too narrow; and lends itself to appropriate measurement. |
| 2. | Assessment methods are appropriate to the SLO statement. The variety of measures used to evaluate each outcome. |
| 3. | SLO assessment findings - A concise summary of the results gathered from a given assessment measure or set of measures. |
| 4. | Use of results/action plan – Actions already taken, or committed to, to improve (a) student achievement of the desired learning outcome or (b) the coming year’s SLO assessment plan. |

### Institutional Effectiveness of Student Learning for Educational Programs

The SLO process, annual cycle, tools, and training help support GRU’s focus on the use of results when developing and revising student learning outcomes. Following are examples of how three educational programs showed evidence of an institutional effectiveness process, how they were able to identify deficiencies, and how they outlined clear plans to remediate for their student learning outcomes.

A complete list of Student Learning Outcomes and Student Learning Outcome Assessment Reports are found in Tables 3.3.1.1-h-i at the end of this report.

#### Bachelor of Science in Chemistry – College of Science and Mathematics

**Outcomes**: One of the student learning outcomes for this program stated that students will give an oral presentation based on independent research or a scientific literature review that demonstrates their ability to communicate an analysis of experimental data. Based upon the instructor’s notes from the spring of 2014 and the discussion of other courses/events that involved oral presentations, the program determined that a number of student presenters failed to meet the minimum time expectation. Student presenters were unable to communicate an analysis of experimental data effectively. Discussion of results occurred during a chemistry program assessment meeting in the fall of 2014.

**Assessment & Analysis**: These student presentation skills concerning analysis of data were formally assessed in CHEM 4800 during each student’s seminar presentation, and instructor notes were the basis for the data. Informally, the student learning outcome was assessed during presentations completed in biochemistry (CHEM 4551), inorganic chemistry (CHEM 4210), or during local professional meetings such as Georgia Academy of Sciences. The informal assessment was anecdotal and came to light during the discussion of the CHEM 4800 methods and findings during a program assessment meeting.

**Improvements**: Based upon the poor results of student presenters, the following action items were developed and implemented.

1. A departmental Oral Examination Rubric was created by the assessment committee, vetted by the department and adopted by the end of Fall Semester, 2014. The rubric was used in all student presentations from the program (in classes, at conferences, or other public appearances) thereafter. Students are consistently exposed to a common oral examination rubric throughout their career in the program, emphasizing the importance of the learning outcomes expressed in the rubric as well as the expectations of the program.
2. In-class lessons, which are developed by the program faculty and the individual instructor, provide strategies for improving student skills. The in-class lessons are included in the CHEM 4800 Seminar course and will precede their own oral presentation.
3. Students enrolled in the CHEM 4800 Seminar course are required to assess this outcome at a department seminar for at least one professional speaker using the rubric for the course. The student assessment will be returned with feedback prior to giving their oral presentation in the class.

The program indicated that the development of a rubric and its inclusion into the curriculum at all levels was a first step in preparing their students for professional behavior. The department plans on using the developed rubric for at least two years as adopted to assess its usefulness and scope to their own assessment of the presentations and to their...
students progress in developing this student learning outcome. [27]

Bachelor of Arts – Political Science – Pamplin College of Arts, Humanities, and Social Sciences

Outcomes: One of the student learning outcomes for the Bachelor of Arts in Political Science stated that students will write a term paper that demonstrates the ability to use proper citation format to communicate discipline specific content as specified by a departmental rubric.

A pool of 26 students were involved in the assessment of this outcome in August 2014. A review of the available papers revealed that students, in general, met expectations with students performing better in the area of citation style/consistency with lowest performance in the area of knowledge of material.

Assessment & Analysis: The department assessment committee reviewed term papers deposited into the departmental student portfolios and evaluated them using their Term Paper Rubric in the following areas: grammar, citation style and consistency, structure, coherence, and knowledge of material.

Improvements: The department considered the results and voted to require all faculty to use the Political Science Writers manual in all classes so that students learn a consistent writing style associated with the discipline. Both POLS 2101, Introduction to Political Science and POLS 2000, Society, Law and the Criminal will require students to do a literature review as they begin the scaffolding process from 1000-4000 level coursework. [28]

PhD in Biochemistry and Cancer Biology – Graduate School

Outcomes: A student learning outcome for the PhD program in Biochemistry and Cancer Biology was for students to be able to define and integrate foundational biomedical scientific principles. This SLO would be measured by the basic and integrated knowledge evaluated by keying example questions in all first year core courses as basic knowledge or integrated knowledge. The target outcome was test scores for both basic and integrated knowledge to be greater than or equal to 80 percent.

Scores for total basic knowledge was 78.8 percent and total integrated knowledge was 77.6 percent.

Assessment & Analysis: Faculty reviewed these results after spring 2014 and agreed that the performance on the Basic and Integrative components was essentially equal to the overall average. Given that the class average generally was not above 80 percent, in hindsight the faculty agreed that a goal of 80 percent was not realistic. Moreover, they felt that it may not be the most relevant goal.

Improvements: Faculty agreed that a more helpful goal would be to ensure that integrative knowledge is not significantly below knowledge of basic principles, understanding that these two categories themselves together are the overall performance. Using this modified goal, the data from one course suggested that integrative knowledge is not different from basic understanding of scientific principles. [29]

Institutional Effectiveness of Student Learning for Student Support Services

Student Support Services with student learning requirements at GRU include the following areas: General Education, Center for Undergraduate Research and Scholarship, First & Second Year Experience, Honors Program, and Study Abroad.

These educational programs follow the same process as other educational programs for the assessment of student learning. Following is a sample of how one of these programs demonstrated the use of a continuous improvement process and consequently how that planned improvements.

A complete list of Student Learning Outcomes and Student Learning Outcome Assessment Reports are found in Table 3.3.1.1-i-h at the end of this report.

Center for Undergraduate Research and Scholarship

Outcomes: A student learning outcome for this educational program stated that students would be able to design disciplinary specific research posters or presentations. Based on their FY15 SLO annual results, students were able to give discipline specific presentations. This was demonstrated at 8 Brown Bag Seminars throughout the academic year. Thirty-nine students gave poster presentations at the Summer Scholars Symposium.

Assessment & Analysis: The educational program reviewed the results based on the comprehensive design and discipline requirements, the depth of research from a baseline assessment, and the evaluation of posters/presentations at CURS sponsored events. The review of results identified the need for students to improve their ability to give presentations in general terms for a large audience to understand.

Improvements: The recommended improvement was for students will practice presentations prior to seminars. This will be reflected in their FY16 student learning outcomes. [30]

Linking Student Learning Assessment to Comprehensive Program Review

SLO assessment results is also used as supporting evidence in the University's Comprehensive Program Review process. Comprehensive Program Reviews are periodically conducted by GRU in accordance with BOR policy [31]. As part of GRU's process, programs conducting a program review are asked to reflect on their assessment results over the review period, describing “how the unit has used results from learning assessments to a) improve the program(s) under review and b) inform ongoing assessment of learning outcomes” [32].

Some examples from the 2014-2015 comprehensive program review cycle follow:
The Department of Art has continued to use student assessment data to craft and fine-tune departmental student learning outcomes and to make changes to classes and student reviews for the BA and BFA programs. Since 2007, this has happened on the freshmen level with a retooling of their foundation level studio art courses. (Art 1520, 2-D Design and 1530, 3-D Design) by professors Casaletto and Onofrio. This process started by administering targeted student exit surveys and by reworking the classes to reinforce common vocabulary and promote systematic peer-to-peer teaching. These refinements help students to bond as peers (as in any other first year experience program) during their first academic year and to understand terms and concepts that will be used in 2000, 3000, and 4000 level studio art classes. They also made considerable changes to their Portfolio Review process, a program-wide mandatory junior level review of all BA and BFA students. The drawing and design skills being introduced in the freshman class are now being assessed through targeted rubrics at the junior level as evidenced by artworks submitted for the Portfolio Review. These data are tracked by faculty to measure student comprehension of design principles, skills, and proficiencies. The final stage of assessment occurs in the Senior Exhibition class, which is the capstone course for all BA and BFA students. This course requires numerous career oriented assignments (a résumé, artist statement, etc.) as well as both an exhibition of each student’s work and an artist lecture based on his/her educational experience and artworks. These talks are open to all GRU art students and art faculty (comparable to an oral defense). During this course, each BA and BFA student chooses an Art faculty mentor to guide and assess his/her senior exhibition process. The final closing of the loop takes place with the senior art talks where faculty members assess students as to the concepts, vocabulary and design skills demonstrated from their foundation level courses (basic level design proficiencies). These data are being tracked each year by faculty for future adjustments to the departmental SLO’s. [33]

BS – Chemistry – College of Science and Mathematics

In recent years, the learning outcomes have been systematically addressed with the development of overall goals that span the entire curriculum (rather than being compartmentalized into the sub-disciplines) with an ongoing effort to create a curriculum map through the program. Fundamental and recurring outcomes are being identified. To date, program goals have been articulated. The measurable outcomes have been updated and used for revisions to close the loop. As an example of some detailed changes to close the loop in improving learning outcomes, there are numerous changes to the freshman chemistry CHEM 1211/1212 sequence. These courses have had major revisions to the laboratory curriculum twice- once toward the inquiry-based labs, and once back away from it. A new laboratory exam has assisted in providing multiple assessment opportunities for skills used multiple times in the curriculum and has impacted instruction in use of graphs, calibration curves, and improvements in other essential skills. The lecture curriculum adopted an atoms-first approach to improve student learning, with a new textbook that better matches this approach and electronic homework system were adopted last year to help improve outcomes. Several years ago molecular modeling was adopted more widely and starting a year earlier in these classes to improve learning outcomes in this area. Some content modules were switched between the first and second semester 1211/1212 courses as a response to poorer student mastery of learning outcomes in the second semester from a fairly dramatic shift in content difficulty, with the shift smoothing the transition. There were also learning outcomes felt to be poorly assessed at the end of the course using the multiple choice national exam. Therefore not only was an exam with paired questions (that now assess conceptual knowledge) adopted, but a problem solving section was added in fall 2014 to help guide further improvements. This year there is a department-wide effort to have an increased flipped-class model and a collective repository of instructional videos available in an online platform both for lecture and lab. [34]

DNP & MSN – College of Nursing

Curricular objectives at the course and program level clearly state expected individual student learning outcomes. The program committees and program directors review all courses every three years and as needed to insure continued congruence with the program’s mission and goals. Benchmarks of their aggregate student outcomes are determined and reported annually by the Program director and program committees to the CON Outcomes Assessment Committee and to the Division of Institutional Effectiveness. Student learning outcomes (SLOs) are assessed, evaluated, and refined annually by the DNP Program Director, Program Committee, and the CON Outcomes Assessment Committee. An example of how the SLOs are utilized is in a curriculum revision that was the DNP program goals and SLO outcomes and measures were adjusted for academic year 2014 to align with the CON Organizing Framework and the DNP Essentials. [35]

Student Learning Outcome Documentation

The student learning outcomes assessment plans and reports for the educational programs are provided in the table (Tables 3.3.1.1-h and i) for each of the years since GRU was formed.
<table>
<thead>
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<th>FY14 SLO Summary &amp; Use of Results</th>
<th>FY15 SLO Summary</th>
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Physiology (PhD) | [262] | [263] | [264]  
Vascular Biology (MS) | [265] | [266] | [267]  
Vascular Biology (PhD) | [268] | [269] | [270]  

**HCB-James M. Hull College of Business**

Accounting (BBA) | [271] | [272] | [273]  
Applied Information Systems and Technologies (Bachelor of Science) |  |  | Began in 2015  
Finance (BBA) | [274] | [275] | [276]  
Management (BBA) | [277] | [278] | [279]  
Management Info Systems (BBA) | [280] | [281] | [282]  
Marketing (BBA) | [283] | [284] | [285]  
Computer Science (Bachelor of Science) |  |  | Began in 2015  
Master of Business Administration (MBA) | [286] | [287] | [288]  

**MCG-Medical College of Georgia**

MD | [289] | [290] | [291]  
Master of Clinical and Translational Science | [292] | [293] | [294]  

*FY13 Use of Results were not required. FY15 Use of Results Reports are Due September 30, 2015.

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**Figure 3.3.1.1-i: Student Support Services with Student Learning Outcomes**

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<th>Student Learning Outcome Documentation</th>
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*The Student Support Services with Student Learning Outcomes only developed SLOs for FY14. FY15 Use of Results Reports are Due September 30, 2015.

---

**Sources**

- Board of Regents Policy Manual - 3.6 Creation and Elimination of Academic Programs
- FY13 CAHSS Master of Public Administration
- FY13 CAHSS Music (Bachelor of Arts)
- FY13 CAHSS Music Education (Bachelor of Music)
- FY13 CAHSS Performance (Bachelor of Music)
- FY13 CAHSS Art (Bachelor of Arts)
- FY13 CAHSS Art (Bachelor of Fine Arts)
- FY13 CAHSS Bachelor of Social Work
FY13 CAHSS Criminal Justice (Bachelor of Arts)
FY13 CAHSS Political Science (Bachelor of Arts)
FY13 CAHSS Sociology (Bachelor of Arts)
FY13 CDM Department of Endodontics
FY13 CDM Department of Oral and Maxillofacial Surgery
FY13 CDM Department of Oral Rehabilitation
FY13 CDM Department of Orthodontics
FY13 CDM Department of Pediatric Dentistry
FY13 CDM Department of Periodontics
FY13 CDM Doctor of Dental Medicine
FY13 COB Finance (Bachelor of Business Administration)
FY13 COB Accounting (Bachelor of Business Administration)
FY13 COB Management (Bachelor of Business Administration)
FY13 COB Management Information Systems (Bachelor of Business Administration)
FY13 COB Marketing (Bachelor of Business Administration)
FY13 COB Master Business Administration (MBA)
FY13 COE Counselor Education (Master of Education)
FY13 COE Curriculum and Instruction (Education Specialist)
FY13 COE Curriculum and Instruction (Master of Education)
FY13 COE Early Childhood Education
FY13 COE Early Childhood Education (Bachelor of Science in Education)
FY13 COE Educational Leadership (Education Specialist)
FY13 COE Educational Leadership (Master of Education)
FY13 COE MAT (Master of Arts in Teaching)
FY13 COE Middle Grades Education (Bachelor of Science in Education)
FY13 COE Secondary Biology Education
FY13 COE Secondary Chemistry Education
FY13 COE Secondary English Education
FY13 COE Secondary History Education
FY13 COE Secondary Mathematics Education
FY13 COE Secondary Physics Education
FY13 COE Secondary Political Science Education
FY13 COE Special Education (Bachelor of Science in Education)
FY13 COE Special Education (General Curriculum)
FY13 COE Special Education (Master of Education)
FY13 College of Allied Health Sciences Clinical Laboratory Science (Bachelor of Science)
FY13 College of Allied Health Sciences Clinical Laboratory Science (Master of Health Science)
FY13 College of Allied Health Sciences Dental Hygiene (BS)
FY13 College of Allied Health Sciences Diagnostic Medical Sonography (Bachelor of Science)
FY13 College of Allied Health Sciences Doctor of Physical Therapy
FY13 College of Allied Health Sciences Health Informatics
FY13 College of Allied Health Sciences Master of Physician Assistant
FY13 College of Allied Health Sciences Master of Public Health
FY13 College of Allied Health Sciences Medical Illustration (Master of Science)
FY13 College of Allied Health Sciences Nuclear Medicine Technology (Bachelor of Science)
FY13 College of Allied Health Sciences Occupational Therapy (Master of Health Science)
FY13 College of Allied Health Sciences Radiation Therapy (Bachelor of Science)
FY13 College of Allied Health Sciences Respiratory Therapy (Bachelor of Science)
FY13 CON Clinical Nurse Leader (MSN)
FY13 CON Doctor of Nursing Practice
FY13 CON Family Nurse Practitioner (MSN)
FY13 CON GHSU Teachout (BSN)
FY13 CON Nursing Anesthesia
FY13 CON Nursing (Ph.D)
FY13 CON Pediatric Nurse Practitioner
FY13 CSM Biology (Bachelor of Science)
FY13 CSM ChmPhy-Department of Chemistry and Physics
FY13 CSM Mathematics (Bachelor of Science)
FY13 CSM Psychology (Bachelor of Arts)
FY13 CSM Psychology (Master of Arts)
FY13 GS Cellular Biology & Anatomy (PhD)
FY13 GS Molecular Medicine (PhD) pdf
FY13 GS Oral Biology (MS)
FY13 GS Oral Biology and Maxillofacial Pathology(PhD)
FY13 MCG-Medical College of Georgia
FY13 SLO CAHSS - Dental Hygiene (MS-AH)
FY13 SLO CAHSS HA&P-HistoryMajorAssessmentOctober2013
FY13 SLO CAHSS Political Science (Bachelor of Arts)
FY13 SLO General Education SLO
FY13 SLO Graduate School Biochemistry & Cancer Biology (MSN)
FY13 SLO Graduate School Biochemistry & Cancer Biology (PhD)
FY13 SLO Graduate School Cellular Biology & Anatomy (MS)
FY13 SLO Graduate School Genomic Medicine (MS)
FY13 SLO Graduate School Genomic Medicine (PhD)
FY13 SLO Graduate School Molecular Medicine (MS)
FY13 SLO Graduate School Neuroscience (MS)
FY13 SLO Graduate School Neuroscience (PhD)
FY13 SLO Graduate School Nursing - Family Nurse Practitioner (PMC)
FY13 SLO Graduate School Nursing - Pediatric Nurse Practitioner (PMC)
FY13 SLO Graduate School Pharmacology (MS)
FY13 SLO Graduate School Pharmacology (PhD)
FY13 SLO Graduate School Physiology (MS)
FY13 SLO Graduate School Physiology (PhD)
FY13 SLO Graduate School Post-Master Certificate, Clinical Translational Science (CCTS)
FY13 SLO Graduate School Vascular Biology (MS)
FY13 SLO Graduate School Vascular Biology (PhD)
FY13 SLO MCG Biostatistics(MS)
FY13 SLO MCG Biostatistics(PhD)
FY13 SLO MCG Clinical and Translational Studies (MCTS)
FY13 SLO MCG MD
FY14 CAHSS Anthropology (BA) SLO
FY14 CAHSS Art (BA) SLO
FY14 CAHSS Communications (BA) SLO
FY14 CAHSS Criminal Justice (BA) SLO
FY14 CAHSS English (BA) SLO
FY14 CAHSS Fine Art (BFA) SLO
FY14 CAHSS Foreign Languages (BA) SLO
FY14 CAHSS History (BA) SLO
FY14 CAHSS Master of Public Administration (MPA) SLO
FY14 CAHSS Music (BA) SLO
FY14 CAHSS Music Education (BM) SLO
FY14 CAHSS Music Performance (BM) SLO
FY14 CAHSS Political Science (BA) SLO
FY14 CAHSS Social Work (BSWK) SLO
FY14 CAHSS Sociology (BA) SLO
FY14 College of Allied Health Sciences (MPH) SLO
FY14 College of Allied Health Sciences Clinical Laboratory Science (Bachelor of Science) SLO
FY14 College of Allied Health Sciences Clinical Laboratory Science (Master of Health Science) SLO
FY14 College of Allied Health Sciences Dental Hygiene (Bachelor of Science) SLO
FY14 College of Allied Health Sciences Dental Hygiene (Master of Science in Allied Health) SLO
FY14 College of Allied Health Sciences Doctor of Physical Therapy SLO
FY14 College of Allied Health Sciences Health Informatics (Bachelor of Science) SLO
FY14 College of Allied Health Sciences Master of Physician Assistant (MPA) SLO
FY14 College of Allied Health Sciences Medical Illustration (Master of Science) SLO
FY14 College of Allied Health Sciences Nuclear Medicine Technology (Bachelor of Science) SLO
FY14 College of Allied Health Sciences Occupational Therapy (Master of Health Sciences) SLO
FY14 College of Allied Health Sciences Radiation Therapy (Bachelor of Science) SLO
FY14 College of Allied Health Sciences Respiratory Therapy (Bachelor of Science) SLO
FY14 College of Dental Medicine Doctor of Dental Medicine SLO
FY14 College of Education Bachelor of Science in Kinesiology SLO
FY14 College of Education Counselor Education (EdS) SLO
FY14 College of Education Counselor Education (MEd) SLO
FY14 College of Education Curriculum and Instruction (EdS) SLO
FY14 College of Education Curriculum and Instruction (MEd) SLO
FY14 College of Education Early Childhood Education (BSEd) SLO
FY14 College of Education Educational Leadership (EdS) SLO
FY14 College of Education Educational Leadership (MEd) SLO
FY14 College of Education Health and Physical Education (BSEd) SLO
FY14 College of Education Kinesiology (MS) SLO
FY14 College of Education Master of Arts in Teaching (MAT) SLO
FY14 College of Education Middle School Education (BSEd) SLO
FY14 College of Education Special Education (BSEd) SLO
FY14 College of Education Special Education (MEd) SLO
FY14 College of Education Teacher Leadership (MEd) SLO
FY14 College of Nursing Clinical Nurse Leader (MSN) SLO
FY14 College of Nursing Doctor of Nursing Practice SLO
FY14 College of Nursing Family Nurse Practitioner (MSN) SLO
FY14 College of Nursing GHCU Teach Out SLO
FY14 College of Nursing Nursing (BS) GRU SLO
FY14 College of Nursing Nursing Anesthesia (MSN) SLO
FY14 College of Nursing Pediatric Nurse Practitioner (MSN) SLO
FY14 College of Nursing PhD SLO
FY14 College of Science and Mathematics Biology (Bachelor of Science) SLO
FY14 College of Science and Mathematics Cell & Molecular Biology (Bachelor of Science) SLO
FY14 College of Science and Mathematics Chemistry (Bachelor of Science) SLO
FY14 College of Science and Mathematics Ecology (Bachelor of Science) SLO
FY14 College of Science and Mathematics Math (Bachelor of Science) SLO
FY14 College of Science and Mathematics Physics (Bachelor of Science) SLO
FY14 College of Science and Mathematics Psychology (Bachelor of Science) SLO
FY14 College of Science and Mathematics Psychology (Master of Science) SLO
FY14 First & Second Year Experience SLO
FY14 General Education (Core) SLO Report
FY14 Graduate School Biochemistry and Cancer Biology (MS) SLO
FY14 Graduate School Biochemistry and Cancer Biology (PhD) SLO
FY14 Graduate School Biostatistics (MS) SLO
FY14 Graduate School Biostatistics (PhD) SLO
FY14 Graduate School Cellular Biology and Anatomy (MS) SLO
FY14 Graduate School Cellular Biology & Anatomy (PhD) SLO
FY14 Graduate School Genomic Medicine (MS) SLO
FY14 Graduate School Genomic Medicine (PhD) SLO
FY14 Graduate School Molecular Medicine (MS) SLO
FY14 Graduate School Molecular Medicine (PhD) SLO
FY14 Graduate School Neuroscience (MS) SLO
FY14 Graduate School Neuroscience (PhD) SLO
FY14 Graduate School Oral Biology and Maxillofacial Pathology (MS) SLO
FY14 Graduate School Oral Biology and Maxillofacial Pathology (PhD) SLO
FY14 Graduate School Pharmacology (MS) SLO
FY14 Graduate School Pharmacology (PhD) SLO
FY14 Graduate School Physiology (MS) SLO
FY14 Graduate School Physiology (PhD) SLO
FY14 Graduate School Vascular Biology (MS) SLO
FY14 Graduate School Vascular Biology (PhD) SLO
FY14 Honors Program SLO
FY14 Hull College of Business BBA Accounting SLO
FY14 Hull College of Business BBA Finance SLO
FY14 Hull College of Business BBA Marketing SLO
FY14 Hull College of Business Management Info Systems BBA
3.3.1.2

**Institutional Effectiveness: Administrative Support Services**

The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in each of the following areas:

3.3.1.2 administrative support service.

**Judgment**

- Compliance
- Non-Compliance
- Not Applicable

**Narrative**

At GRU, units providing administrative support services are fundamental for the University to realize its mission. Each unit offering administrative support services establishes goals, tactics, and measures for its support and services to ensure continuous improvement, systematically assesses the extent to which these goals are attained, and uses the results of their assessments to improve their support and services to more effectively meet the needs of all aspects of the University, regardless of instructional location or modality.

GRU's compliance with Comprehensive Standard 3.3.1.2 is described in the following sections:

- Administrative Support Services at GRU
- Institutional Effectiveness Process for Units Providing Administrative Support Services
- Units Providing Administrative Support Services Linkage to Strategic Planning
- Institutional Effectiveness of Units Providing Administrative Support Services

**Administrative Support Services at GRU**

At GRU, units providing administrative support services ensure the efficient and effective fulfillment of the university’s mission. These units have held themselves to a high standard of improvement, through unit specific assessments and initiatives for the sole purpose of enhancing their services in support of GRU.

The majority of administrative support services are provided by the units listed in Table 3.3.1.2-a: Primary Administrative Support Services Units at GRU; however, administrative support services are also provided directly and/or indirectly by units within Academic Affairs including following:

- Deans’ offices within the nine GRU colleges
- Division of Institutional Effectiveness
- Academic Affairs & Faculty Development
- Academic Planning & Strategic Initiatives and Enrollment & Student Affairs

**Table 3.3.1.2-a: Primary Administrative Support Services Units at GRU**

<table>
<thead>
<tr>
<th>Administration &amp; Finance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Auxiliary Services</td>
</tr>
<tr>
<td>University Finance, Budget, Planning &amp; Analysis, Controller</td>
</tr>
<tr>
<td>Enterprise Supply Chain</td>
</tr>
<tr>
<td>Facilities</td>
</tr>
<tr>
<td>Human Resources</td>
</tr>
<tr>
<td>Information Technology Services</td>
</tr>
</tbody>
</table>

**Institutional Effectiveness Process for Units Providing Administrative Support Services**

Units at GRU that provide administrative support services follow the same planning, resource alignment, and assessment process outlined in Core Requirement 2.5 and in the Comprehensive Standard 3.3.1 introduction. Each unit establishes annual plans with unit goals, tactics, and measures. Through the assessment, evaluation, and modification of goals, the units providing the administrative support services work to achieve the GRU mission and ensure institutional effectiveness of these services at GRU.

Many instances of this institutional culture of assessment and improvement are documented in the individual unit annual assessment reports. Within these reports, use of results have identified potential areas for process improvement, including the documenting of current processes.
Processes are selected for improvement that will have the most impact on administrative support services at GRU. As detailed in Core Requirement 2.5 and in the introduction to Comprehensive Standard 3.3.1, units that provided administrative support services follow a defined sequence of steps or phases to establish, monitor, and assess annual unit goals, tactics, measures, and expected outcomes.

To facilitate the establishment of measurable unit goals, units are provided with professional support from the Division of Institutional Effectiveness to help develop goals and tactics and select or create appropriate measures and defined expected outcomes. The assigned and designated resource for each unit from the Division provides support throughout the year with assessment, plan development, resource alignment, and finalization of plans.

The phases in the unit planning cycle are illustrated in Figure 3.3.1.2-a: GRU Phases of Annual Unit Planning, Resource Alignment, and Assessment and explained in the following descriptions:

<table>
<thead>
<tr>
<th>Annual Assessment</th>
<th>Plan Review &amp; Goal Development</th>
<th>Resource Alignment</th>
<th>Resource Commitment &amp; Finalization of Plans</th>
</tr>
</thead>
<tbody>
<tr>
<td>JULY</td>
<td>SEPTEMBER - DECEMBER</td>
<td>JANUARY - APRIL</td>
<td>MAY - JUNE</td>
</tr>
<tr>
<td>• Assess prior year results</td>
<td>• Begin review and update of next year’s unit plan working with leadership</td>
<td>• Hold planning &amp; resource alignment hearings</td>
<td>• Leadership approves &amp; communications allocations</td>
</tr>
<tr>
<td>• Develop Annual Assessment Report</td>
<td>• Align with support services</td>
<td>• Leadership prioritizes budget requests</td>
<td>• Units adjust and finalize annual plans and commitments</td>
</tr>
<tr>
<td>• Develop resource requests</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Figure 3.3.1.2-a: GRU Phases of Annual Unit Planning, Resource Alignment, and Assessment**

**Phase 1. Annual Assessment:** The assessment phase runs continuously each year, without a break between fiscal or academic years. Units are encouraged to submit quarterly updates on their progress and assessment findings. Each year, units critically evaluate the degree of achievement on each of their approved unit goals from the previous fiscal year. The Division of Institutional Effectiveness also provides professional support during the assessment phase to help units understand and interpret the results of their assessment measures. If a particular outcome has not been successfully achieved, the unit may resubmit refined unit goals, tactics, measures, and expected outcomes depending on the priority of the goal. If a particular outcome has been successfully achieved, it is archived in the Campus Labs Compliance Assist: Planning module. In either case, the outcomes are used to help refine or create new unit goals for continual improvement.

**Phase 2. Plan Review & Goal Development:** During the plan review and development phase, units determine their goals and tactics based on their assessment results, environmental scanning, data available from institutional research, and an understanding of their ability to contribute to the achievement of the institution's strategic plan. During this process, units refine their goals from previous years, thus closing the planning and assessment loop, and/or create new goals that align with and promote continual improvement. Their plans are then reviewed within their leadership structure to ensure agreement and alignment.

Additionally, during this phase of the planning process, units create plans that detail the resources necessary for execution, including those resources from other units on whom they may be dependent for services. Examples of these services include technology or systems support from Information Technology Services or communications support from the Division of Communications & Marketing. These plans are used to coordinate among colleges, educational program departments, administrative units, and academic and student support and service units. This process helps to ensure adequate awareness of the interdependence and needed resources from other units to effectively accomplish their goals, tactics, and expected outcomes.

**Phase 3. Resource Alignment:** Throughout the planning process, units are encouraged to engage in planning discussions, in an iterative and open manner, with the leadership team to whom they report as well as service areas. Ultimately, this process results in aligned goals with tactics, expected outcomes, measures, and time frames that can be supported through the approval process. Once approved, institutional leadership reviews the unit goals to determine whether additional resources are needed or if resources might be redirected from other existing activities.

If additional resources are needed, the leadership team must authorize budget requests. Units are encouraged also to have alternative plans to accomplish the expected results without additional resources. The Provost and a team of resources from the Division of Institutional Effectiveness, the Office of Budget Planning and Analysis, and other relevant services hold planning and resource alignment meetings in late January and early February for all academic and administrative units. All identified college and educational program department, administrative unit, and academic and student support services units (including those who are not requesting additional resources) prepare presentations in accordance with prescribed templates.

A complete list of units involved in the resource alignment hearings is included in Core Requirement 2.5 in Table 2.5-b: Units. In addition, links are provided to the units' presentations and supporting documentation for FY15 and FY16.
Phase 4. Resource Commitment & Finalization of Plans: The Provost and a team of resources from the Division of Institutional Effectiveness, the Office of Budget Planning and Analysis, and other relevant services collect and review all requests and associated plans to help leadership prioritize these requests and make appropriate allocations. If the new resource request is granted, the unit finalizes their annual plans. If the resource request is not granted, the unit must refine the relevant goals and resubmit them through appropriate administrative structures. Depending on the priority of the goal, the refinement and re-submission of a resource request may occur during the same fiscal year cycle. All presentations and supporting documentation are uploaded to an intranet site where they are available to all units who participated in the resource alignment meeting process.

During the finalization of plans phase, units input their approved unit goals, tactics, measures, and expected outcomes to an online database where goals are monitored and tracked. The online database used by GRU is Campus Labs’ Compliance Assist: Planning Module and is open for all units to see their plans along with those of the other units in the institution. Also during this phase, assessment units begin to initiate the actions necessary to complete their unit goals.

Units Providing Administrative Support Services Linkage to Strategic Planning

While all GRU units support the entire strategic plan, the focus for administrative support services units falls primarily within the following strategic priorities:

**GRU Strategic Priority 1:** Be a national model for the successful consolidation of two higher-education institutions into one fully integrated and aligned research university.

**GRU Strategic Priority 5:** Optimize our potential as a whole through greater efficiency, effectiveness, and productivity supporting strategic growth and development.

Figure 3.3.1.2-b: Administrative Support Services Unit Linkage to the GRU Strategic Plan illustrates specific examples of linkages to GRU organizational goals for each of these strategic priorities.
### Table 3.3.1.2-b: Administrative Support Services Unit Linkage to the GRU Strategic Plan

<table>
<thead>
<tr>
<th>Administrative Services Support Unit</th>
<th>UNIT GOAL AND TACTICS</th>
<th>GRU Strategic Priorities and Organizational Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Division of Communication &amp; Marketing</td>
<td>FY15 GOAL - Provide critical, relevant, easily accessible and timely information to our internal audiences.</td>
<td>SP 1. ORG GOAL 1.1 – Manage the transition from two distinct educational institutions to one student-centered, research university.</td>
</tr>
<tr>
<td></td>
<td>FY15 TACTIC - Transition GReport from weekly production cycle to daily production cycle.</td>
<td>SP 1. ORG GOAL 1.2 – Cultivate a collaborative, enriching work environment that generates open, honest, and constructive communication.</td>
</tr>
<tr>
<td></td>
<td>FY15 TACTIC – Launch Daily Update email.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>FY15 TACTIC - Produce, publish and distribute strategic publications geared toward targeted audiences.</td>
<td></td>
</tr>
<tr>
<td>Facilities</td>
<td>FY15 UNIT GOAL – To efficiently maintain, operate and service campus facilities, buildings, utilities and grounds in support of research and academic functions.</td>
<td>SP 1. ORG GOAL 1.3 – Ensure the facilities and infrastructure fulfill the needs of our academic, athletic, clinical, military outreach, and research programs.</td>
</tr>
<tr>
<td></td>
<td>FY15 TACTIC – Ensure all Monthly Non-Life Safety PMs are completed.</td>
<td>SP 5. ORG GOAL 5.3 – Enhance the effectiveness and efficiency of the enterprise’s administrative, academic, student services, and clinical infrastructure, systems, and processes to maximize the stewardship of all resources.</td>
</tr>
<tr>
<td></td>
<td>FY15 TACTIC – Ensure on time completion of routine work orders.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>FY15 TACTIC – Submit energy reduction rebates to reduce campus energy and maintenance costs.</td>
<td></td>
</tr>
<tr>
<td>General Counsel - University</td>
<td>FY16 GOAL - Ensure the consistency and continuity of GRU’s internal unit operation through the codification of all University units standard operating procedures.</td>
<td>SP 5. ORG GOAL 5.3 – Enhance the effectiveness and efficiency of the enterprise’s administrative, academic, student services, and clinical infrastructure, systems, and processes to maximize the stewardship of all resources.</td>
</tr>
<tr>
<td></td>
<td>FY16 TACTIC - Assist all units in developing SOPs for each primary service and function to the SOP template.</td>
<td></td>
</tr>
<tr>
<td>Government Relations &amp; Community Affairs</td>
<td>FY15 GOAL – Expand public knowledge of GRU/GRHealth’s academic programs and clinical services.</td>
<td>SP 1. ORG GOAL 1.5 – Attain national and international recognition as an integrated and innovative university and academic health system.</td>
</tr>
<tr>
<td></td>
<td>FY15 TACTIC – Develop Legislative Agenda.</td>
<td></td>
</tr>
<tr>
<td>Human Resources</td>
<td>FY15 UNIT GOAL – Create and provide leadership and ongoing management development programs.</td>
<td>SP 5. ORG GOAL 5.1 – Optimize leadership, faculty, and staff recruitment, retention, productivity, and engagement.</td>
</tr>
<tr>
<td></td>
<td>FY15 TACTIC – Schedule training programs focused on a management development topic aligned with Georgia Regents’ leadership competencies regularly on the training calendar.</td>
<td>SP 5. ORG Goal 5.2 - Develop innovative employee-sensitive policies, practices, and programs that establish GRU as an employer of choice.</td>
</tr>
<tr>
<td></td>
<td>FY15 TACTIC – Implement and deliver a comprehensive new manager orientation program to assist new leaders with a successful transition to their role.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>FY15 TACTIC – Complete the development and launch of an online Managers Toolkit to serve as a resource for all managers to be able to access information quickly, enhance efficiency and aid managers in their efforts to succeed.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>FY15 TACTIC – Conduct a needs assessment for management to identify their priorities for manager and employee training to enhance career development and job performance. This will include an electronic needs assessment and hosting of focus groups.</td>
<td></td>
</tr>
<tr>
<td>Information Technology Services</td>
<td>FY15 GOAL - Develop and implement strategies to create a seamless, more responsive, user friendly, and effective IT support service for faculty and students.</td>
<td>SP 1. ORG GOAL 1.3 – Ensure the facilities and infrastructure fulfill the needs of our academic, athletic, clinical, military outreach, and research programs.</td>
</tr>
<tr>
<td></td>
<td>FY15 TACTIC - Establish “continuity of care” principals among disciplines within IT such as academic support, client services, and A/V support to provide a seamless and more effective IT support experience for faculty and students.</td>
<td>SP 5. ORG GOAL 5.3 – Enhance the effectiveness and efficiency of the enterprise’s administrative, academic, student services, and clinical infrastructure, systems, and processes to maximize the stewardship of all resources.</td>
</tr>
<tr>
<td>Office of Advancement</td>
<td>FY15 GOAL - Secure increasing levels of philanthropic support aligned with the strategic priorities of the enterprise through innovative individual, corporate, and foundation giving programs.</td>
<td>SP 5. ORG GOAL 5.5 – Advance a coordinated philanthropic strategy to increase and enhance fundraising activities supporting all aspects of the enterprise.</td>
</tr>
<tr>
<td></td>
<td>FY15 TACTIC – Implement comprehensive fundraising strategies.</td>
<td></td>
</tr>
</tbody>
</table>

### Institutional Effectiveness of Units Providing Administrative Support Services

As described in Core Requirement 2.5, continuous improvement is implemented through the active involvement of faculty and staff in a shared governance process, dedicated staff resources, and the senior administration’s regard for the definition of expected outcomes and active measurement of progress toward these results. Planning and assessment activities are integrated and permeate all units and all levels of the university. Following are selected examples of continuous improvement of administrative support services at GRU.
The Office of Internal Audit

Outcomes: A primary goal for the Office of Internal Audit (IA) outlined for FY14 was to reduce cycle time for audit projects. As evidenced in their FY14 Final Assessment Report, IA was able to reduce their indirect hours total to 37 percent, which included reducing their administrative hours to 19 percent [1]. This allowed for 63 percent direct time to be applied to their audit engagements and allowed IA to accomplish 106 percent of its total engagements completed to planned, IA’s highest performance level ever.

Assessment & Analysis: The Office of Internal Audit’s purpose is to support the mission and vision of GRU. The mission of IA is to provide an independent, objective assurance and consulting activity designed to add value and improve the organization’s operations. Therefore, they continued to focus on improving their own processes. The department continued to make improvements to time keeping and assessing indirect audit hours to include: monitoring weekly time reports, discussing time recording questions in staff meetings, adding time categories to our Audit Time database when necessary, and striving to keep administrative hours for each auditor at 20 hours per month.

After analyzing the results achieved in FY14, IA further refined their goal for FY15 [2] by requesting support from Institutional Effectiveness to evaluate and stream line the pre-planning/scoping process of the audit cycle, thereby allowing for greater efficiency and effectiveness of their audit hours.

Improvement: IA provided Internal Audit with lean training and process improvement facilitation for a rapid process improvement review of the preliminary review step of the audit process. IA initiated its first audit which incorporated the process improvements and assessed and reflected on those improvements at the end of the audit and adjusted where needed. IA completed actions to lean the planning phase of IA’s audit and it paid off and was able to report that their Time and Attendance audit (planning phase) not only met the industry goal of less than 190 hours, but showed that IA was able to further reduce planning by 60 hours for this project. With this reduction in planning hours, and the ability to track all audits by phase with TeamTEC, a web-based application that streamlines the data entry process and makes time sheets available from anywhere, they are progressing towards shortening their overall audit cycle. This application is a newly implemented module of Teammate, an audit management software solution, used by the department.

The Division of Communications and Marketing

Outcomes: The Division of Communications and Marketing (DCM) has a mission to tell the story of Georgia Regents University while managing the enterprise’s brand and leveraging opportunities to promote the institution and advance the overall mission through all communication and marketing activities. DCM provides support to departments and units throughout GRU to ensure communications are consistent, effective, and serve to bolster the GRU brand.

As stated in the FY14 Annual Assessment Report [3], DCM saw great improvements from FY13 to FY14 in regards to enhancing the GRU website and creating an integrated social media plan. Even with improvements seen in consumer perceptions, media hits, and web traffic, the DCM realized there was still room to improve.

Assessment & Analysis: In assessing their results for FY14, the Division of Communications and Marketing determined they needed a tighter focus and better alignment of staff to concentrate on key areas. These areas included increasing awareness and brand recognition, providing critical and relevant information to internal stakeholders, and improving DCM efficiency and effectiveness.

Improvement: In FY15, the Division of Communications and Marketing created a goal to improve the division efficiency and effectiveness [4]. Several areas were identified including restructuring of the division to better align work responsibilities, aligning division vendors with appropriate purchasing and legal policies, developing SOPs for all major functions within the division, centralizing all creative service activities for Georgia Regents into the division, and finally, streamlining the workflow.

In their FY15 second quarter updates, DCM indicated they had made significant strides towards this goal. Results included a cost center being established for University Marketing Services with, an SOP for this account that is in the works. A project management database was purchased, individuals were trained, and the system has been implemented which has helped streamline overall workflow, increase productivity, and help to capture both the quality and quantity of products that DCM produces. Throughout the year, several SOPs for major functions within the division are in the process of being developed and published. These SOPs are related to business operations, news and campus communications, and marketing and creative brand management.

The Division of Communications and Marketing has continued their goal of improving division efficiency and effectiveness into FY16 to finish plans improvements and begin a continuous improvement process [5]. In addition, through restructuring their division, they plan to better align work responsibilities and enhance employee engagement and satisfaction.

The Office of Advancement

Outcomes: The Office of Advancement’s (OA) mission is to generate greater engagement and philanthropic support from individuals, corporations, foundations, and the community at large to support the teaching, scholarship, research, clinical, and service missions of Georgia Regents University. Their goal is to be an enabling force within GRU by helping the university, donors, partners, and friends to discover what is next. The FY14 Final Assessment Report for the Office of Advancement states that they were successful in advancing the five major goals they articulated for the year [6]. Increasing amounts of philanthropic support for the institution were secured; opportunities for alumni engagement were increased; the GRU national profile was enhanced; and the impact donors are making on GRU were successfully communicated. In addition, OA made great strides in creating an enterprise-wide culture of philanthropy.

Assessment & Analysis: Even with a good year with great progress made, through their annual assessment, OA identified key areas that still required more attention.

Improvements: In FY14, OA’s goal to increase overall giving and the subset of annual giving was successful. However, realizing
room for improvement, two changes were made to this goal for FY15 based on their review of giving data. In FY15, OA restructured the major gifts staff into two teams: one focused on campaigns and the other focused on clinical and medicine fundraising [7].

The second change in this goal for FY15 was to alter their reporting approach of annual giving results. In FY14, OA reported only dollars that were associated with the annual giving program and in FY15 this was changed to report all gifts under $25,000 as annual giving.

OA hoped this change would provide a more accurate depiction of the pipeline to major gifts and would create greater collaboration between the annual giving and major gifts teams going forward.

The target in FY15 for the total of all gifts under $25,000 was to reach $3 million. By the end of the third quarter, 98 percent of their goal had been met with a total of $2,934,979 being received. An IGRU campaign created great momentum for the annual giving team positively impacting this total. To round out the FY15 year, a grateful patient mailing is planned with the hopes of reaching their yearly target.

A second goal in FY14 was to increase opportunities for alumni engagement and institutional connection. As stated in the FY14 Final Assessment Report, OA planned to continue to build momentum through robust alumni programming going forward into FY15. One change for FY15 was quantifying alumni weekend participation. OA tracks the total attendance at all events, but in FY15, they set a goal to know and track how many individuals travel to Augusta for Alumni Weekend in the spring. OA has engaged volunteer leadership to help determine the best approach to codify and use for all alumni events in the future.

A complete listing with links to all unit planning and assessment documentation appears in the introduction to Comprehensive Standard 3.3.1 - Tables 3.3.1 - c, d, and e.

Sources

GRU Assessment Report - Division of Communications and Marketing (FY2014)
GRU Assessment Report - Internal Audit (FY2014)
GRU Assessment Report - Office of Advancement (FY2014)
GRU Unit Plan - Advancement (FY2015)
GRU Unit Plan - Communications and Marketing (FY2016)
GRU Unit Plan - Division of Communications and Marketing (FY2015)
GRU Unit Plan - Internal Audit (FY2015)
Institutional Effectiveness: Academic and Student Support Services

The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in each of the following areas:

3.3.1.3 academic and student support services.

Judgment

Compliance □ Non-Compliance □ Not Applicable

Narrative

Introduction

At Georgia Regents University (GRU), units providing academic and student support services are fundamental for the University to realize its mission. Each unit offering academic and student support services establishes goals, tactics, and measures for its support services to ensure continuous improvement, systematically assesses the extent to which these goals are attained, and uses the results of their assessments to improve their support and services to more effectively meet the needs of all aspects the University, regardless of instructional location or modality.

GRU's compliance with Comprehensive Standard 3.3.1.3 is outlined in the following sections:

- Academic and Student Support Services at GRU
- Institutional Effectiveness Process for Academic and Student Support Services
- Academic and Student Support Services Planning Linkage to Strategic Planning
- Institutional Effectiveness of Academic and Student Support Services

Academic and Student Support Services at GRU

Within the organizational structure of the University, the primary responsibility for academic and student support services lies with the Executive Vice President for Academic Affairs & Provost. However, all units provide direct and/or indirect support for the academic and student support services at GRU.

The units in Table 3.3.1.3-a: GRU Academic and Student Support Services Units are dedicated to providing academic and student support services: [1]
Table 3.3.1.3-a. GRU Academic and Student Support Services Units

<table>
<thead>
<tr>
<th>Academic and Faculty Affairs</th>
<th>Academic Planning &amp; Strategic Initiatives</th>
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<tbody>
<tr>
<td>Faculty Development &amp; Teaching and Learning Excellence</td>
<td>Academic Diversity Education</td>
</tr>
<tr>
<td>Libraries</td>
<td>Area Health Education Center</td>
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<tr>
<td>Registrar</td>
<td>Confucius Institute</td>
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<tr>
<td>Student Academic Success</td>
<td>Distance Education</td>
</tr>
<tr>
<td>Academic Advising</td>
<td>Economic Development and Entrepreneurial Engagement</td>
</tr>
<tr>
<td>Career Services</td>
<td>Employment Equity</td>
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<td>First &amp; Second Year Experience</td>
<td>Honors Program</td>
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<tr>
<td>CURS</td>
<td>International and Postdoctoral Services Office</td>
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<tr>
<td>Enrollment &amp; Student Affairs</td>
<td>Professional and Community Education</td>
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<tr>
<td>Enrollment Management</td>
<td>Study Abroad</td>
</tr>
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<td>Academic Admissions</td>
<td>Simulation Center/Integrated Professional Education</td>
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<td>Enrollment Service Center</td>
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<td>Student Financial Aid</td>
<td>Institutional Effectiveness</td>
</tr>
<tr>
<td>Military &amp; Veterans Services</td>
<td>Institutional Research</td>
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<tr>
<td>Student Life</td>
<td>Accreditation</td>
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<td>Counseling Center</td>
<td>Assessment</td>
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<td>Student Disability Services</td>
<td>Planning &amp; Project Management</td>
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<td>Student Life and Engagement</td>
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<td>Student Services</td>
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<td>Student Health</td>
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<td>Housing</td>
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<tr>
<td>Fitness &amp; Recreation</td>
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<tr>
<td>Maxwell Theatre</td>
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Institutional Effectiveness Process for Academic & Student Support Units

Units at GRU that provide academic and student support services follow the same planning, resource alignment, and assessment process outlined in Core Requirement 2.5 and in the Comprehensive Standard 3.3.1 introduction.

Each unit establishes annual plans with unit goals, tactics, and measures. Through the assessment, evaluation, and modification of goals, the units providing the academic and student support services work to achieve the GRU mission and ensure institutional effectiveness of these services at GRU.

Many instances of this institutional culture of assessment and improvement are documented in the individual unit annual assessment reports. Within these reports, use of results have identified potential areas for process improvement, including the documenting of current processes. Processes are selected for improvement that will have the most impact on academic and student support services at GRU.

As detailed in Core Requirement 2.5 and in the introduction to Comprehensive Standard 3.3.1, units that provided academic and student support services follow a defined sequence of steps or phases to establish, monitor, and assess annual unit goals, tactics, measures, and expected outcomes.

To facilitate the establishment of measurable unit goals, units are provided with professional support from the Division of Institutional Effectiveness to help develop goals and tactics and select or create appropriate measures and defined expected outcomes. The assigned and designated resource for each unit from the Division provides support throughout the year with assessment, plan development, resource alignment, and finalization of plans.

The phases in the unit planning cycle are illustrated in Figure 3.3.1.3-a: GRU Phases of Annual Unit Planning, Resource Alignment and Assessment and explained in the following descriptions:
Phase 1. Annual Assessment: The assessment phase runs continuously each year, without a break between fiscal or academic years. Units are encouraged to submit quarterly updates on their progress and assessment findings. Each year, units critically evaluate the degree of achievement on each of their approved unit goals from the previous fiscal year. The Division of Institutional Effectiveness also provides professional support during the assessment phase to help units understand and interpret the results of their assessment measures. If a particular outcome has not been successfully achieved, the unit may resubmit refined unit goals, tactics, measures, and expected outcomes depending on the priority of the goal. If a particular outcome has been successfully achieved, it is archived in the Campus Labs Compliance Assist: Planning module. In either case, the outcomes are used to help refine or create new unit goals for continual improvement.

Phase 2. Plan Review & Goal Development: During the plan review and development phase, units determine their goals and tactics based on their assessment results, environmental scanning, data available from institutional research, and an understanding of their ability to contribute to the achievement of the institution’s strategic plan. During this process, units refine their goals from previous years, thus closing the planning and assessment loop, and/or create new goals that align with and promote continual improvement. Their plans are then reviewed within their leadership structure to ensure agreement and alignment.

Additionally, during this phase of the planning process, units create plans that detail the resources necessary for execution, including those resources from other units on whom they may be dependent for services. Examples of these services include technology or systems support from Information Technology Services or communications support from the Division of Communications & Marketing. These plans are used to coordinate among colleges, educational program departments, administrative units, and academic and student support and service units. This process helps to ensure adequate awareness of the interdependence and needed resources from other units to effectively accomplish their goals, tactics, and expected outcomes.

Phase 3. Resource Alignment: Throughout the planning process, units are encouraged to engage in planning discussions, in an iterative and open manner, with the leadership team to whom they report as well as service areas. Ultimately, this process results in aligned goals with tactics, expected outcomes, measures, and time frames that can be supported through the approval process. Once approved, institutional leadership reviews the unit goals to determine whether additional resources are needed or if resources might be redirected from other existing activities.

If additional resources are needed, the leadership team must authorize budget requests. Units are encouraged also to have alternative plans to accomplish the expected results without additional resources. The Provost and a team of resources from the Division of Institutional Effectiveness, the Office of Budget Planning and Analysis, and other relevant services hold planning and resource alignment meetings in late January and early February for all academic and administrative units.

All identified college and educational program department, administrative unit, and academic and student support services units (including those who are not requesting additional resources) prepare presentations in accordance with prescribed templates.

A complete list of units involved in the resource alignment hearings is included in Core Requirement 2.5 in Table 2.5-b: Units. In addition, links are provided to the units’ presentations and supporting documentation for FY15 and FY16.

Phase 4. Resource Commitment & Finalization of Plans: The Provost and a team of resources from the Division of Institutional Effectiveness, the Office of Budget Planning and Analysis, and other relevant services collect and review all requests and associated plans to help leadership prioritize these requests and make appropriate allocations. If the new resource request is granted, the unit finalizes their annual plans. If the resource request is not granted, the unit must refine the relevant goals and resubmit them through appropriate administrative structures. Depending on the priority of the goal, the refinement and re-submission of a resource request may occur during the same fiscal year cycle.

All presentations and supporting documentation are uploaded to an intranet site where they are available to all units who participated in the resource alignment meeting process.

During the finalization of plans phase, units input their approved unit goals, tactics, measures, and expected outcomes to an online database where goals are monitored and tracked. The online database used by GRU is Campus Labs’ Compliance Assist: Planning Module and is open for all units to see their plans along with those of the other units in the institution. Also during this phase, assessment units begin to initiate the
actions necessary to complete their unit goals.

**Academic and Student Support Services Planning Linkage to Strategic Planning**

Units at GRU develop annual unit plans to support the University's strategic plan. These units follow the Planning, Resource Alignment, and Assessment process outlined in Core Requirement 2.5. Each of these units establishes goals, tactics, and measures. Through the assessment, evaluation, and modification of their goals, the units work to meet the needs of the University. While GRU units support the entire strategic plan, the focus for academic and student support services units falls within the following strategic priorities:

- **GRU Strategic Priority 2**: Be a comprehensive research university that leverages its history of excellence in health science and medical education with a strong foundation in liberal arts education and professional degrees.

- **GRU Strategic Priority 5**: Optimize our potential as a whole through greater efficiency, effectiveness, and productivity supporting strategic growth and development.

- **GRU Strategic Priority 6**: Provided sustained commitment to diversity & inclusion across all missions.

Table 3.3.1.3-b: Academic and Student Support Services Units Linkage to the GRU Strategic Plan illustrates specific examples of linkages to organizational goals for each of these strategic priorities.
### Institutional Effectiveness of Academic & Student Support Units

As described in Core Requirement 2.5 continuous improvement is implemented through the active involvement of faculty and staff in a shared governance process, dedicated staff resources, and the senior administration’s regard for the definition of expected outcomes and active measurement of progress toward these results. Planning and assessment activities are integrated and permeate all units and all levels of the university. Following are examples of continuous improvement within academic and student support services at GRU.

#### The Honors Program

**Outcomes:** The Georgia Regents University Honors Program (HP) identifies its mission efforts to enhance the undergraduate education of its strongest and most energetic students by creating a vibrant intellectual climate that supports academic excellence, active learning, and a culture of research, scholarship, and creative activity. HP unit goals for FY14, FY15, and FY16 included increasing the number of students recruited and retained.

In recruiting, the HP constantly revises and rigorously keeps records of recruiting activities. The HP keeps records of all students recruited to improve contact to students by regular mail and also follow up with phone calls. The HP then contacts accepted students to advise

<table>
<thead>
<tr>
<th>UNIT GOAL AND TACTICS</th>
<th>GRU Strategic Priorities and Organizational Goals</th>
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<tbody>
<tr>
<td><strong>Academic &amp; Faculty Affairs</strong></td>
<td></td>
</tr>
<tr>
<td>FY15 UNIT GOAL – Support the further development of innovative and new academic programs and courses.</td>
<td>SP2. ORG GOAL 2.1 – Deliver excellent education and training throughout our expanding footprint.</td>
</tr>
<tr>
<td>FY15 TACTIC - Improve the processes by which curricular items are approved, implemented, and monitored through implementation of Curriculog.</td>
<td>SP2. ORG GOAL 2.2 – Create, enhance, and sustain programs that prepare graduates for success in a rapidly changing global workplace and society.</td>
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<tr>
<td><strong>Division of Enrollment &amp; Student Affairs – Student Health Services</strong></td>
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<tr>
<td>FY15 UNIT GOAL – Increase awareness of contemporary health issues through specialized programming.</td>
<td>SP2. ORG GOAL 2.2 – Create, enhance, and sustain programs that prepare graduates for success in a rapidly changing global workplace and society.</td>
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<tr>
<td>FY15 TACTIC – Develop data collection procedures to track student awareness of contemporary health issues.</td>
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<tr>
<td><strong>Center for Undergraduate Research and Scholarship</strong></td>
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<tr>
<td>FY15 GOAL - Increase student participation in faculty-sponsored undergraduate research/scholarly activity.</td>
<td>SP2. ORG GOAL 2.5 - Develop an undergraduate curriculum with a distinctive profile that embraces the principles of liberal arts education as fundamental to all disciplines and that recognizes the value of the a culture of intellectual inquiry, creativity, and undergraduate research.</td>
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<tr>
<td>FY15 TACTIC - Offer student development seminars highlighting research opportunities across disciplines.</td>
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<tr>
<td>FY15 TACTIC - Improve and expand CURS Summer Scholars Program.</td>
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<tr>
<td><strong>Division of Enrollment &amp; Student Affairs – Office of Admissions</strong></td>
<td></td>
</tr>
<tr>
<td>FY15 GOAL - Increase professional development of admissions staff.</td>
<td>SP5. ORG GOAL 5.1 - Optimize leadership, faculty, and staff recruitment, retention, productivity, and engagement.</td>
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<tr>
<td>FY15 TACTIC - Increase knowledge of trends and hot topics of admissions staff members.</td>
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<tr>
<td><strong>Office of Faculty Development and Teaching Excellence</strong></td>
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<tr>
<td>FY14 GOAL - Provide faculty development information on faculty development website for all faculty roles (i.e. education, researcher, practitioners, professional).</td>
<td>SP5. ORG GOAL 5.1 - Optimize leadership, faculty, and staff recruitment, retention, productivity, and engagement.</td>
</tr>
<tr>
<td>FY14 TACTIC - Design faculty development website with information relevant to all faculty roles.</td>
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<tr>
<td><strong>Division of Enrollment &amp; Student Affairs – Registrar</strong></td>
<td></td>
</tr>
<tr>
<td>FY15 GOAL - Improve the catalog, degree plans, and course scheduling process.</td>
<td>SP5. ORG GOAL 5.3 - Enhance the effectiveness and efficiency of the enterprise’s administrative, academic, student services, and clinical infrastructure, systems, and processes to maximize the stewardship of all resources.</td>
</tr>
<tr>
<td>FY15 TACTIC - Assess and modify the University catalog and degree plans to increase usability and reliability.</td>
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<tr>
<td>FY15 TACTIC - Determine opportunities to improve the course scheduling process through procedural and technological solutions.</td>
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<tr>
<td><strong>Office of Employment Equity</strong></td>
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<tr>
<td>FY15 GOAL – Implement a program of quarterly compliance monitoring reports by performing adverse impact analysis in the areas of employment activity: a) involuntary terminations; b) workforce reductions; c) full-time hires; d) promotions involving salary adjustments.</td>
<td>SP6. ORG GOAL 6.1 – Develop practices and policies of inclusivity that are implemented and embraced across the enterprise.</td>
</tr>
<tr>
<td>FY15 TACTIC - Establish and implement protocol with Human Resources for ensuring access to complete and accurate data on personnel actions and applicant tracking.</td>
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<tr>
<td><strong>Professional and Community Education</strong></td>
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<tr>
<td>FY14 GOAL - Expand cultural immersion activities.</td>
<td>SP6. ORG GOAL 6.2 – Facilitate ongoing cultural competency development.</td>
</tr>
<tr>
<td>FY14 TACTIC - Offer cultural immersion activities to embrace our global partners in China and South America and our own cultural diversity.</td>
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them regarding HP coursework. HP record keeping allows constant assessment of both the quality of recruiting efforts and the data generated.

As identified in FY15 Unit plans, the Honors Program collaborated with the Department of Physical Therapy on the Health Sciences campus to create a groundbreaking Priority Acceptance Program that would create a pipeline for Honors students to enter graduate study in this field. Efforts were tracked and assessed.

In the area of retention, to maintain the high academic standards, the HP requires advisory meetings every semester with all active HP students to ensure timely progress through the HP curriculum. Students who fail to progress or who do not meet with the HP Director are subject to removal from the program.

The HP closely monitors enrollment in HP courses and gathers data on the quantity of students who are blocked out of closed core courses. The HP uses this data to request sections of future HP courses.

This ongoing assessment has allowed HP to increase the number and frequency of some course sections. The HP also closely monitors the progress of its students through the HP curriculum to give them the best opportunities and assistance to complete the program and graduate with Honors. The HP continues to provide guidance for students before the beginning of the Honors thesis process and works closely with both students and their faculty advisers during all stages of the process to help them complete meaningful works of undergraduate research, scholarship and/or creative activity. With these instituted changes to its recruiting, the HP had a highly successful recruiting year and raised the number of students to an all-time high as captured in their FY15 Unit Plan and Assessment Report.

Assessment & Analysis: In the FY14 assessment report, the HP reported recruitment of 86 students for the fall 2015 semester [2]. 12 dual-enrollment students were added for the fall. It was planned to increase the number and volume of course offerings to help improve that number. Goals were surpassed for recruiting current students, adding 15 over the academic year.

Assessment at the end of the FY14 indicated a spike in core course enrollment. 192 seats were filled in the fall, a 37.6 percent increase from the previous fall. In fall 2014, they filled 304, a further 53.2 percent jump. The department indicated they would continue to aggressively pursue more undergraduate core opportunities to allow all of HP students to take the courses they need and want.

The HP indicated satisfaction with advising efforts, but would need more assistance to advise an increased number of students effectively. It was expressed that a good job had been done of placing their students in enough HP courses to keep them moving toward graduation with Honors, but would need to improve attendance at advising sessions.

For FY15 recruiting information was sent to 560 total students for fall 2015, up from 502 for fall 2014; 519 incoming freshmen (up from 429 for fall 2014); 41 Dual-Enrolled students (down from 55 for fall 2014, but many applicants have not yet been accepted by the university); and five current students (down from 18 for fall 2014 for reasons explained below); recruitment of 39 such students for the spring 2015 semester was down from 47 for spring 2014.

Twelve dual-enrolled students were added for fall, a number likely to rise; as of June 30, 54 of the 134 students applying for D-E admission have no decision on their applications. To help attract and progress D-E students, HONR 1010 was converted, which satisfies communications credit, to COMS 1100: Honors Intro to Communication so D-E students can receive ACCEL credit. It is hoped that expanded HP offerings will help retain top D-E students.

There has been some decrease in accepted current/transfer students, down from 15 to nine as of June 30. This decline is not unexpected, as a greater emphasis has been placed on retention and progression in recruiting process. Too often in the past students were recruited who had fine GPAs but, because of the core courses they had taken or their prospective major, had little chance of progressing through our curriculum. Focus was consequently placed on recruiting efforts this year on a smaller group of students believed to be more likely to progress and complete the program.

As of June 30, there was a successful recruitment of 112 regular—that is, not Professional Scholars—students to take their first HP courses in fall 2015. So far, 80 of these students have registered for at least one Honors course, and it is expected most of the rest will register before the end of the summer. These results were achieved by working with the Division of Communications and Marketing to create new recruiting materials and by contacting qualifying students immediately after being accepted.

Improvements: Based on the FY14 results, the HP planned to continue their aggressive recruiting techniques but seek to take advantage of other opportunities, e.g., their association with PT, their development of Study Abroad/Away classes. It was planned to also use new recruiting brochure to display the new Honors space and student opportunities for community and achievement.

Based on the retention results, expansion of offerings of core courses, including extra sessions of BIOL 1107-08, more regular offerings of popular electives such as SOCI 1101 and PSYC 1101, and the development of new Honors sections of courses such as ASTR 1000 were planned. A greater variety of courses and more sections of courses were identified as necessary to accommodate expansion of the program, including outreach to dual-enrolled students. Work began with more departments to create a greater variety of HONR 3900 offerings to satisfy changing HP demographics.

FY15 Assessments called for need to adjust course offerings for the future [3]. Clear need existed to continue to offer more sections of certain core courses and to offer some courses more frequently. To sustain the new Honors Cultural Diversity in Healthcare Certificate, for example, there was need identified to offer additional sections of COMS 1100, SOCI 1101, and PSYC 1101, and perhaps to begin offering HP sections of INQR 1000. To satisfy the expanding number of health science students, there was need for more sections of BIOL 1107 and 1108 and to begin offering sections of CHEM 1211 and 1212.

To seek more HONR 3900 courses that incorporate science as the number of science majors continues to climb, there is need for requirements for more interdisciplinary courses that include biology, chemistry, and psychology to meet these students’ needs. To satisfy the demands of the Honors Cultural Diversity in Healthcare Certificate, there is a need to offer a science-based 3900 course every fall; this necessity will require the cooperation of the College of S & M.

There is need to scale up advising of sophomores in preparation for the Thesis sequence. Growing numbers in the freshman and
Georgia Regents University

To continue the improvement process, Academic Admissions has included a goal to strengthen processing and operations of admissions to improve the process. It will be monitored and a follow up survey will be conducted to measure the success of the changes made to the process.

During FY15, the International Undergraduate Student Process Improvement Plan has been completed and items are being implemented to improve the process. It will be monitored and a follow up survey will be conducted to measure the success of the changes made to the process.

To continue the improvement process, Academic Admissions has included a goal to strengthen processing and operations of admissions.
applications with specific tactics to enhance the online application process, import and process applications more efficiently, and finalize and implement the international admissions process improvement plan.

Academic and Faculty Affairs

Outcomes: Academic and Faculty Affairs (AFA) provides leadership to create and sustain world-class academic programs and enrichment opportunities for all Georgia Regents University students. During consolidation, GRU developed business processes and systems for managing our curriculum. The efficiency and utility of these business processes and systems have been lessened since consolidation as we have grown and become more complex.

During FY2014, AFA processed nearly 400 curriculum changes and 25 new academic program proposals[10]. Processes for curriculum development, modification, inactivation/termination, and catalog publication and maintenance were overly complex, incredibly time-intensive, and unnecessarily paper-driven.

Their FY14 goals included a multi-year goal supporting the further development of innovative and new academic programs and courses through the implementation of a curriculum management system to automate the process of authoring, routing, and approving changes to GRU's curriculum. In their FY14 assessment report, AFA reported success in implementing a new curriculum approval system. This was inclusive of policy, process, and appropriate forms. A central website with instructions on how to complete necessary forms for specific curriculum approval processes was created on AFA’s website and an online document storage system was used for posting so that curriculum in the complex process may be reviewed centrally reviewers.

Assessment & Analysis: During the implementation process, stakeholders expressed a need for an electronic curriculum approval system. In FY15 budget hearings, AFA requested Curriculog to replace the cumbersome BOX posting system to create a seamless flow and tracking, which is particularly necessary for complex curriculum processes [11].

Improvement: During the budget prioritization and allocation process, money was allocated for FY2015 to move to an electronic curriculum management system, Curriculog. The AFA FY15 plan included the implementation of Curriculog from Digital Architecture to bring many benefits to GRU including: (1) direct integration with Acalog (GRU's catalog system, which is another product that we currently use from Digital Architecture); and Banner, (2) development of standard, streamlined business processes in the development and approval of curricula at the undergraduate and graduate levels, (3) implementation of an electronic workflow for review and approval, and (4) reporting and data analysis capabilities [12].

According to their FY15 quarterly updates, AFA reported that review and mapping of the existing curriculum procedures was completed for four separate curriculum process: 1) proposal of a new academic program at the bachelor's level or higher, 2) deactivation/termination of an existing academic program, 3) new course proposal and existing course modifications, and 4) inactivation of a course [13]. A contract was signed in October 2014 with Digital Architecture and training sessions for core team members and specific users have begun. Go-Live for Curriculog and full training is expected to take place in fall 2015 [14].

University Libraries

Outcomes: In support of their mission to lead the enterprise in providing comprehensive information resources and services in support of the teaching, discovery, and clinical care mission of our student-centered Research University and academic medical center, the University Libraries developed a goal for FY15 to assess their performance to further strengthen service and support of the University [15]. The Libraries collaborated with Institutional Effectiveness to disseminate Libqual, a rigorously tested Web-based survey offered to the library community by the Association of Research Libraries (ARL). The survey was distributed in November 2015, via e-mail, to 17,176 faculty, students, and staff of GRU, including those at off-campus instructional sites and in distance education programs. This survey bundled with training, helps libraries assess and improve library services, change organizational culture, and market the library.

A "LibQUAL blitz" was held at both Greenblatt (Health Sciences Campus) and Reese (Summerville Campus) Libraries on the last two days to encourage more participation by staffing tables with the survey set up on laptops and soliciting library users as they entered the building to complete the survey.

Assessment & Analysis: As reported in the Libraries FY15 third quarter report, the LibQUAL results were analyzed by the Association of Research Libraries and determined that the Overall Respondents category encompassed the most respondents with a total population of 10,105 [16]. This population number included students, faculty, and residents only. There were 620 valid survey responses in this category, making the response rate 6.1 percent.

Of the 620 total, 257 identified Greenblatt Library as their home library and 360 identified Reese Library as the home library, with three not designating a library. The Division of Institutional Effectiveness supported the libraries in reviewing the detailed results which indicated that the perceived level of service in the libraries is higher than the acceptable minimum level. While the response rate was much lower than anticipated, the 271 comments received as part of the survey results serve as a rich source of information, especially in regard to both patron issues and perceptions of hours and resources.

Improvement: After reviewing the results, a 12 week pilot starting in February 2015 was launched looking at the feasibility of having a library open 24/7. As reported in the Libraries' FY15 fourth quarterly report, at the conclusion of the pilot, usage data demonstrated that the highest use of extended hours was from 10:30 p.m. to 2:00 a.m. (average of 32.3 users at midnight per month; average of 14.4 users at 2:00 a.m. per month) [16]. Pilot assessment via behavior mapping showed individual and group studying to be the highest level of activities recorded and daily comments documented that the pilot was well-received and students felt safe. A final report was drafted and submitted to University Administration with recommendations that 2 a.m. be the closing time if the extended hours was to be continued and a card reader be installed on the front door of Reese Library to restrict access after 10:30 p.m. to only GRU affiliates. The recommendations were accepted and extended hours will be implemented in fall 2015 [17].

The Library FY16 plan continues to focus on improving services and support through goals like the following: TEACHING: Provide customized assistance in support of faculty, staff, student, and house staff learning and discovery [18].

A complete listing with links to of all Unit Plans appears in the introduction to Comprehensive Standard 3.3.1 Introduction in Tables 3.3.1-c, d, and e.
Sources

- Academic & Faculty Affairs FY15 Budget Hearing presentation
- GRU Assessment Report - Academic Admissions (FY2014)
- GRU Assessment Report - Academic and Faculty Affairs (FY2015)
- GRU Assessment Report - Honors Program (FY2014)
- GRU Assessment Report - Honors Program (FY2015)
- GRU Assessment Report - Student Affairs (FY2014)
- GRU Assessment Report - Student Affairs (FY2015)
- GRU Assessment Report - Student Affairs (FY2015)
- GRU Organizational Chart - Academic Affairs
- GRU Planning Quarterly Reports - Academic Admissions (FY2015)
- GRU Planning Quarterly Reports - Libraries (FY2015)
- GRU Unit Plan - Academic & Faculty Affairs (FY2015)
- GRU Unit Plan - Academic Admissions (FY2014)
- GRU Unit Plan - Academic Admissions (FY2015)
- GRU Unit Plan - Academic Faculty Affairs (FY2014)
- GRU Unit Plan - Libraries (FY2015)
- GRU Unit Plan - Libraries (FY2016)
- GRU Unit Plan Quarterly Summary - Academic and Faculty Affairs (FY2015)
Institutional Effectiveness: Research

The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in each of the following areas:

3.3.1.4 research within its mission, if appropriate.

Judgment

Compliance  □ Non-Compliance  □ Not Applicable

Narrative

Research is a key component of the mission of Georgia Regents University (GRU). GRU is committed to providing "leadership and excellence in teaching, discovery, clinical care, and service as a student-centered comprehensive research university and academic health center with a wide range of programs from learning assistance through postdoctoral studies."

To ensure that it is accomplishing this critical component of its mission, units providing research and research administrative services identify goals, assesses the extent to which it achieves these goals, and provides evidence of improvement based on analysis of the results related to research and discovery.

GRU's compliance with Comprehensive Standard 3.3.1.4 is described in the following sections:

- Research at GRU
- GRU Units Providing and Supporting Research
- Institutional Effectiveness Process for Units Providing and Supporting Research
- Units Providing and Supporting Research and their Linkage to the GRU Strategic Plan
  - Research Units – Colleges and Programs
  - Research Administrative Support Services Units
  - Administrative Support Services Units and Academic and Student Support Services Units
- Institutional Effectiveness of Units Providing and Supporting Research

Research at GRU

GRU has a long-standing commitment to enabling, supporting, and disseminating research to ensure efficient and effective fulfillment of this mission. In alignment with the institution's strategic plan, research is designed to generate new knowledge, enhance GRU’s reputation, engage the community, provide opportunities for students, generate revenue for further research, and encourage transdisciplinary/interdisciplinary activities and partnerships both within GRU and with external entities.

In February 2015, Dr. Michael Diamond was named Senior Vice President for Research. He had been serving as Interim SVP for Research since September 2014. Dr. Diamond joined GRU in early 2013 shortly after consolidation as the inaugural Vice President for Clinical and Translational Sciences. At that time, Dr. Diamond formed research committees focused on improving research processes, led a comprehensive review of research policies and procedures, and oversaw the identification and implementation of new research software.

In December 2014, Dr. Diamond provided a detailed summary of the progress made on Clinical and Translational Sciences Research (CTR) at GRU. He outlined a seven-step process to expand clinical and translational sciences. The seven steps are outlined in a PowerPoint presentation that includes progress to date, accomplishments, and detailed plans to continue the effort. [1]

The seven steps outlined in his plan included the following:

1. Identify investigator needs, review GRU research processes, policies, guidelines, and standard operating procedures related to CTR
2. Establish GRU infrastructure for CTR
3. Expand CTR Investigators at GRU
4. Establish career development and training programs
5. Expand community based research initiatives
6. Develop inter-institutional and commercial partnerships
7. Compete for national programs, e.g. National Cancer Institute (NCI), Clinical and Translational Science Award (CTSA)

Also in December 2014, Dr. Diamond led the kick-off of the development of a Research Mission Strategic plan to build on the work that he had begun in improving research at GRU. The Research Mission Strategic plan is currently under review by faculty, students, and staff and should be complete in September 2015.

Beyond clinical and translational sciences, the Research Mission Strategic plan outlines research as encompassing discovery, creativity, and innovation. Research includes both funded and non-funded programs, and scholarly activities, across all disciplines. The Research Mission Strategic Plan includes the following assumptions:

1. The Research Mission Plan is focused on the next 3-5 years.
2. The research plan will include all nine GRU colleges and the libraries.
3. Limited new resources will be available to expand research initiatives.
4. Funding: State research support will at a minimum remain substantially stable. Federal funding is expected to go down. Private funding will be more significant and more targeted.
5. We will maintain our current research strengths, while expanding research in STEM research and clinical and translational research.
6. Focus is needed on undergraduate research.
7. We have an established commitment to expand the current Cancer Research Center. Additional space in another new building is needed.
The five strategic focus areas include innovation and integration, infrastructure and support, collaboration and partnerships, community engagement, and culture and engagement of faculty, students, and staff across all of our missions. This plan will provide strategic guidance to all units providing and supporting research at GRU.

Research is primarily shouldered by the faculty housed in the educational programs within the university’s nine colleges. Institutional commitment to research at GRU is defined by 1) peer review, 2) public dissemination, and 3) measurable impact and includes basic, clinical, population-based, community-based, translational/interdisciplinary, educational, social behavior, and business research, as well as other types of research such as media contributions, artistic contributions, contracts and grants, intellectual contributions, intellectual property, presentations, etc. This commitment is demonstrated through the linkage of faculty research and scholarship to promotion and tenure, as described in Core Requirement 2.8.

**GRU Units Providing and Supporting Research**

At GRU, assessing the effectiveness of the institution in meeting its research mission is supported by three primary groups:

1. **Colleges and Programs** where research and scholarship take place as part of the expectations for faculty effort.
2. Dedicated **Research Administrative Support Units** who specifically provide direct support for research activities as part of their overall roles in fulfilling administrative and academic support functions.
3. Other **Administrative Support Services and Academic and Student Support Services** who provide research support through their services.

**Institutional Effectiveness Process for Units Providing and Supporting Research**

Units at GRU that support the GRU research mission follow the same planning, resource alignment, and assessment process outlined in Core Requirement 2.5 and in the Comprehensive Standard 3.3.1 introduction. Each unit establishes annual plans with unit goals, tactics, and measures. Through the assessment, evaluation, and modification of goals, the units providing the research and research administrative support services work to achieve the GRU mission and ensure institutional effectiveness of research and research administrative services at GRU.

As detailed in Core Requirement 2.5 and in the introduction to Comprehensive Standard 3.3.1, units that support the research mission follow a defined sequence of steps or phases to establish, monitor, and assess annual unit goals, tactics, measures, and expected outcomes.

To facilitate the establishment of measurable unit goals, units are provided with professional support from the Division of Institutional Effectiveness to help develop goals and tactics and select or create appropriate measures and defined expected outcomes. The assigned and designated resource for each unit from the Division provides support throughout the year with assessment, plan development, resource alignment, and finalization of plans.

The phases in the unit planning cycle are illustrated in Figure 3.3.1.4-a: GRU Phases of Annual Unit Planning, Resource Alignment, and Assessment and explained in the following descriptions:

<table>
<thead>
<tr>
<th>Annual Assessment</th>
<th>Plan Review &amp; Goal Development</th>
<th>Resource Alignment</th>
<th>Resource Commitment &amp; Finalization of Plans</th>
</tr>
</thead>
<tbody>
<tr>
<td>JULY</td>
<td>SEPTEMBER - DECEMBER</td>
<td>JANUARY - APRIL</td>
<td>MAY - JUNE</td>
</tr>
<tr>
<td>• Assess prior year results</td>
<td>• Begin review and update of next year's unit plan working with leadership</td>
<td>• Hold planning &amp; resource alignment hearings</td>
<td>• Leadership approves &amp; communications allocations</td>
</tr>
<tr>
<td>• Develop Annual Assessment Report</td>
<td>• Align with support services</td>
<td>• Leadership prioritizes budget requests</td>
<td>• Units adjust and finalize annual plans and commitments</td>
</tr>
<tr>
<td>• Develop resource requests</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Phase 1. Annual Assessment:** The assessment phase runs continuously each year, without a break between fiscal or academic years. Units are encouraged to submit quarterly updates on their progress and assessment findings. Each year, units critically evaluate the degree of achievement on each of their approved unit goals from the previous fiscal year. The Division of Institutional Effectiveness also provides professional support during the assessment phase to help units understand and interpret the results of their assessment measures. If a particular outcome has not been successfully achieved, the unit may resubmit refined unit goals, tactics, measures, and expected outcomes depending on the priority of the goal. If a particular outcome has been successfully achieved, it is archived in the Campus Labs Compliance Assist: Planning module. In either case, the outcomes are used to help refine or create new unit goals for continual improvement.

**Phase 2. Plan Review & Goal Development:** During the plan review and development phase, units determine their goals and tactics based on their assessment results, environmental scanning, data available from institutional research, and an understanding of their ability to contribute to the achievement of the institution's strategic plan. During this process, units refine their goals from previous years, thus closing the planning and assessment loop, and/or create new goals that align with and promote continual improvement. Their plans are then reviewed.
within their leadership structure to ensure agreement and alignment.

Additionally, during this phase of the planning process, units create plans that detail the resources necessary for execution, including those resources from other units on whom they may be dependent for services. Examples of these services include technology or systems support from Information Technology Services or communications support from the Division of Communications & Marketing. These plans are used to coordinate among colleges, educational program departments, administrative units, and research and research administrative support and service units. This process helps to ensure adequate awareness of the interdependence and needed resources from other units to effectively accomplish their goals, tactics, and expected outcomes.

**Phase 3. Resource Alignment:** Throughout the planning process, units are encouraged to engage in planning discussions, in an iterative and open manner, with the leadership team to whom they report as well as service areas. Ultimately, this process results in aligned goals with tactics, expected outcomes, measures, and time frames that can be supported through the approval process. Once approved, institutional leadership reviews the unit goals to determine whether additional resources are needed or if resources might be redirected from other existing activities.

If additional resources are needed, the leadership team must authorize budget requests. Units are encouraged also to have alternative plans to accomplish the expected results without additional resources. The Provost and a team of resources from the Division of Institutional Effectiveness, the Office of Budget Planning and Analysis, and other relevant services hold planning and resource alignment meetings in late January and early February for all academic and administrative units.

All identified college and educational program department, administrative unit, and academic and student support services units (including those who are not requesting additional resources) prepare presentations in accordance with prescribed templates. A complete list of units involved in the resource alignment hearings is included in Core Requirement 2.5 in Figure 2.5-b: Units. In addition, links are provided to the units' presentations and supporting documentation for FY15 and FY16.

**Phase 4. Resource Commitment & Finalization of Plans:** The Provost and a team of resources from the Division of Institutional Effectiveness, the Office of Budget Planning and Analysis, and other relevant services collect and review all requests and associated plans to help leadership prioritize these requests and make appropriate allocations. If the new resource request is granted, the unit finalizes their annual plans. If the resource request is not granted, the unit must refine the relevant goals and resubmit them through appropriate administrative structures. Depending on the priority of the goal, the refinement and re-submission of a resource request may occur during the same fiscal year cycle.

All presentations and supporting documentation are uploaded to an intranet site where they are available to all units who participated in the resource alignment meeting process.

During the finalization of plans phase, units input their approved unit goals, tactics, measures, and expected outcomes to an online database where goals are monitored and tracked. The online database used by GRU is Campus Labs' Compliance Assist: Planning Module and is open for all units to see their plans along with those of the other units in the institution. Also during this phase, assessment units begin to initiate the actions necessary to complete their unit goals.

**Units Providing and Supporting Research and their Linkage to the GRU Strategic Plan**

Continuous assessment and improvement of research is integral to the mission of the institution. To achieve this goal, GRU employs various methods to ensure a culture of continuous improvement. The institution engages in strategic planning, research mission planning (new in FY16), and ensuring an appropriate infrastructure to support research. The University also creates policies to provide an environment conducive to collaborative scholarship and to promote the importance and visibility of the institution's research activities.

Continuous improvement is implemented through the active involvement of faculty and staff in a shared governance process, dedicated staff resources, and the senior administration's regard for the definition of expected outcomes and active measurement of progress toward these results.

Specifically aligning with GRU's strategic plan, Transition Forward, research activities carried out by colleges and programs and the other units providing and supporting research link to the following strategic priority and organizational goals.

**GRU Strategic Priority 3:** Be a nationally & internationally recognized leader in research, discovery, and scholarship.

- **GRU Organizational Goal 3.1:** Support a culture of collaboration and interdisciplinary research, discovery, and scholarship.
- **GRU Organizational Goal 3.2:** Foster novel research and creative activities that lead to discoveries with significant academic, therapeutic and economic impact.
- **GRU Organizational Goal 3.3:** Lead in training, attracting, and retaining highly qualified researchers and scholars from diverse backgrounds.
- **GRU Organizational Goal 3.4:** Promote a culture of undergraduate and graduate student research.
- **GRU Organizational Goal 3.5:** Practice distinction in bio medical research and health science education.

**Research Units – Colleges and Programs**

The contributions of the colleges to the research mission is determined by the linkage of each college's unit-level goals to the organizational goals that fall under GRU Strategic Priority 3. Select examples of such linkages in the FY14, FY15, or FY16 planning cycles are included in Table 3.3.1.4-a: Colleges and Programs Units Linkage to the GRU Strategic Plan through GRU Strategic Priority 3.
<table>
<thead>
<tr>
<th>College And Programs</th>
<th>Unit Goal And Tactics</th>
<th>GRU Strategic Priorities and Organizational Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>College of Allied Health Sciences</td>
<td>FY15 UNIT GOAL – Be a nationally and internationally recognized leader in applied health science research and discovery. &lt;br&gt; FY15 TACTIC – Increase the development of externally funded applied health sciences research. &lt;br&gt; FY15 TACTIC – Promote internal and external interdisciplinary and inter-professional collaborations.</td>
<td>SP3. ORG GOAL 3.5 – Practice distinction in biomedical research and health science education.</td>
</tr>
<tr>
<td>College of Dental Medicine</td>
<td>FY15 UNIT GOAL – Increase the quality and quantity of funded research and improve the research infrastructure at GRU-CDM. &lt;br&gt; FY15 TACTIC – Improve Research Infrastructure, Streamline Research Processes &lt;br&gt; FY15 TACTIC - Increase Research Productivity of Clinical Faculty at CDM</td>
<td>SP3. ORG GOAL 3.4 – Promote a culture of undergraduate and graduate student research.</td>
</tr>
<tr>
<td>College of Education</td>
<td>FY14 UNIT GOAL – Develop a College-wide culture of research. &lt;br&gt; FY14 TACTIC – Increase faculty skills and support through professional development workshops. &lt;br&gt; FY14 TACTIC – Develop a research brand for the College of Education.</td>
<td>SP3. ORG GOAL 3.1 – Support a culture of collaboration and interdisciplinary research, discovery, and scholarship. &lt;br&gt; SP3. ORG GOAL 3.2 – Foster novel research and creative activities that lead to discoveries with significant academic, therapeutic, and economic impact. &lt;br&gt; SP3. ORG GOAL 3.4 – Promote a culture of undergraduate and graduate student research.</td>
</tr>
<tr>
<td>College of Education – Literacy Center</td>
<td>FY14 UNIT GOAL - Develop and promote a culture of research as it pertains to the GRU Literacy Center. &lt;br&gt; FY14 TACTIC - Submit an article for publication in a nationally refereed journal related to the GRU Literacy Center. &lt;br&gt; FY14 TACTIC - Submit a proposal for presenting research related to the Literacy Center and its service learning mission at a national conference.</td>
<td>SP3. ORG GOAL 3.3 – Lead in training, attracting, and retaining highly qualified researchers from diverse backgrounds.</td>
</tr>
<tr>
<td>College of Nursing</td>
<td>FY14 UNIT GOAL – Infuse research into teaching and practice by expanding nursing research initiatives &lt;br&gt; FY14 TACTIC – Expand the cohort of faculty with research focus. &lt;br&gt; FY14 TACTIC - Demonstrate research and other scholarly activities of the CON through peer/board-reviewed publications</td>
<td>SP3. ORG GOAL 3.1 – Support a culture of collaboration and interdisciplinary research, discovery, and scholarship. &lt;br&gt; SP3. ORG GOAL 3.4 – Promote a culture of undergraduate and graduate student research.</td>
</tr>
<tr>
<td>College of Science and Mathematics</td>
<td>FY16 UNIT GOAL – Increase research and scholarship productivity by CSM faculty. &lt;br&gt; FY16 TACTIC – Collect and analyze research productivity data. &lt;br&gt; FY16 Tactic - Increase number of external funding proposals submitted compared to FY14 results.</td>
<td>SP3. ORG GOAL 3.2 – Foster novel research and creative activities that lead to discoveries with significant academic, therapeutic, and economic impact.</td>
</tr>
<tr>
<td>College of Science and Mathematics: Center for Undergraduate Research</td>
<td>FY14 UNIT GOAL - Increase faculty sponsorship of undergraduate research and scholarship. &lt;br&gt; FY14 TACTIC - Increase level of support offered through CURS mini-grants program. &lt;br&gt; FY14 TACTIC - Offer faculty mentoring program.</td>
<td>SP3. ORG GOAL 3.4 - Promote a culture of undergraduate and graduate student research.</td>
</tr>
<tr>
<td>College of Science and Mathematics: Department of Chemistry</td>
<td>FY14 UNIT GOAL - Promote effectiveness and efficiency in research, grant writing, teaching, and mentoring. &lt;br&gt; FY14 TACTIC - Develop and implement models for reassigned faculty time for mentoring, research, grant writing, and teaching innovation.</td>
<td>SP3. ORG GOAL 3.1 – Support a culture of collaboration and interdisciplinary research, discovery, and scholarship.</td>
</tr>
<tr>
<td>Hull College of Business</td>
<td>FY16 UNIT GOAL – Increase faculty development. &lt;br&gt; FY16 TACTIC – Increase faculty resources to support faculty research.</td>
<td>SP3. ORG GOAL 3.1 – Support a culture of collaboration and interdisciplinary research, discovery, and scholarship.</td>
</tr>
<tr>
<td>College/Department</td>
<td>FY15 UNIT GOAL</td>
<td>FY15 TACTIC</td>
</tr>
<tr>
<td>----------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Medical College of Georgia</strong></td>
<td>Generate outstanding transdisciplinary, translational, basic, clinical, population, community-based, and educational research.</td>
<td>Foster a supportive research culture on all campuses.</td>
</tr>
<tr>
<td><strong>Pamplin College of Arts, Humanities, and Social Sciences – Department of Political Science</strong></td>
<td>Improve the prestige and the visibility of the institution and the department.</td>
<td>Faculty serve as peer reviewer(s) for academic publications, external reviewers for grant or other research proposals, or serve on boards that review manuscripts for publication, presentation at conferences or award of grants.</td>
</tr>
<tr>
<td><strong>Pamplin College of Arts, Humanities, and Social Sciences – Department of History, Anthropology and Philosophy</strong></td>
<td>Promote a grants culture within the department.</td>
<td></td>
</tr>
</tbody>
</table>

The colleges’ annual unit plans and assessment reports for each of the years since GRU was formed are provided in the introduction of Comprehensive Standard 3.3.1.

### Research Administrative Support Services Units

The Senior Vice President for Research operationalizes the monitoring, assessment, and improvement of research policies and practices and the advancement of the research enterprise at the institutional level. These support services units support GRU’s mission to “be a nationally and internationally recognized leader in research, discovery, and scholarship.” The contributions of these units toward the research mission is determined by the linkage of each unit’s goals to the organizational goals that fall under the GRU Strategic Priority 3. Some examples of such linkages in the FY 2015 planning cycle are included in Table 3.3.1.4-b: Research Administrative Support Services Units Linkage to the GRU Strategic Plan and Strategic Priority 3.
### 3.3.1.4-b: Research Administrative Support Services Units Linkage to the GRU Strategic Plan and Strategic Priority 3

<table>
<thead>
<tr>
<th>RESEARCH ADMINISTRATIVE SUPPORT UNITS</th>
<th>UNIT GOAL AND TACTICS</th>
<th>GRU Strategic Priority 3 and Organizational Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Institute of Public and Preventive Health</strong></td>
<td>FY15 &amp; FY16 UNIT GOAL - Establish relationship with Georgia Department of Corrections (GDOC) to collaborate on research and other opportunities. FY15 TACTIC - Determine research project(s) to be conducted with GDOC. FY15 UNIT GOAL – Expand MPH Program. FY15 TACTIC - Establish a Social and Behavioral Sciences Concentration (SBS) FY16 GOAL - Increase Publications to recognized entities to inform the work of IPPH and public health initiatives. FY16 TACTIC - Publish Special Journal with Johns Hopkins which furthers knowledge related to specific health issues.</td>
<td>SP3. ORG GOAL 3.1: Support a culture of collaboration and interdisciplinary research, discovery, and scholarship. SP3. ORG GOAL 3.4: Promote a culture of undergraduate and graduate student research. SP3. ORG GOAL 3.5 - Practice distinction in biomedical research and health science education.</td>
</tr>
<tr>
<td><strong>Institutional Review Board</strong></td>
<td>FY14 UNIT GOAL - Review the electronic IRB system to improve efficiency. FY14 TACTIC - Review the current eIRB system for areas of waste.</td>
<td>SP3. ORG GOAL 3.1: Support a culture of collaboration and interdisciplinary research, discovery, and scholarship.</td>
</tr>
<tr>
<td><strong>Lab Animal Services</strong></td>
<td>FY15 UNIT GOAL – Association for Assessment and Accreditation of Laboratory Animal Care International (AAALAC) accreditation. FY15 TACTIC – Completing GRU Animal Program Description. FY15 TACTIC – Preparation of animal facility for the AAALAC accreditation vision. FY15 TACTIC – Updating standard operation procedures manual.</td>
<td>SP3. ORG GOAL 3.1: Support a culture of collaboration and interdisciplinary research, discovery, and scholarship.</td>
</tr>
<tr>
<td><strong>Office of Innovation Commercialization</strong></td>
<td>FY14, FY15, &amp; FY16 UNIT GOAL – Increase inventive activity, new options/licenses, and licensing revenue. FY14, FY15 &amp; FY16 TACTIC – Generate target amount of new invention disclosures. FY14, FY15 &amp; FY16 TACTIC - Obtain target amount of licenses and options executed. FY14, FY15 &amp; FY16 TACTIC - Meet target licensing revenue.</td>
<td>SP3. ORG GOAL 3.2 – Foster novel research and creative activities that lead to discoveries with significant academic, therapeutic, and economic impact.</td>
</tr>
<tr>
<td><strong>Office of Innovation Commercialization</strong></td>
<td>FY15 UNIT GOAL - Increase awareness of innovation commercialization opportunities in the Central Savannah River Area (CSRA). FY15 TACTIC - Host annual &quot;Innovation Summit.&quot;</td>
<td>SP3. ORG GOAL 3.1: Support a culture of collaboration and interdisciplinary research, discovery, and scholarship. SP3. ORG GOAL 3.4: Promote a culture of undergraduate and graduate student research.</td>
</tr>
<tr>
<td><strong>Sponsored Programs Administration</strong></td>
<td>F14 UNIT GOAL - Development of a university wide policy on Research Data Management. FY14 TACTIC - Ensure that GRU is up-to-date with policies and procedure related to research data management. Draft policy and accompanying documents to ensure compliance particularly with recently update personally identifiable information and HIPAA requirements.</td>
<td>SP3. ORG GOAL 3.1: Support a culture of collaboration and interdisciplinary research, discovery, and scholarship.</td>
</tr>
</tbody>
</table>

The annual unit plans and assessment reports for each of the years since GRU was formed are provided in the section for Comprehensive Standard 3.3.1.

**Administrative Support Services Units and Academic and Student Support Services Units**

The contributions of these units to the research mission is determined by the linkage of their unit plans to the organizational goals that fall under the GRU Strategic Priority 3. Some examples of such linkages in the FY15 planning cycle are included in Table 3.3.1.4-c: Administrative Support Services and Academic and Student Support Services Units Linkage to the GRU Strategic Plan and Strategic Priority 3.
### Table 3.3.1.4 - c: Administrative Support Services and Academic and Student Support Services Units Linkage to the GRU Strategic Plan and Strategic Priority 3

<table>
<thead>
<tr>
<th>Administrative Support Units And Academic And Student Support Services Units</th>
<th>Unit Goal And Tactics</th>
<th>GRU Strategic Priority 3 and Organizational Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Area Health Education Center (AHEC)</strong></td>
<td>FY14 GOAL – Maintain a strong statewide AHEC network to address Georgia’s health professions workforce needs. FY14 TACTIC - Maintain stable federal and state funding and provide leadership in primary care workforce issues in GA.</td>
<td>SP3. ORG GOAL 3.1: Support a culture of collaboration and interdisciplinary research, discovery, and scholarship.</td>
</tr>
<tr>
<td><strong>Information Technology Services</strong></td>
<td>FY15 UNIT GOAL - Increase IT support for Research. FY15 TACTIC - Launch OnCore Clinical Trials Management System. FY15 TACTIC - Launch iLabs Core Lab Management System.</td>
<td>SP 3. ORG GOAL 3.2 - Foster novel research and creative activities that lead to discoveries with significant academic, therapeutic, and economic impact. SP 3. ORG GOAL 3.5: Practice distinction in biomedical research and health science education.</td>
</tr>
<tr>
<td><strong>Information Technology Services</strong></td>
<td>FY15 UNIT GOAL - Successfully support the launch of academic instruction in Education Commons, including classes, meetings, and simulation. FY15 TACTIC - Test, remediate, and open all classrooms in Education Commons. FY15 TACTIC - Test, remediate, and move simulation center LMS into production for classes.</td>
<td>SP3. ORG GOAL 3.1: Support a culture of collaboration and interdisciplinary research, discovery, and scholarship. SP3. ORG GOAL 3.4: Promote a culture of undergraduate and graduate student research.</td>
</tr>
<tr>
<td><strong>Libraries</strong></td>
<td>FY14, FY15, &amp; FY16 UNIT GOAL – Attain Association of Research Libraries (ARL) membership within 10-15 years. FY14 TACTIC – Select 5 peer institutions for benchmarking. FY15 &amp; FY16 - Use established rubric for benchmarking against five libraries.</td>
<td>SP3. ORG GOAL 3.1: Support a culture of collaboration and interdisciplinary research, discovery, and scholarship.</td>
</tr>
<tr>
<td><strong>Libraries</strong></td>
<td>FY16 UNIT GOAL - RESEARCH: Select, organize and make accessible information resources to support the curriculum, research, and scholarly communications. FY16 TACTIC - Expand the research services for GRU faculty, students, and staff. FY16 TACTIC - Create a data management plan for GRU faculty.</td>
<td>SP3. ORG GOAL 3.1: Support a culture of collaboration and interdisciplinary research, discovery, and scholarship.</td>
</tr>
<tr>
<td><strong>Office of Employment Equity</strong></td>
<td>FY15 UNIT GOAL - Complete plan approval for hands-on audit on mandatory elements of Affirmative Action Plan (AAP) for Minorities and Females to determine Good Faith Efforts, level of compliance and opportunities for improvement. FY15 TACTIC - Communicate and explain mandatory elements of AAP to management and HR personnel.</td>
<td>SP3. ORG GOAL 3.3: Lead in training, attracting, and retaining highly qualified researchers and scholars from diverse backgrounds.</td>
</tr>
<tr>
<td><strong>Simulation Center/Integrated Professional Education</strong></td>
<td>FY15 UNIT GOAL - Expand and deliver measurable, high quality, innovative traditional, virtual simulation and inter-professional education. FY15 TACTIC - Provide comprehensive technical and research support to faculty and clinical collaborators.</td>
<td>SP3. ORG GOAL 3.1: Support a culture of collaboration and interdisciplinary research, discovery, and scholarship. SP3. ORG GOAL 3.4: Promote a culture of undergraduate and graduate student research.</td>
</tr>
</tbody>
</table>

The annual unit plans and assessment reports for each of the years since GRU was formed are provided in the section for Comprehensive Standard 3.3.1.

**Institutional Effectiveness of Units Providing and Supporting Research**

As described in Core Requirement 2.5, continuous improvement is implemented through the active involvement of faculty and staff in a shared governance process, dedicated staff resources, and the senior administration’s regard for the definition of expected outcomes and active measurement of progress toward these results. Planning and assessment activities are integrated and permeate all units and all levels of the university. Following is an example of continuous improvement by the units in support of the GRU research mission.

**College of Nursing**

**Outcomes:** The College of Nursing’s (CON) FY14 [2] efforts in the area of research began the focus on expanding its research initiatives by increasing the cohort of faculty with research focus [3]. A national search was conducted to hire an Associate Dean for Research. The Associate Dean for Research would work collaboratively with other members of...
the College of Nursing administration team and oversee the policies and priorities that create, foster and sustain excellence in research, provide executive leadership as director of the Center for Nursing Research (CNR), guide the recruitment, selection, retention and promotion of superior faculty, and ensure the recruitment, matriculation and graduation of outstanding doctoral students. Attempts to fill this position continue to be unsuccessful as of the end of FY15; therefore, the search continues with the hope filling the position by September 2015.

Assessment & Analysis: CON continued to work on promoting a culture of research and scholarship within CON during FY15 by maximizing the Center of Nursing Research as a resource for CON faculty research and scholarship.

In FY15, CON reported the following achievements [4]:

- With a goal of increasing intramural and extramural grant submissions, the target was set at $1,000,000. Proposals totaling $1,504,300 were submitted during FY15.
- In their effort to increase authorships for peer-reviewed publications, the CON set a target level of 40 scholarly authorships accepted for publication. In FY15, a total of 20 authorships were accepted.

**Improvement:** A comprehensive review of all resources available to support research and scholarship was submitted and accepted by leadership. During FY15 [5] a comprehensive three-year plan, beginning in FY16, which aims to increase productivity in scholarship and research was developed and approved with an overarching long-term goal to promote a culture of research within the College of Nursing [6]. Year 1 of this plan identifies the metrics for FY2016 unit planning, as well as the development of years two and three based on a research productivity needs assessment. Through their assessment of the research proposal data, the CON reassessed and revised the way that they were calculating the proposal totals. The total includes all Research, Training, Public Service, and Other (excluding loan and USG program funding) submissions, whether extramural or intramural. It includes only the first year total of projects that propose multiple years.

The total number of authors for peer-reviewed publications was 20. An action plan was included in the three-year research productivity plan and this measure has been carried over to FY16.

**College of Dental Medicine**

The Center for Craniofacial and Related Research in the College of Dental Medicine, in collaboration with other units of GRU and the University System performs innovative, multidisciplinary research in the diagnosis, prevention, and treatment of diseases of the orofacial complex in order to improve overall health and to reduce the burden of illness in society. Multifaceted research allows expertise from many areas to synergize promoting clinical advancement and excellence. Its membership includes faculty from the College of Dental Medicine who are involved in basic, translational and clinical research of diseases of the orofacial complex.

The research center also assists in the recruitment of talented research-oriented faculty; works in conjunction with other institutional offices to locate funding sources for research; facilitate development and integration of research programs; and provide support for all aspects of research on diseases of the orofacial complex. Dental students are encouraged to gain research experience with faculty mentors and present their findings at local, state, national, and international meetings. Students may be candidates for the M.S. or PhD degree through the graduate program of the Department of Oral Biology. The center also offers a seminar series focused on research topics related to the various areas of research.

**Outcomes:** The CDM accomplished two of its initiatives in their FY14 unit plans [7] to position it to attract and retain researchers and scholars by the relocation to new research spaces for Oral Biology and dental materials group. These moves allowed for the improved use of space and collaboration among faculty.

Oral biology and dental materials groups moved into new research spaces to allow improved use of space, core facilities and collaboration among faculty. All relocations and renovations were completed by January 2014.

Assessment & Analysis: For FY15, the CDM focused on increasing the quality and quantity of funded research and improving the research infrastructure at GRU-CDM [8]. CDM considered FY15 a building year since much of the groundwork was put into place to strengthen their research infrastructure in further support of the University’s research mission.

**Improvements:** During FY14, in an effort to attract and retain highly-qualified researchers and scholars, a search was conducted to fill the positions of CDM Associate Dean for Research and Chair of Oral Biology. These positions were filled by interim leaders throughout FY14 until the new Dean for the College of Dental Medicine was appointed. Once the dean was hired in February 2014, the searches were initiated resulting in Interim Associate Dean of Research named Associate Dean of Research in January 2015 and a R01 funded Chair of Oral Biology was hired was identified and hired to start July 1, 2015.

During FY15 [8] the number of clinical faculty enrolled in CRFDP (Clinical Research Faculty Development Program) engaged in clinical research target would be three. All five faculty members enrolled in CRFDP completed the program with the following results: two faculty members received CDM intramural funding, one faculty member received Gift in kind Dentsply, and two faculty members were awaiting determination of IRB approval.

During FY15 the research grant administrator was hired and the research advisory board was formed. It consists of six faculty members including the Associate Dean of Research (committee chair). Meetings are scheduled on the third Wednesday of every other Month and began in April 2015. The formation of internal review committee by Office of Research was successful and the mission and membership of the Research Advisory Board was defined. The Research Advisory Board met to discuss the process for grant pre-review.

During FY15, the CDM increased student membership in AADR NSRG (GRU Student Research Group). A meeting was convened in January between the Associate Dean of Research, the grant administrator, the mentor to the Student Research Society, the president of the Ga chapter of the AADR (American Association for Dental Research) and the
President of the ASDA (American Student Dental Association) to discuss the formation/reinvigoration of AADR NSRG, to elect a president and initiate a membership drive. As the end of FY15, the SRG was reactivated and membership went from 0 to 14.

**Department of Biological Sciences**

**Outcomes:** The Department of Biological Sciences had an FY14 goal [9] to increase research productivity (Publications; Collaborative Research Projects; Professional Presentations; Internal and External Funding Submissions) by developing collaborative partnerships on both campuses and by targeting shared scientific areas of interest to foster interdisciplinary research.

During FY14, meetings were held with a large number of collaborators on the Health Sciences campus that included meeting with research faculty housed in the Cancer Center and the Institute of Public and Preventive Health (IPPH). In addition, a collaborative research project was established with a member of the College of Allied Health Sciences.

**Assessment & Analysis:** As expected, the process was slow and contingent on the availability of resources to increase research time among faculty with the interest and talent to do so. The department chair continued to meet with faculty and leaders on the Health Sciences campus and was recently accepted as a Member of the Cancer Center, meeting with the Population and Cancer Control leaders there, and working closely with the new Director, IPPH to foster interest in a large funding initiative (Patient-Centered Outcomes Research Institute - PCORI). Recent faculty meetings highlighted promotion and tenure and chair evaluation issues, which began to highlight the need for quality research. The department chair recently met with Brenda Seago (Director, Library System) to discuss how best to evaluate faculty on research productivity (e.g., h-index, g-index). Finally, candidate visits for the department position, which will be research-focused, for Fall 2014 began January. Thus, much of the "infrastructure" continues to be established to begin the movement to increased research productivity and potential funding.

**Improvements:** As reported in the FY14 Final Assessment report [9], faculty continue to be productive in the area of research and scholarship. Overall, the Department had 20 peer reviewed publications, making up over 50 percent of the total publications of the College of Science and Mathematics. These included seven book chapters produced by the faculty, two internal proposals funded, one externally funded research project and two recent submissions (not yet reviewed) for internal GRU funding. Collaborative relationships have been initiated with the IPPH, the Cancer Center, Pharmacology and Toxicology Departments on the Health Sciences campus. The Department continue to perform very well in terms of scholarship so soon after the consolidation and the call for a more research-focused enterprise.

The department reported that their research results were very positive and credited an already existing interest in scholarship across many of the faculty, a promotion by the chair for even more renewed focus on publications and presentation (including incorporating undergraduate and graduate students in these endeavors), and working to balance the interests and talent of faculty across the research and teaching domains. The support of the Dean to hire a more research-dedicated faculty member was appreciated, and plans for a second to begin to balance the teaching/research within the Department is also very well received. Finally, the department was able to "house" an IPPH faculty member as their home department, with 10 percent dedicated time to the Department. The department outlined that they would begin to focus more on quality of publications now that the faculty have a solid base of publications in peer-reviewed journals.

In FY15, [10] the department set a goal to maintain or increase scholarly production and funding submissions. They reported in their FY15 final assessment report that this was accomplished by maintaining peer reviewed publications (n=12 through June/15) vs 2014 (n=16). Funding submissions increased dramatically, with six faculty submitting nine proposals as PI or co-investigator for internal/external consideration (excluding CURS summer scholar; n=3), with funding by NIH, American Psychological Association, Association for Psychological Sciences. The department maintained research productivity in part by the hire of several new lecturers/instructors, and a department-wide focus on funded research and encouragement for submission for funding both internally and externally. Collaborations have been established between at least four of the faculty and Health Sciences researchers. The department reported that they now have one NIH funded proposal within the Department (co-investigator role) and likely have 1-2 NIH level applications ready for the coming year.

**Libraries**

**Outcomes:** The Libraries have an ambitious agenda on a path to achieving Association or Research Libraries status. Some of the highlights of the Libraries Strategic Plan [11] plan include expanding the embedded/liaison librarian model to become sought out experts on the model and becoming a well-known Center for Scholarly Communications and Open Access.

With a multi-year goal to provide on-campus only access to electronic thesis and dissertations in Scholarly Commons, the Libraries focused their FY14 planning efforts on developing a technological platform for providing access to electronic theses and dissertations. The Libraries initiated the submission process for electronic theses and dissertations by developing an electronic template for graduate students and making necessary changes to ensure deposit in Scholarly Commons, the library-managed institutional repository.

**Assessment & Analysis:** At the end of FY14 [12], programming had moved to production and 98 percent of the theses and dissertations received from the Graduate School were uploaded and deposited into Scholarly Commons. A draft submission form was submitted to the Graduate School for review that would enable Graduate School candidates to submit their electronic theses and dissertations to Scholarly Commons once their Electronic Thesis & Dissertations (ETD) have been approved.

The Libraries successfully launched an open access journal, Transforming Education (published by the College of Education) in Scholarly Commons. The integrated service model expanded during FY14 with a new embedded librarian within the Institute of Public and Preventive Health and office hours established in the Colleges of Allied Health, Dental
Medicine, and Nursing, Harrison Education Commons building (to increase access to both dental and medical students), and the Georgia Regents Health System.

**Improvements:** The goal to create a scholarly communication presence was carried over into FY15 [13] and included the development and implementation of a plan to educate faculty on open access initiatives. This included access resolution, ORCID training (a system that provides a digital identifier that distinguishes researchers and their work), author ORCID and depositing works into Scholarly Commons. A LibGuide was created for The Graduate School including the process on how to deposit electronic theses or dissertations. An institutional class was developed and will be offered twice a semester for graduate students on ETD and copyright issues to support the transition from paper to electronic format.

During FY15 [13], the library hired a Scholarly Communications Librarian to oversee the institutional repository, electronic theses/dissertations, and open access initiatives on campus. The repository had a 34 percent increase (576 item records added) at the end of the fiscal year. A total of four new collections were created which included expanding education efforts to GRU's undergraduate student. The Graduate Schools' largest program, Biomed PhDs, is being piloted before moving to other schools with graduate programs.

As the focus continued on achieving Association or Research Libraries status, the Libraries continued the expansion of the embedded/liaison librarian model to become sought experts on the model.

The expanding role of library faculty within college curriculums and the continued development of an actively engaged model of embedded and liaison services led to increased instructional contact with GRU students during FY15. Library faculty and staff played an important role in connecting the GRU community to critical information resources. The increased awareness of the role of librarians as faculty collaborators for teaching, discovery, and patient care resulted in additional requests for more in-depth services. GRU Libraries provided 305 instructional sessions with a total attendance of 7,846 students for the 2014-2015 fiscal year. The librarians addressed a total of 9,419 in-depth reference and research questions for the fiscal year. The additional 2,254 basicirectional questions answered yields a total of 11,941 exceeding their expected target for FY15. GRU Libraries have provided 342 in-depth consultations to assist with student learning, patient care, research, and scholarly activity in FY15.

**Information Technology Services**

Information Technology Services (ITS) anticipates, plans, and provides delivery and support for a wide array of information technologies, backed by the appropriate IT infrastructure, to meet the needs of students, faculty, and staff in fulfilling the university's education, research, and service missions.

As a part of their FY15 plan [14] to increase IT support for research, ITS launched OnCore Clinical Trials Management System and iLabs Core Lab Management System.

**OnCore Clinical Trials Management System**

**Outcomes:** OnCore, the on-line Collaborative Research Environment was launched in September 2014 and is GRU's enterprise web-based clinical research management system (CRMS) that seamlessly integrates all of the components of research activity across the research enterprise.

**Assessment & Analysis:** A rolling-wave implementation was used to methodically achieve specific objectives and allow for ongoing assessment and improvement through to 2017. As of September 2014, OnCore CTM was implemented and fully functional.

**Improvements:** All Phase I deliverables originally included in the project were delivered and one change request was approved and included as part of this phase – RPE (Retrieve Process for Execution) integration between OnCore and PowerTrials (a Cerner Corporation software solution to facilitate clinical trials). This integration is scheduled to be completed in December 2015.

**iLabs Core Lab Management System**

**Outcomes:** In FY15 [14] Information Technology Services launched the implementation of iLabs Core Lab Management system -- a facility management system to allow online booking, billing, resource tracking, and oversight to support the request through billing workflow for core lab services. The project included a single sign-on functionality along with integration with the PeopleSoft Financials system to manage billing and charges.

**Assessment & Analysis:** Phase 1 of the project was implemented with final implementation to be completed by October 2015 in two core groups [14].

**Improvements:** Based on the results of the go-live for these two groups, remaining CORES will be implemented incorporating the results of the first two. Phase 2 of the project will include evaluating an integration with Banner for external user billing and implementing as is feasible for the institution.

**Office of Innovation and Commercialization**

**Outcomes:** In their FY13 [15], FY14 [16], and FY15 [17] annual unit plans, the Office of Innovation and Commercialization (OIC) set a goal to increase awareness of innovation commercialization opportunities in the (Central Savannah River Area) CSRA. In their FY 14 final assessment report [16], OIC reported that they had developed and executed the first annual Innovation Summit (IS '13) in the fall of 2013. IS '13 brought a lot of individuals from the region together in a way that both branded GRU positively and also generated new contacts. A total of 199 people attended the summit.
Assessment & Analysis: FY14 marked the inaugural Innovation Summit, an event that was very successful. For FY15, OIC refreshed the Innovation Summit with a series of “short takes” (short talks about innovative activities) that are intended to generate even greater community interest, "buzz," and engagement with GRU.

Improvements: The FY15 Innovation Summit was held on October 7, 2014. There were 262 registrants for the event, with 194 attendees [17]. And, for the 3rd annual Innovation Summit (10/6/15), OIC will build upon the success of the past two years with an event that promises to be the best one yet [18].

Sources

- FY13 Assessment Reports Office of Innovation Commercialization formerly OTTED
- FY14 Assessment Reports College of Dental Medicine
- FY14 Assessment Reports Department of Biological Sciences
- FY14 Assessment Reports Libraries
- FY14 Assessment Reports Office of Innovation and Commercialization - formerly TTED
- FY15 Assessment Reports College of Dental Medicine
- FY15 Assessment Reports Department of Biological Sciences
- FY15 Assessment Reports Information Technology Services
- FY15 Assessment Reports Libraries
- FY15 Assessment Reports Office of Innovation Commercialization
- FY16 Unit Plan Office of Innovation Commercialization
- GRU Assessment Report - College of Nursing (FY2014)
- GRU Assessment Report - College of Nursing (FY2015)
- GRU Planning College of Nursing (FY2015)
- GRU Strategic Plan - Libraries
- GRU Unit Plan - College of Nursing (FY2014)
- GRU Unit Plan (FY2015)
- SVP Report to President's Executive Committee (December 2014)
Institutional Effectiveness: Community/Public Service

The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of improvement based on analysis of the results in each of the following areas:

3.3.1.5 community/public service within its mission, if appropriate.

Judgment

- Compliance
- Non-Compliance
- Not Applicable

Narrative

At Georgia Regents University (GRU), units providing and supporting the public/community service mission are fundamental for the University to realize its overall mission. Each unit providing and supporting the public/community service mission establishes goals, tactics, and measures for its support services to ensure continuous improvement, systematically assesses the extent to which these goals are attained, and uses the results of their assessments to improve their ability to provide and support public and/or community service to more effectively meet the needs of the University.

GRU Units Providing and Supporting the Public/Community Service Mission

At GRU, assessing the effectiveness of the institution in meeting its public/community service mission is supported by three primary groups:

1. **Colleges and Educational Programs** where public/community service take place as part of the expectations for faculty effort and student engagement.
2. **Other Administrative Support Services and Academic and Student Support Services** who provide and support public/community service through their services.

Institutional Effectiveness Process for Units Providing and Supporting the Public/Community Service Mission

Units at GRU that provide and support the public/community service mission follow the same planning, resource alignment, and assessment process outlined in Core Requirement 2.5 and in the Comprehensive Standard 3.3.1 introduction. Each unit establishes annual plans with unit goals, tactics, and measures.

Through the assessment, evaluation, and modification of goals, the units providing and supporting public/community service work to achieve the GRU mission and ensure institutional effectiveness of public/community service.

As detailed in Core Requirement 2.5 and in the introduction to Comprehensive Standard 3.3.1, units that provide and support the public/community service mission follow a defined sequence of steps or phases to establish, monitor, and assess annual unit goals, tactics, measures, and expected outcomes.

To facilitate the establishment of measurable unit goals, units are provided with professional support from the Division of Institutional Effectiveness to help develop goals and tactics and select or create appropriate measures and defined expected outcomes. The assigned and designated resource for each unit from the Division provides support throughout the year with assessment, plan development, resource alignment, and finalization of plans.

The phases in the unit planning cycle are illustrated in Figure 3.3.1.5-a: GRU Phases of Annual Unit Planning, Resource Alignment, and Assessment and explained in the following descriptions.
Phase 1. Annual Assessment: The assessment phase runs continuously each year, without a break between fiscal or academic years. Units are encouraged to submit quarterly updates on their progress and assessment findings. Each year, units critically evaluate the degree of achievement on each of their approved unit goals from the previous fiscal year. The Division of Institutional Effectiveness also provides professional support during the assessment phase to help units understand and interpret the results of their assessment measures. If a particular outcome has not been successfully achieved, the unit may resubmit refined unit goals, tactics, measures, and expected outcomes depending on the priority of the goal. If a particular outcome has been successfully achieved, it is archived in the Campus Labs Compliance Assist: Planning module. In either case, the outcomes are used to help refine or create new unit goals for continual improvement.

Phase 2. Plan Review & Goal Development: During the plan review and development phase, units determine their goals and tactics based on their assessment results, environmental scanning, data available from institutional research, and an understanding of their ability to contribute to the achievement of the institution’s strategic plan. During this process, units refine their goals from previous years, thus closing the planning and assessment loop, and/or create new goals that align with and promote continual improvement. Their plans are then reviewed within their leadership structure to ensure agreement and alignment.

Additionally, during this phase of the planning process, units create plans that detail the resources necessary for execution, including those resources from other units on whom they may be dependent for services. Examples of these services include technology or systems support from Information Technology Services or communications support from the Division of Communications & Marketing. These plans are used to coordinate among colleges, educational program departments, administrative units, and research and research administrative support and service units. This process helps to ensure adequate awareness of the interdependence and needed resources from other units to effectively accomplish their goals, tactics, and expected outcomes.

Phase 3. Resource Alignment: Throughout the planning process, units are encouraged to engage in planning discussions, in an iterative and open manner, with the leadership team to whom they report as well as service areas. Ultimately, this process results in aligned goals with tactics, expected outcomes, measures, and time frames that can be supported through the approval process. Once approved, institutional leadership reviews the unit goals to determine whether additional resources are needed or if resources might be redirected from other existing activities.

If additional resources are needed, the leadership team must authorize budget requests. Units are encouraged also to have alternative plans to accomplish the expected results without additional resources. The Provost and a team of resources from the Division of Institutional Effectiveness, the Office of Budget Planning and Analysis, and other relevant services hold planning and resource alignment meetings in late January and early February for all academic and administrative units. All identified college and educational program department, administrative unit, and academic and student support services units (including those who are not requesting additional resources) prepare presentations in accordance with prescribed templates.

A complete list of units involved in the resource alignment hearings is included in Core Requirement 2.5 in Figure 2.5-b: Units. In addition, links are provided to the units’ presentations and supporting documentation for FY15 and FY16.

Phase 4. Resource Commitment & Finalization of Plans: The Provost and a team of resources from the Division of Institutional Effectiveness, the Office of Budget Planning and Analysis, and other relevant services hold planning and resource alignment meetings in late January and early February for all academic and administrative units. All identified college and educational program department, administrative unit, and academic and student support services units (including those who are not requesting additional resources) prepare presentations in accordance with prescribed templates.

A complete list of units involved in the resource alignment hearings is included in Core Requirement 2.5 in Figure 2.5-b: Units. In addition, links are provided to the units’ presentations and supporting documentation for FY15 and FY16.

Phase 4. Resource Commitment & Finalization of Plans: The Provost and a team of resources from the Division of Institutional Effectiveness, the Office of Budget Planning and Analysis, and other relevant services collect and review all requests and associated plans to help leadership prioritize these requests and make appropriate allocations. If the new resource request is granted, the unit finalizes their annual plans. If the resource request is not granted, the unit must refine the relevant goals and resubmit them through appropriate administrative structures. Depending on the priority of the goal, the refinement and re-submission of a resource request may occur during the same fiscal year cycle. All presentations and supporting documentation are uploaded to an intranet site where they are available to all units who participated in the resource alignment meeting process.

During the finalization of plans phase, units input their approved unit goals, tactics, measures, and expected outcomes to an online database where goals are monitored and tracked. The online database used by GRU is Campus Labs’ Compliance Assist: Planning Module and is open for all units to see their plans along with those of the other units in the institution. Also during this phase, assessment units begin to initiate the actions necessary to complete their unit goals.
Units Providing and Supporting the Public/Community Service Mission and their Linkage to the GRU Strategic Plan

Units at GRU develop annual unit plans to support the University’s strategic plan. These units follow the Planning, Resource Alignment, and Assessment process outlined in Core Requirement 2.5. Each of these units establishes goals, tactics, and measures. Through the assessment, evaluation, and modification of their goals, the units work to meet the needs of the University. While GRU units support the entire strategic plan, the focus for public/community service falls within the following strategic priorities:

**GRU Strategic Priority 4:** Provide service to the local, state, national, and global communities.

- **GRU Organizational Goal 4.1:** Partner with our constituent communities and regional health care assets to leverage coordinated inter-professional care and empirically-based practice.
- **GRU Organizational Goal 4.2:** Provide scholarly service and leadership in local, state, national, and international venues.
- **GRU Organizational Goal 4.3:** Engage in service that demonstrates a sustained commitment to diversity and inclusion.
- **GRU Organizational Goal 4.4:** Demonstrate excellence in patient care by developing high-quality, culturally appropriate, cost-effective patient- and family-centered health care.

**Colleges and Educational Programs**

Public and community service represents a significant portion of effort by faculty housed in the educational programs within the university’s nine colleges. Service is defined as outreach or engagement by higher education faculty for the purpose of contributing to the public good. Contributions to the public good may include faculty work that contributes to solutions to complex societal problems, to the quality of life of community, state, and global citizens, and to the advancement of public education. This commitment is demonstrated through the linkage of faculty service to promotion and tenure, as described in Core Requirement 2.8. In addition, students volunteer their time to the community through course requirements, structured events, ongoing clinics, and by individual choice.

The contributions of the colleges to the service mission is determined by the linkage of each college’s unit-level goals to the organizational goals that fall under Strategic Priority 3. Some examples of such linkages in the FY 2015 planning cycle are included in Table 3.3.1.5-a: Colleges and Programs Linkage to the GRU Strategic Plan.
<table>
<thead>
<tr>
<th>Colleges and Programs</th>
<th>Unit Goal And Tactics</th>
<th>GRU Strategic Priority 4 and Related Organizational Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>College of Allied Health Sciences</td>
<td>FY15 UNIT GOAL – Provide service to our local and global communities.</td>
<td>SP4. ORG GOAL 4.2 - Provide scholarly service and leadership in local, state, national and international venues.</td>
</tr>
<tr>
<td></td>
<td>FY15 TACTIC – Expand the number of faculty providing local clinical service.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>FY15 TACTIC – Double the number of faculty in national service positions by 2020.</td>
<td></td>
</tr>
<tr>
<td>College of Dental Medicine</td>
<td>FY16 UNIT GOAL – Strengthen student recruitment, engagement, and development.</td>
<td>SP4. ORG GOAL 4.2 - Provide scholarly service and leadership in local, state, national and international venues.</td>
</tr>
<tr>
<td></td>
<td>FY16 TACTIC - Sustain community service hours performed by the pre-doctoral students.</td>
<td></td>
</tr>
<tr>
<td>College of Education</td>
<td>FY16 UNIT GOAL - Develop and implement expectations and practices to increase COE participation as state and national leaders.</td>
<td>SP4. ORG GOAL 4.2 - Provide scholarly service and leadership in local, state, national and international venues.</td>
</tr>
<tr>
<td></td>
<td>FY16 TACTIC - Foster innovative partnerships that promote learner success.</td>
<td></td>
</tr>
<tr>
<td>College of Nursing</td>
<td>FY15 UNIT GOAL - Implement plan to expand services for vulnerable populations by focusing course work, faculty practice, student projects, and clinical opportunities on priority needs identified in the community health needs assessment.</td>
<td>SP4. ORG GOAL 4.1 - Partner with our constituent communities and regional healthcare assets to leverage coordinated inter-professional care and empirically-based expertise.</td>
</tr>
<tr>
<td></td>
<td>FY15 TACTIC - Establish College/Enterprise initiatives as a focal point for student projects.</td>
<td></td>
</tr>
<tr>
<td>College of Science and Mathematics – Department of Chemistry &amp; Physics</td>
<td>FY16 UNIT GOAL – Increase number of graduates.</td>
<td>SP4. ORG GOAL 4.2 - Provide scholarly service and leadership in local, state, national and international venues.</td>
</tr>
<tr>
<td></td>
<td>FY16 TACTIC - Provide educational experiences outside the classroom to enhance educational experience and recruit students to GRU and create goodwill for community.</td>
<td></td>
</tr>
<tr>
<td>Hull College of Business</td>
<td>FY14 UNIT GOAL - Reconstitute and leverage the Hull College Advisory Board.</td>
<td>SP4. ORG GOAL 4.2 - Provide scholarly service and leadership in local, state, national and international venues.</td>
</tr>
<tr>
<td></td>
<td>FY14 TACTIC - Recruit local community leader to chair the board.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>FY14 TACTIC - Recruit nationally oriented board which represents the 3 didactic areas that the Hull College is promoting: Energy, IT, and Bio/Health Care.</td>
<td></td>
</tr>
<tr>
<td>Medical College of Georgia</td>
<td>FY15 UNIT GOAL - Generate outstanding transdisciplinary, translational, basic, clinical, population, community-based, and educational research.</td>
<td>SP4. ORG GOAL 4.1 - Partner with our constituent communities and regional healthcare assets to leverage coordinated inter-professional care and empirically-based expertise.</td>
</tr>
<tr>
<td></td>
<td>FY15 TACTIC - Foster a supportive research culture on all campuses through collaborative research relationships and efforts between campuses and related affiliates.</td>
<td></td>
</tr>
<tr>
<td>Pamplin College of Arts, Humanities, and Social Sciences – Department of Political Science</td>
<td>FY14 UNIT GOAL – Promote campus awareness of political events.</td>
<td>SP4. ORG GOAL 4.1 - Partner with our constituent communities and regional healthcare assets to leverage coordinated inter-professional care and empirically-based expertise.</td>
</tr>
<tr>
<td></td>
<td>FY14 TACTIC – Conduct forums/lectures open to the public with off and on-campus experts on current political events.</td>
<td>SP4. ORG GOAL 4.2 - Provide scholarly service and leadership in local, state, national and international venues.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SP4. ORG GOAL 4.3 - Engage in service that demonstrates a sustained commitment to diversity and inclusion.</td>
</tr>
</tbody>
</table>

The colleges’ annual unit plans and assessment reports for each of the years since GRU was formed are provided in the introduction section of Comprehensive Standard 3.3.1.

**Administrative Support Services Units and Academic and Student Support Services Units**

The contributions of these units to the public/community service mission is determined by the linkage of their unit plans to the organizational goals that fall under the GRU Strategic Priority 3. Some examples of such linkages are included in Figure 3.3.1.5-b: Administrative Support Services Units and Academic and Student Support Services Units Linkage to the GRU Strategic Plan through GRU Strategic Priority 4.
<table>
<thead>
<tr>
<th>Unit</th>
<th>Unit Goal and Tactics</th>
<th>GRU Strategic Priority 4 Organizational Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Advancement</strong></td>
<td>FY15 UNIT GOAL - Volunteer and Alumni Engagement- Engage our volunteers and alumni to advance their leadership, advocacy, service and philanthropy to Georgia Regents University. FY15 TACTIC – Increase board giving.</td>
<td>SP4. ORG GOAL 4.2 - Provide scholarly service and leadership in local, state, national and international venues.</td>
</tr>
<tr>
<td><strong>Area Health Education Center</strong></td>
<td>FY14 UNIT GOAL - Maintain a strong statewide AHEC Network to address Georgia’s health professions workforce needs. FY14 TACTIC - Provide educational opportunities for minorities and /or about cultural competencies.</td>
<td>SP4. ORG GOAL 4.2 - Provide scholarly service and leadership in local, state, national and international venues. SP4. ORG GOAL 4.3 – Engage in service that demonstrates a sustained commitment to diversity.</td>
</tr>
<tr>
<td><strong>Cancer Center</strong></td>
<td>FY16 UNIT GOAL - Implement the Cancer Center’s C2Care Program to improve Cancer Outcomes within Minority and Underserved Communities. FY16 TACTIC - Measure behaviors, beliefs, and risks for minority and underserved communities to better engage and select current module’s participants. FY16 TACTIC - Develop curriculum and training materials for current module for Community Health Workers to educate and inform program participants.</td>
<td>SP4. ORG GOAL 4.1 - Partner with our constituent communities and regional healthcare assets to leverage coordinated inter-professional care and empirically-based expertise.</td>
</tr>
<tr>
<td><strong>Government Relations &amp; Community Affairs</strong></td>
<td>FY15 UNIT GOAL - Provide collaborative leadership for GRU/GR Health projects and partnerships with Georgia’s communities. FY15 TACTIC - Identify Department of Defense Initiatives that support GRU/GR Health. FY15 TACTIC - Establish a collaborative working relationship with the Center for Disease Control.</td>
<td>SP4. ORG GOAL 4.1 - Partner with our constituent communities and regional healthcare assets to leverage coordinated inter-professional care and empirically-based expertise.</td>
</tr>
<tr>
<td><strong>Institute of Public and Preventive Health</strong></td>
<td>FY15 UNIT GOAL - Provide programs and services that connect students with community agencies and leaders. FY15 TACTIC - Develop an operational program to regularly communicate volunteer opportunities for our GRU students. FY15 TACTIC - Develop and maintain list of community organizations that will offer volunteer opportunities for GRU students.</td>
<td>SP4. ORG GOAL 4.2 - Provide scholarly service and leadership in local, state, national and international venues. SP4. ORG GOAL 4.3 – Engage in service that demonstrates a sustained commitment to diversity.</td>
</tr>
<tr>
<td><strong>Professional and Community Education</strong></td>
<td>FY15 UNIT GOAL - Develop and implement innovative strategies to create an online presence. FY15 TACTIC - Utilize learning management system to provide online continuing education.</td>
<td>SP4. ORG GOAL 4.2 - Provide scholarly service and leadership in local, state, national and international venues. SP4. ORG GOAL 4.4 – Demonstrate excellence in patient care through the development of high-quality, culturally appropriate, cost-effective patient- and family-centered healthcare.</td>
</tr>
<tr>
<td><strong>Public Safety</strong></td>
<td>FY15 UNIT GOAL – Develop operational outreach strategies to develop stronger collaborative partnerships within GRU and surrounding communities. FY15 TACTIC - Increase opportunities for service interactions between officers and the communities served.</td>
<td>SP4. ORG GOAL 4.2 - Provide scholarly service and leadership in local, state, national and international venues.</td>
</tr>
<tr>
<td><strong>Strategic Partnerships and Alliances</strong></td>
<td>FY15 UNIT GOAL - Develop a sustainable strategy for our involvement as a partner in the rural healthcare needs of Georgia and South Carolina. FY15 TACTIC - Submit a plan for leadership for approval.</td>
<td>SP4. ORG GOAL 4.1 - Partner with our constituent communities and regional healthcare assets to leverage coordinated inter-professional care and empirically-based expertise. SP4. ORG GOAL 4.2 - Provide scholarly service and leadership in local, state, national and international venues. SP4. ORG GOAL 4.3 – Engage in service that demonstrates a sustained commitment to diversity.</td>
</tr>
</tbody>
</table>

**Institutional Effectiveness of Units Providing and Supporting Public/Community Services**

As described in Core Requirement 2.5, continuous improvement is implemented through the active involvement of faculty and staff in a shared governance process, dedicated staff resources, and the senior administration’s regard for the definition of expected outcomes and active measurement of progress toward these results. Planning and assessment activities are integrated and permeate all units and all levels of the
The College of Dental Medicine

Outcomes: The College of Dental Medicine (CDM) at Georgia Regents University has an established oral health education and community outreach commitment to increase the awareness of the citizens of Georgia regarding the importance of oral health to one’s overall total health. The faculty and students work to provide oral health education at all levels of society, including legislators, community leaders, and the public, and to increase the dental services to the under served populations in the state of Georgia.

One focus area has been Extramural Clerkships for students. In the final year of their education, senior students at the CDM spend six weeks at various dental clinics that are located throughout the state of Georgia and one in the country of Peru. All of the dental clinic locations are in communities which are under served in oral healthcare. Originally, the clerkship program was small and voluntary, but it eventually became a requirement for students. When the new CDM building was built, it was built with the intent that 20-30 percent of the students would be off-site in community service settings.

In 2013 there were 65 students who rotated throughout the different clinics for six weeks of their time at 20 different sites, including the one located in Peru. With the total number of students and sites there were an estimated 20,800 recorded hours of care with 8,223 patients seen receiving 15,669 total procedures.

Assessment & Analysis: Student participants complete pre- and post-surveys about their experiences and those results have fostered the requirement of students to now participate and complete clerkships as part of their degree. The experiences of serving the community enrich the educational experience and fill a huge need in Georgia. Almost 30 percent of last year's graduating seniors will go on to work in a shortage area helping to fill a statewide need.

The assessment methods include data collection on number of patients, number of patient visits, and number of services provided at various locations. Each student completes reports related to procedures completed and patients treated. These reports are verified by the supervising dentist and returned to the project director for compilation. In addition, evaluations of these projects include qualitative data in the form of satisfaction survey results for patients, dental students, and supervising dentists. After reviewing the satisfaction surveys the Outreach Coordinator and the Associate Dean for Students, Admissions and Alumni re-evaluate the clerkship sites and make suggestions for improvements and changes based on the survey reports. The data are collected by the project director and then reviewed and analyzed with other interested stakeholders for suggestions and revisions.

Improvement: In 2014, CDM had 70 students complete their extramural clerkship, with an increase in total hours of care reaching 22,400 and 9,123 patients being cared for. With both an increase in the number of patients and hours, CDM also had an increase in the number of total procedures completed by students rise to 17,456. With this growth, the CDM has been approached by underserved areas and clinics to ask for students to have a clerkship and serve their communities. Along with requests, the clerkship program director uses the Dental Health Professional Shortage Area report and map to see other sites and opportunities in Georgia that could benefit from care. Through these two initiatives, the CDM Extramural Clerkship has seen an increase in the number of sites increase from 20 in 2013 to 22 in 2015.

[Source: Director of Community-Based Education in the College of Dental Medicine]

College of Nursing

Outcomes: Service to the global community is an essential component of the nursing education experience at GRU. The Costa Layman Health Fair was started as a comprehensive primary prevention opportunity for the employees at the Layman Nursery; one of the largest perennial farms in the country. The health fairs primary focus is built around health education, prevention screenings, and individual counseling for the participating nursery employees.

The 2013 fair had 213 farm employee participants with healthcare providers screening, educating, and recommending referrals for follow-up to employees who had health issues that ranked outside of the normal parameters [1]. In 2014 a total of 229 farm employees participated; receiving care from multi-professional teams that included nursing, dentistry, dermatology, occupational therapy, physical therapy, respiratory therapy, medicine and the culturally linguistic services of GRU [2]. Each nursery employee is provided with educational materials and a detailed up-to-date bilingual referral directory of local health providers for those individuals in which a follow up was recommended. In 2015 there were 193 employees who participated.

Assessment & Analysis: With the completion of the health fair, the College of Nursing, and those individuals who lead this event reflect back on the goals that were achieved and the objectives that were met. Along with the review of the positives, it is important to reflect back on the barriers that occurred and the lessons that were learned each year. The fair in 2015 had several barriers; communication challenges between different languages and standardization of documentation [3]. Although these barriers stood out, there were lessons learned that can be improved upon going forward. A few of the lessons learned in 2015 include how to effectively communicate with various teams and interprofessional groups, how to operate when a language barrier exists, and how to navigate cultural differences.

During the evaluation of the 2015 fair, areas that worked well were identified. There were interpreters at every station, the fair featured a hydration station and nutritious snacks, volunteers were well distributed, the health teams were enthusiastic, quick guides were provided to the Spanish language for volunteers, and feedback surveys was provided to the employees as they left.

The 2015 exit survey provided to the farm employees was distributed to 184 individuals who had participated and received a health screening. Participants were asked how helpful they found the fair to be for their health. 75 percent of the participants rated the health fair as Extremely Useful or Very Useful; the two highest scores. Only four individuals questioned the fair and were not sure if it was useful. Along with looking at the usefulness, it is important to look at the number of individuals who are benefiting from the care being provided. The 2015 survey results showed that 97 percent of the participants would like to return next year for care [4].
Improvement: Utilizing the survey results and the evaluation of the barriers and lessons learned, the Cost Layman Health Fair team developed areas they would like to see further improvements on at future fairs. With the many barriers around communication, one area of improvement is to continue to recruit sufficient interpreters to be located at each and every station at all times. To increase those that are impacted by the fair and to help promote awareness, another improvement that would like to be made is to have an increase in media attention.

While the exit survey provided to participants was helpful, the results did show that some who took the survey did not possibly understand the questions or the context. A recommendation has been made to revise the literacy and content of future exit surveys.

**Government Relations & Community Affairs**

Outcomes: Georgia Regents University holds its annual "Day of Service" to give faculty, students, staff, and their families the opportunity to serve the local community through volunteering and serving those in need. The Day of Service was introduced in 2011, when 261 volunteers contributed more than 800 hours with local non-profit organizations. In 2013 there were 17 organizations within Richmond, Columbia, and Aiken County whom participated in the GRU Day of Service event. Volunteers visited local boys and girls clubs, the Red Cross, animal shelters, food pantries, the Ronald McDonald House, and more throughout the CSRA.

The most recent event, held September 6, 2014, included more than 550 volunteers who contributed their time and services to more than 23 organizations that provide services to Richmond, Columbia, and Aiken Counties. GRU Day of Service 2014 showed great support and service to the local communities within Augusta and the surrounding counties.

Assessment & Analysis: During the Day of Service 2014 registration process, feedback was provided to the team about expanding to new locations in the different counties in which volunteers lived that were not included or available for the 2014 event. Along with expanding the neighborhoods in which the organizations are located, the team determined it was important to consider partnering with more organizations. After the event occurred, the implementation team recognized that improvements could be made to better GRU Day of Service going forward [5]. As the number of volunteers continued to grow and the communities in which are impacted, the core team reached out to local newspapers, Columbia County, North Augusta, Aiken, and Burke County Chamber of Commerce's for suggestions of organizations in their communities that Georgia Regents could offer community service to.

Improvement: The 2015 GRU Day of Service is anticipated to take place in September of 2015 [6]. During the planning of this upcoming event the feedback received from the 2014 event was acknowledged and acted upon. The communities of North Augusta, Thomson, and Waynesboro were all added to the upcoming event with an estimated 40 organizations for students, faculty, and family members to sign up for their Day of Service in 2015.

It was also identified through the process of continuous improvement, it could be beneficial to implement a post-event survey upon the completion of the 2015 GRU Day of Service event that could help provide more feedback from all participants and participating organizations to help assess the event and make more improvements for GRU Day of Service 2016 [7].

Government Relations & Community Affairs wants GRU to be seen as a true community partner. By having GRU employees visible in the community assisting others, GRU is building community goodwill.

**The Literacy Center**

Outcomes: The mission of the GRU Literacy Center (LC) is to deliver literacy-related community services such as individual tutoring to learners of all ages, summer literacy camps, literacy sponsored plays, and more. The Literacy Center seeks to help individuals achieve success in any academic area by helping them acquire and master basic skills that are vital to any level of success and learn to love to read [8].

The LC sees individuals from all over the CSRA and of all ages, pre-kindergarten through adults. Many of the learners are from the same families where intergenerational illiteracy is a problem. The LC continually recruits volunteers to help with the tutoring of these individuals; teaching reading and improving achievements in academic subjects in addition.

Assessment & Analysis: The LC does not only focus on the improvement and the outcomes of each individual student, but they also look back and assess the outcomes of the tutoring program and services they are offering. All outcomes of the program are assessed, allowing the LC to adapt their diagnostic testing to be administered and to whom and at what points in their program. With a new focus for the tutoring program, the LC is gearing up for a new year [9].

Improvement: There are an estimated 200 children, adolescents, and adults registered to begin their tutoring sessions in the fall of 2015 [10]. Placement tests will be provided to these students at regular intervals along with having learning and reading preference identified at the very beginning. This will allow each individual to get the help they require to be successful in the program. The tutoring program at Georgia Regents and the Literacy Center continues to grow through referrals and partnerships with Richmond County School System, Burke County School, 21st Century Community Learning, and adult literacy centers.

**Sources**

- Costa Layman CHARM STUDY Executive Summary (2013)
- Costa Layman CHARM STUDY Executive Summary (2014)
- Costa Layman CHARM STUDY Executive Summary (2015)
- GRU Assessment Report - College of Education (FY2014)
3.3.2

Quality Enhancement Plan

The institution has developed a Quality Enhancement Plan that (1) demonstrates institutional capability for the initiation, implementation, and completion of the QEP; (2) includes broad-based involvement of institutional constituencies in the development and proposed implementation of the QEP; and (3) identifies goals and a plan to assess their achievement. (Note: This requirement is not addressed by the institution in its Compliance Certification.)

Judgment

☐ Compliance  ☐ Non-Compliance  ☒ Not Applicable

Narrative

Per the SACSCOC Principles of Accreditation, "This requirement is not addressed by the institution in its Compliance Certification."
3.4.1

**Educational Programs: All: Academic program approval**

The institution demonstrates that each educational program for which academic credit is awarded is approved by the faculty and the administration.

**Judgment**

☑ Compliance ☐ Non-Compliance ☐ Not Applicable

**Narrative**

Georgia Regents University (GRU) faculty and administration approve all educational programs for which credit is awarded. All academic programs, regardless of location or mode of delivery, are approved in accordance with a multilevel process of approvals involving faculty and academic administrators.

**Process for Developing and Approving Educational Programs**

Establishment of new degrees and programs require approval at the university as well as at the Board of Regents (BOR) of the University System of Georgia (USG) office. Policies and procedures are in place to ensure faculty and administration have a role in developing and approving programs. The GRU Curriculum Approval Policy addresses the establishment of new programs, which adhere to BOR policies and procedures for such actions [1]. The BOR Policy on Creation of New Programs states that new programs must be approved by the Board upon recommendation by the University President, the Chancellor, and the Committee on Academic Affairs [2]. Specific guidance for creating new programs is provided in the USG Academic & Student Affairs Handbook [3], which requires that new degree programs “must be consistent with the college or university mission.”

Approvals of new degrees and programs require a two-stage approval process at the Board of Regents of the University System of Georgia office, which includes a prospectus approval prior to submission of a formal proposal. This approval process is in addition to the university’s regular curriculum approval process, and the proposal development should be accomplished in coordination with the Vice President for Academic and Faculty Affairs and the Provost. The institutional guidelines for Submitting a Potential New Degree and/or Program, provided below, are outlined in the GRU Curriculum Approval Policy:

| Stage 1 | 1. College/program leadership initiates conversations with the Vice President for Academic and Faculty Affairs (VPAFA) and Provost. For programs associated with the Graduate School, the Dean (or designee) of the Graduate School also should be included. |
|---------|__________________________________________________________________________________________________________|
|         | 2. College/program faculty complete the Initial Proposal for New Degree Program. It may be helpful to reference the USG New Program Prospectus Guidelines [4]. |
|         | 3. Program/College level approval process is followed. |
|         | 4. The dean of the college of origin forwards approved version to: |
|         | a. Dean of Graduate School (for all GS programs). GS approval process is followed. |
|         | b. Dean(s) of other affected college(s), if any. |
|         | 5. College/Program revises, as necessary, using input from other colleges deans/designees, where applicable, and steps 2-5 are repeated until approved. |
|         | 6. The prospectus with cover letters of approval from appropriate dean(s) (including CGS for CGS graduate programs) is forwarded to the VPAFA. |
|         | 7. VPAFA presents prospectus to Provost Operations Management Team (POMT) (formerly Provost Advisory Council). |
|         | 8. POMT approves prospectus or recommends changes. |
|         | 9. Once approved, VPAFA submits prospectus to USG for action via the USG password protected SharePoint website. |
|         | 10. Once prospectus is approved at USG office, the full prospectus is to be finalized as outlined in steps 11 – 17. |

| Stage 2 | 11. College/program faculty develop full program proposal and curriculum items, which must go through the appropriate Approval Process (Simple or Complex), depending on the nature of the proposal, in addition to the steps outlined in 12-17. |
|         | 12. The dean of the college of origin approves and forwards to the deans of other affected colleges, as applicable. |
|         | 13. As applicable, the Dean of the College of Graduate Studies and the Graduate Council review the proposal and offer any revisions needed and/or approve the proposal. |
|         | 14. VPAFA shares proposal with POMT. |
|         | 15. At the prerogative of the Provost, the program proposal is submitted to external reviewers to determine feasibility, viability, and effectiveness. |
|         | 16. POMT approves proposal or recommends changes. |
|         | 17. Once approved, VPAFA submits proposal to USG for action. |

The Curriculum Approval Policy also describes the Required Documents for New Degree and/or Program Approval, in accordance with BOR policies and procedures described above.
"The completed USG formal proposal paperwork should be included with these internal GRU curriculum approval forms for review during the internal approval process. Concurrent with the internal approval process, these documents should be provided to the Vice President for Academic and Faculty Affairs who shall be responsible for completing the additional USG approval requirements for the program/degree proposal, which are separate from the internal approval process. The Board of Regents of the USG shall provide final approval for any such new program or degree."

Materials are provided as evidence of how the process has been applied to establish two new doctoral programs - the EdD in Educational Innovation [5] and the PhD in Applied Health Sciences [6].

### Responsibility for the Academic Approval Process

The University Senate Bylaws describes the role of the faculty in the curriculum by outlining the duties of the Curriculum and Academic Policies Committee as follows [7]:

The Curriculum and Academic Policies Committee oversees the evolution of the curriculum, ensuring it is academically sound and meets University goals and the educational needs of our students. The committee recommends appropriate policy to improve and develop academic programs in more than one college, including all undergraduate programs and matters pertaining to the Core curriculum. The committee also reviews all proposed courses, changes, and programs when those changes impact curriculum and academic issues in more than one college, the University as a whole, or all faculty members. The committee members are to mediate curricular problems within, between and among Colleges and oversee University policies and practices in areas such as admissions, classroom management, student retention, progression, graduation, and similar matters.

TABLE 3.4.1-a provides the bylaws for each college as well as the members and minutes for the college-level committees that are responsible for reviewing and approving changes to the curricula for programs within the respective college.

<table>
<thead>
<tr>
<th>College</th>
<th>College Bylaws</th>
<th>Committee Minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>College of Allied Health Sciences</td>
<td>[8]</td>
<td>[9]</td>
</tr>
<tr>
<td>Pamplin College of Arts, Humanities, and Social Sciences</td>
<td>[10]</td>
<td>[11]</td>
</tr>
<tr>
<td>Hull College of Business</td>
<td>[12]</td>
<td>[13]</td>
</tr>
<tr>
<td>College of Dental Medicine</td>
<td>[14]</td>
<td>[15]</td>
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<tr>
<td>College of Education</td>
<td>[16]</td>
<td>[17]</td>
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<tr>
<td>Graduate School</td>
<td>[18]</td>
<td>[19]</td>
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<tr>
<td>College of Nursing</td>
<td>[20]</td>
<td>[21]</td>
</tr>
<tr>
<td>College of Science and Mathematics</td>
<td>[22]</td>
<td>[23]</td>
</tr>
<tr>
<td>Medical College of Georgia</td>
<td>[24]</td>
<td>[25]</td>
</tr>
</tbody>
</table>

### Sources

- Board of Regents Academic and Student Affairs Handbook – 2.3.2 New Academic Programs
- Board of Regents Policy Manual - 3.6 Creation and Elimination of Academic Programs
- GRU College-Level Bylaws - College of Education
- GRU College-Level Bylaws - College of Allied Health Sciences
- GRU College-Level Bylaws - College of Dental Medicine
- GRU College-Level Bylaws - College of Nursing
- GRU College-Level Bylaws - College of Science and Mathematics
- GRU College-Level Bylaws - Hull College of Business
- GRU College-Level Bylaws - Medical College of Georgia
- GRU College-Level Bylaws - Pamplin College of Arts, Humanities, and Social Sciences
- GRU College-Level Bylaws - The Graduate School
- GRU Curriculum Committees - College of Allied Health Sciences
- GRU Curriculum Committees - College of Dental Medicine
- GRU Curriculum Committees - College of Education
- GRU Curriculum Committees - College of Nursing
- GRU Curriculum Committees - College of Science and Mathematics
- GRU Curriculum Committees - Hull College of Business
- GRU Curriculum Committees - Medical College of Georgia
- GRU Curriculum Committees - Pamplin College of Arts, Humanities, and Social Sciences
- GRU Curriculum Committees - The Graduate School
- GRU Policy Library - Curriculum Approval
- GRU Program Proposal EdD in Educational Innovation
- GRU Program Proposal PhD in Applied Health Sciences
- GRU University Senate Bylaws (Page 21)
Educational Programs: All: Continuing education/service programs

The institution's continuing education, outreach, and service programs are consistent with the institution's mission.

Judgment

☐ Compliance  ☐ Non-Compliance  ☐ Not Applicable

Narrative

Georgia Regents University (GRU) provides and participates in numerous continuing education, outreach, and service programs consistent with and designed to support the university’s mission.

Our mission is to provide leadership and excellence in teaching, discovery, clinical care, and service as a student-centered comprehensive research university and academic health center with a wide range of programs from learning assistance through postdoctoral studies.

Participation includes faculty, staff, and students, as well as community organizations that partner with GRU. This narrative describes these activities within the following two sections.

1. Continuing Education Programs
2. Outreach & Service Programs

Continuing Education for GRU is managed by the Division of Professional and Community Education (PaCE) which provides programs and services for health care professionals and community members by providing professional education activities designed to meet a variety of needs. The mission of the unit is consistent with and supports the mission of the university.

To provide high quality life-long learning opportunities to individuals in the community, state, region and nation through:

- educational programs that train and enhance the skills and expertise of students and working professionals in the fields of business, education, and health sciences and;
- cultural immersion programs designed to build understanding and appreciation of a diverse society and workforce.

The health care related courses and programs educate both institutional healthcare providers as well as local, regional and national health care professionals to translate, diffuse and apply evidence-based knowledge to promote patient safety and enhance clinical outcomes [1]. By providing comprehensive and life-long learning educational activities, strategic health care needs are addressed by continuously improving participant competence in order to enhance patient care and reduce the burden of illness on society.

Physicians, dentists, and nurses are required to obtain a minimum of 40 hours of continuing education every two years to maintain licensure in Georgia. Health care providers from the state of Georgia, neighboring states, and the southeast region look to the GRU to provide a variety of quality courses to satisfy the licensure requirements.

The division is accredited by the Accreditation Council for Continuing Medical Education as a provider of continuing medical education, by the American Dental Association Continuing Education Recognition Program as a provider for continuing dental education, and by the South Carolina Nurses’ Association as a provider of continuing nursing education. The division also provides continuing education units to other health care disciplines including respiratory therapy, speech-language pathology, occupational therapy, physical therapy, and dental hygiene.

The division’s scope includes the accreditation of regularly scheduled conferences, annual specialty updates, jointly sponsored events, and regional community hospital events.

PaCE also provides high quality, non-traditional educational opportunities for learners seeking to grow professionally, personally, and culturally. PaCE serves community members of all ages and walks of life by offering a wide variety of opportunities and programming including:

- Summer camps for children and youth in music
- Kids’ University, which has been enhanced to include four weeks of STEM sessions for students completing grades 6-8. These students are involved in lectures and exercises that are problem-based learning. STEM teachers of Kids University work collaboratively with the State Department of Education, the GRU College of Education, community partners, and teachers from the Central Savannah River Area
- Courses designed for active duty military, veterans, and spouses
- Photography courses
- Online learning offered through third party vendors in a variety of content areas
- Certificate courses in cyber security, medical coding, project management, paramedic programs, computer programs, photography and personal trainer
- Continuing education courses presented via live webinars

PaCE courses offer the community access to education that provides professional certification for advancement in the workplace, cultural immersion for a deeper understanding of the world around us, and courses designed to enhance hobbies and interests.

PaCE partnerships with Colleges and Academic Units

College of Allied Health Sciences:

The GRU College of Allied Health Sciences’ concentration on health sciences education and research offers a rich environment for learning, discovering, and caring. The school’s continuing educational activities enable health care professionals to:

- Maintain and supplement professional proficiency
are spread across, not only our community, but our state and the world. The scope of the student's education, raise public awareness, and meet the needs of a diverse society. The scope of such programs and projects end, outreach and service programs are woven throughout all of the colleges and programs of GRU. The intent of such programs is to broaden Institutions of higher learning have an obligation to be good citizens, and to be active in the community and state in which they serve. To that community and state for training and access to bridge a potential information gap between public health partners and vital disaster technologies to medicine biomedical informatics and provides continuing education to health care professionals interested in the application of computer. The National Library of Medicine has awarded the Greenblatt Library at GRU a 5-year $1.7 million contract to host the NLM Georgia libraries across Georgia and the United States. Area Health Education Center (AHEC) Network partners with the Greenblatt Library and other GRU units to provide an electronic infrastructure offering library resources in continuing education, administrative communications, and enhanced distance-learning applications to students, preceptors, and AHEC centers statewide. The Reese Library also lends books and journal articles to other libraries across Georgia and the United States. The National Library of Medicine has awarded the Greenblatt Library at GRU a 5-year $1.7 million contract to host the NLM Georgia Biomedical Informatics Course. This continuing education program offers participants a week-long immersive experience in biomedical informatics and provides continuing education to health care professionals interested in the application of computer technologies to medicine. For disaster resources, the Greenblatt Library is actively partnering with the East Central Public Health District for training and access to bridge a potential information gap between public health partners and vital disaster information. Project training and resources will focus on the top hazards identified by the local disaster preparedness community. Outreach and Service Institutions of higher learning have an obligation to be good citizens, and to be active in the community and state in which they serve. To that end, outreach and service programs are woven throughout all of the colleges and programs of GRU. The intent of such programs is to broaden the scope of the student's education, raise public awareness, and meet the needs of a diverse society. The scope of such programs and projects are spread across, not only our community, but our state and the world.
The GRU Strategic Plan begins with the mission and values of the institution and outlines six Strategic Priorities (SP) for the university which prioritize the use of resources and effort. SP 4 speaks specifically to providing service to the local, state, national, and global communities and consists of four goals:[9]:

- SP4 Goal 1: Partner with our constituent communities and regional health care assets to leverage coordinated inter-professional care and empirically-based expertise.
- SP4 Goal 2: Provide scholarly service and leadership in local, state, national, and international venues.
- SP4 Goal 3: Engage in service that demonstrates a sustained commitment to diversity and inclusion.
- SP4 Goal 4: Demonstrate excellence in patient care by developing high-quality, culturally appropriate, cost-effective patient- and family-centered health care.

Service not only benefits the community at-large, but also the members of our campus community. Currently over 50 student organizations[10] exist to support the overall objectives of GRU. Through participation in these activities and clubs, students can complement the classroom curriculum with out-of-class related experiences, form relationships with other students with similar interests, develop mentor relationships with faculty and staff, and utilize life skills such as decision making, planning, critical thinking, and more. Student organizations help create a sense of community and spirit on campus.

Many examples of campus-wide outreach and service exist. GRU holds a "Day of Service" annually (began in 2011) and the most recent event was September 6, 2014, where over 1,000 participants volunteered serving over 23 organizations that provide services for our community. These organizations have included Ronald McDonald House, Golden Harvest Food Bank, and Columbia County Food Pantry, among other locations[11].

GRU partnered with the Augusta Parks & Recreation senior centers and other senior facilities throughout Augusta-Richmond to coordinate a Senior Health & Fitness Day. Seniors not only competed in well elderly physical fitness games, but also received health-related education and services from various volunteers from GRU. This event provided and educational and learning opportunity for over 80 senior citizen participants.

GRU's "Go Downtown" initiative was created to foster relationships with downtown merchants and the university community. As one of the largest employers in our area and a principal driver for economic development, GRU serves as a community anchor, attracting new residents, businesses, and opportunities. This outreach project is an excellent opportunity to create synergies that further the city’s goals and support the vision of GRU.

In October 2014, GRU hosted a summit focused on cyber security and education. GRU is working with leaders of the Department of Defense and National Security Administration to develop curricula that will train and equip men and women tasked with protecting our country. It was attended by U.S. Senator Saxby Chambliss (R-Ga.), the keynote speaker Admiral Michael Rogers (NSA Director and Commander of U.S. Cyber Command), Maj. Gen. LaWarren V. Patterson (commanding general of the U.S. Army Cyber Center of Excellence and Fort Gordon), and other state and local authorities[12]. The GRU Cyber Institute was launched in the summer of 2015. The goal of the institute is to develop research, new curriculum, and outreach opportunities in cybersecurity in light of the increasing cybersecurity threats that our businesses, health care providers, and nation face. The institute will provide the framework in cooperation with several of GRU’s colleges and offer courses and degrees including cybersecurity programs through the Hull College of Business, medical informatics program through the Allied Health College, and courses on cyberterrorism through the Pamplin College of Arts, Humanities, and Social Services[13].

CerviCusco[14] is a Peruvian registered, not-for-profit organization, created with the help of GRU to address the exceedingly high rate of cervical cancer in rural Peru. All services are provided free of charge to impoverished, disenfranchised and indigenous women living in the remote Andes Mountains of Peru. Patients are seen in a 2,500 square foot clinical center in Cusco and also in rural mountain locations. The clinic is staffed by Peruvian physicians, nurses, laboratorians and ancillary staff and is open six days per week. In just five years, the CerviCusco team has examined more than 35,000 women and has performed thousands of screening and diagnostic examinations and hundreds of surgical procedures. CerviCusco is the first health care facility in Peru to offer the quadrivalent HPV vaccine (Gardasil, MSD), liquid-based Pap tests (SurePath, Becton and Dickinson), animated patient education videos in Quechua, the native language of the indigenous people, and a telepathology center that conducts weekly consultations with experts in the field of gynecological disease. CerviCusco also developed the only cytology screener school in Peru designed to teach Peruvians how to accurately read modern Pap tests. In addition, based on internationally renowned colposcopy diagnostic services, CerviCusco has become a Center of Excellence for cervical cancer prevention in Peru.

Outreach by Colleges and Academic Units

College of Allied Health Sciences:

Being comprised of numerous programs, the College of Allied Health Sciences (CAHS) is very active in outreach and service projects that benefit the community and state[15]. In addition, individual students or groups of students regularly participate in community service organizations to benefit those in need or less fortunate.

In 2014, the Minority Dental Faculty Development grant was awarded to the College of Dental Hygiene faculty. This grant will sustain efforts that improve diversity through recruitment, leadership training, and community partnerships that enhances the lives of vulnerable children and families.

In July 2014, 40 occupational therapy students served as counselors and caregivers for youths with traumatic brain injuries at Camp TBI in Rutledge, GA.

Over 400 nursery workers were screened July 2014 at the Costa Layman Health Fair in Trenton, S.C. Faculty and students from the Departments of Dental Hygiene, Occupational Therapy, Physical Therapy and Respiratory Therapy joined students and faculty from the Colleges of Dental Medicine and Nursing at the seventh annual fair, which promotes good health among migrant workers. Dental Hygiene students also participated in the Layman’s Women’s Clinic on campus in October.

Physical Therapy students volunteer weekly with Blue Ribbon Riders, a nationally certified hippotherapy program, using horses as a treatment strategy to help children with cerebral palsy, down syndrome and autism improve coordination, mobility, reflexes and communication skills. The class of 2015 has begun an early clinical immersion curriculum through a new faculty/student clinic
partnership with Christ Community Health Services. Students are mentored by faculty and clinical educators while providing accessible, affordable services to the uninsured and underserved members of the community.

The Physician Assistant Class of 2015 sponsored the Superhero Resolution 5K run in January 2014 to benefit the Christ Church Health Clinic. Additionally, they devote many hands-on hours providing health care to Augusta’s underprivileged population.

**College of Dental Medicine:**

The College of Dental Medicine (CDM) is extensively involved in outreach and service projects from the faculty/staff level to the many programs that are student supported [16].

Dentists 4Della is a student-operated organization that began as a service initiative to provide oral hygiene services to residents or Georgia War Veterans Nursing Home in Augusta but has expanded to provide many additional free dental services to nursing home veterans. This program recently received the Horizon Award for being the university's best new student organization.

The "Give a Smile Foundation" is a program actually founded by students with the goal of providing funding for patients who qualify financially to receive discounted or no-cost dental services. Students also participate in the fund-raising projects which provides partial funding for this foundation, as well as seek out grants from corporations to offer additional support.

"Operation Smile" is another example of outreach and service that dental students are actively involved with. It is a non-profit medical charity that provides cleft lip/palate repair surgeries to children worldwide, assists countries in reaching self-sufficiency with such surgeries, and works to reduce the occurrence of cleft lips and palates. Teams of surgeons, dentists, orthodontists, speech pathologists, and other volunteers travel to makeshift clinics throughout the world to provide these surgeries at no charge. At GRU, the student chapter of this organization hosts charitable fund raising events to help support the efforts of this mission.

The GRU chapter of the American Association of Public Health Dentistry (AAPHD) is a student-led, chartered chapter whose mission is to enhance the overall healthcare of the local CSRA community and the State of Georgia by increasing awareness and education about preventative oral health care, and work toward decreasing disease and oral health disparities. This organization has partnered with The Salvation Army in Augusta, GA to establish funding for residents of one of the local shelters to receive emergency dental services at the GRU College of Dental Medicine. GRU-AAPHD has also partnered with The Institute of Public and Preventative Health at GRU to serve as the dental component in a consortium of care to better the overall healthcare of the CSRA community.

As part of the educational process, students participate in numerous clerkships in public health clinics and indigent care clinics. Examples of these are the Ben Massell Clinic in Atlanta and Good News Clinic in Gainesville, GA.

In addition to the many other programs that students are actively involved with, students also participate in numerous programs such as tutoring, blood drives, habitat for humanity, and providing oral exams and cancer screenings at the local flea market. In total, students of the College of Dental Medicine have put in close to 23,000 outreach and service hours in the past three years.

Faculty and staff of the CDM also participate in numerous GRU sponsored service and outreach projects that benefit the community and other worthy charitable organizations such as the American Heart Walk and the IGRU (I'm Giving, Are You?) campaign that raises money for various programs at GRU to reach out to the community and patients.

**College of Nursing:**

Service to the global community is an essential component of the GRU nursing education (CON) experience. Through exciting community partnerships, faculty members lead and facilitate initiatives that address today’s health challenges and concerns. CON students have opportunities to engage in this important work and lead their own projects through targeted courses and programs. For the 2012-13 academic year alone, nursing students logged more than 200 hours of service to the community [17].

The Healthy Grandparents Program (HGP) was established at GRU’s College of Nursing in 1999 to provide physical, emotional, and social support to grandparents and great-grandparents raising their grandchildren ages 0-17 living in parent-absent homes. The program serves both Richmond and Columbia Counties. The primary goal is to strengthen these extended families so children can experience a stable and supportive environment without having to enter the formal foster care system. The program’s services are designed to increase family empowerment and independence, increase family stability, enhance parenting skills, and support family ties and culture. The program works to improve the health and well-being of the family as a whole, while building on the strengths of the entire family. Since 1999, the HGP has worked with over 450 grandparents and well over 700 grandchildren.

In 2007, the Greater Augusta Healthcare Network (GAHN) was established to address the great need for quality, affordable healthcare in Augusta and surrounding communities. The GRU College of Nursing spearheaded the GAHN initiative in collaboration with key community health care stakeholders with the goal of creating a seamless healthcare system to increase access to quality healthcare services for area citizens.

CON students are invited to participate semi-annually for an experience in global health through the GRU study abroad program (Cervicusco) in Cusco, Peru [14]. This program allows nursing students to work with GRU faculty and other Peruvian health care providers to pursue personal and professional goals related to global health, cultural diversity, and women’s health care. The learning environment includes clinical care of patients focusing on cervical cancer prevention, screening, and diagnosis. The CON also also participates along with other colleges and groups on campus in the Costa Layman Health Fair to promote good health among migrant workers.

**Medical College of Georgia:**

The Medical College of Georgia (MCG) medical and scientific community is very active in community outreach and social service programs. The MD and MD/PhD programs incorporate philanthropic events and projects into its curriculum.

The Georgia Statewide AHEC Network, a partnership coordinated by MCG and Mercer University School of Medicine, is a complex,
multidisciplinary effort to address health care workforce shortages in rural and underserved areas of the state. The goal is to increase access to primary care services in rural and urban underserved areas by recruiting, training and retaining primary care health professionals. The AHEC Network goal and activities related to recruiting and training students throughout the state directly support the institution’s mission to improve health and reduce the burden of illness on society by preparing a competent workforce for the future. [18] [19]

Students of MCG are actively involved with the Junior Medical League whose mission is to: Help students of all backgrounds (especially under-resourced, underprivileged, and/or minority students); to open and exposed the students’ minds to careers in the medical/health field; to help elementary to high school students become medically literate; to expose students to good role models by pairing up with a GRU mentor student; and to partner with the Boys and Girls Clubs of Augusta to provide information and knowledge through fun interactive learning modules. [20]

GRU’s Department of Family Medicine supports the MCG Students’ Health Clinic for the Homeless. This student run clinic meets weekly to serve the homeless and uninsured population of the Augusta area free of charge. Family Medicine Residents are assigned on a rotating basis and faculty members serve as preceptors for the clinic which sees approximately 400-500 patients every year for acute and chronic family medicine care. In addition, the Family Medicine Interest Group operates a bi-weekly clinic to serve indigent women in the area. [21]

The Medical College of Georgia’s Office of Student and Multicultural Affairs (OSMA) centralizes multicultural affairs and plays a key role in student recruitment and retention for the college. Its services MCG’s pipeline programs that encourage and prepare talented students from backgrounds that are under-represented in the health sciences as well as non-traditional and disadvantaged students [22]. One of the summer pipeline programs is SEEP (Student Educational Enrichment Program) that is designed to help high school and college students become more competitive applicants.

Goals of the pipeline programs include motivating students to pursue careers in the health professions, promoting their recruitment to GRU, and contributing to their retention after enrollment in a GRU health professions school. Each program prepares students for a future career in the health professions through an extensive academic program that includes courses in various biomedical sciences, hands-on labs, clinical shadowing, networking opportunities, and guest speakers.

These services support the institution's mission by supporting the development and academic success of students who will become the researchers and practitioners to discover, disseminate, and apply knowledge to improve health and reduce the burden of illness on society in future years.

**GRU Libraries (Greenblatt and Reese):**

The University Libraries of GRU are actively engaged in outreach activities for students, faculty, and for the community, supporting the mission and vision of GRU.

Reese Library participates in fund raising events to sponsor student scholarships for Kids University, with Reese Library Special Collections hosting two events. For prospective GRU students, Library staff present to area high schools about research at university libraries and serve as judges at science fairs. The Greenblatt Library holds a multi-week information literacy seminar for the pre-college cohort attending the pipeline Student Educational Enrichment Program (SEEP). Library staff participate in the GRU Day of Service program, offer information at area health fairs such as Costa-Layman, McDuffie County, and the WJBF Wellness Expo.

GRU’s Greenblatt Library is partnering with the East Central Public Health District for training and access to bridge a potential information gap between public health partners and vital disaster information. The mission is to connect local emergency preparedness partners with National Library of Medicine disaster information resources [23].

The GRU Library system has recently been awarded two grants from the National Network of Medical Libraries for community-based service projects. The Health Literacy Pilot Project will focus on improving basic health literacy and health for minority populations in the Augusta-Richmond County area. Classes will be held at the Augusta-Richmond County Libraries covering health literacy and common health concerns in the area including: asthma, sickle cell, hypertension and diabetes. The Community Technology Award will be used to create a portal for LGBT patients and health care providers in conjunction with the free student run LGBT clinic at GRU. The portal will contain national, regional and local resources. The portal will be tested and refined at the clinic and then presented at national meetings for distribution.

**Greek Life (Fraternities and Sororities):**

While each have their own rituals, traditions, and philanthropies, GRU’s 10 fraternities and sororities all strive to live by the core values of scholarship, leadership, service, and friendship. The Council for the Advancement of Standards in Higher Education reports that Fraternity and Sorority Advising Programs "promote sponsorship of and partnership in community service, service-learning, and philanthropic projects.” [24]

Zeta Tau Alpha (ZTA), one of GRU’s sororities states as part of its’ mission statement: "We, as Fraternity Women, stand for service through the development of character inspired by the close contact and deep friendship of individual fraternity and Panhellenic life. The opportunity for wide and wise human service, through mutual respect and helpfulness, is the tenet by which we strive to live." ZTA strives to live their motto “Seek the Noblest” in everything they do and constantly try to better themselves and the community surrounding them.

ZTA has become known for its local community service and dedication to Breast Cancer Education and Awareness. Their chapter is actively involved in the annual Miracle Mile fundraiser to support breast cancer victims and survivors and raise awareness of this deadly disease. Additionally they host a bowling tournament each year as their major philanthropic effort to raise money for breast cancer education and awareness. In 2014, they raised over $16,000 toward this goal.

**Sources**

Georgia Regents University
Educational Programs: All: Admission policies

The institution publishes admissions policies consistent with its mission.

Judgment
- Compliance
- Non-Compliance
- Not Applicable

Narrative

Georgia Regents University (GRU) defines and publishes admissions policies that are consistent with the institution’s mission. In accordance with its mission statement [1] the University "provide(s) leadership and excellence in teaching, discovery, clinical care, and service as a student-centered comprehensive research university and academic health center with a wide range of programs from learning assistance through postdoctoral studies." As a comprehensive research university, GRU offers programs at the undergraduate, graduate, and professional levels. Admission requirements vary by program. Applicants are considered for admission to GRU if they meet all published entrance requirements established by the University and the program to which they apply, if applicable. Judgment of eligibility is based on the completed application, transcripts, test scores, and other applicable qualifying factors. General admissions requirements are published on the University website [2] and in the University Catalogs [3][4], with specific requirements further specified by each academic program requiring additional validation for admission. The University website includes links to online applications [5] and all specific admissions policies for undergraduate [6] and graduate/first professional [7] degree programs.

The University’s inventory of degree programs authorized by the Board of Regents (BOR) is clearly reflected in the mission statement’s “wide range of programs” as well as the strategic plan’s priority to leverage "excellence in health science and medical education with a strong foundation in liberal arts education and professional degrees” [1]. Undergraduate programs range from liberal arts and basic sciences degrees to professional programs in the fields of education, allied health sciences, business, and nursing. At the graduate level, degree offerings include business, public administration, education, psychology, and biomedical sciences as well as numerous health sciences professional programs.

Policies and procedures are in place to ensure that the appropriateness of the University’s curriculum to the GRU mission and goals continues. The GRU Curriculum Approval Policy addresses the establishment of new programs, which adhere to BOR policies and procedures for such actions [8]. The BOR Policy on Creation of New Programs states that new programs must be approved by the Board upon recommendation by the University President, the Chancellor, and the Committee on Academic Affairs [9]. Specific guidance for creating new programs is provided in the USG Academic & Student Affairs Handbook, which requires that new degree programs "must be consistent with the college or university mission" [10].

The criteria used in admitting students vary as a function of the particular program to which the student is applying and whether the student seeks admission to an undergraduate, graduate, or professional program. Each program requiring additional validation above and beyond University admissions standards uses an admissions committee to make admission decisions. In addition, individual professional and graduate programs apply other, specific admission standards based on programmatic needs, the requirements of accrediting bodies, and for other reasons. These standards for professional and graduate admissions also are consistent with GRU’s mission.

Undergraduate Admissions Policies

University System of Georgia (USG) Board of Regents (BOR) policy requires certain minimum standards for admission based on the sector with which an institution is aligned. GRU is in the research university sector. Freshman admission standards are based on the calculation of a freshman index comprised of a formula where the minimum score for admission to the research universities is 2500. Prior to consolidation the minimum freshman index for Augusta State University was a 1940 and Georgia Health Sciences University did not admit freshmen. Transfer minimum requirements for admission to one of the research universities in the USG require a transfer GPA of at least 2.3. Prior to consolidation the minimum transfer GPA for Augusta State University was a 2.0. At consolidation the system approved a phase in approach for GRU to reach the research university admission requirements over a period of years. These changes to admissions standards will align GRU admissions standards with USG requirements and the University’s mission as a research university. GRU will raise the minimum freshman index by 100 points each fall until it reaches the 2500 minimum for entrance in fall 2018. GRU will raise the minimum transfer GPA by .10 each fall until it reaches the 2.3 minimum for entrance in fall 2016. GRU admissions policies are consistent with all USG BOR policies and procedures [11][12].

These changes to admissions standards will better align GRU admissions standards with the University's mission. Freshman admission standards are based on the calculation of a freshman index comprised of a formula where the minimum score for admission to the research universities is 2500. Prior to consolidation the minimum for Augusta State University was 1940. GRU will raise the minimum requirement by 100 points each fall until it reaches the 2500 minimum for entrance in Fall 2018. GRU admissions policies are consistent with all University System of Georgia (USG) Board of Regents (BOR) policies and procedures [11]. Transfer admissions standards are based on previous college level work. Transfer GPA minimums will rise to the research university minimum of 2.3 for entrance in 2016 [12]. Previous to consolidation the minimum for ASU was 2.0.

The Office of Academic Admissions is charged with applying the undergraduate university admissions policies as well as disseminating these to potential applicants. These requirements are also stated in recruitment publications and the website of the Office of Academic Admissions [2]. Per USG Board of Regents policy each unit of the USG is allowed a specific percentage of admissions under a Limited Admission category [13]. Appeals for admission of students who do not meet the minimum requirements are currently reviewed by a committee consisting of the Associate Vice President for Academic and Student Success, the Director of Academic Advisement, a faculty member, and a member of the Division of Enrollment and Student Affairs. The Director of Admissions serves as a non-voting member of the committee. All appeals must be approved by a majority of the committee and approved by the Vice President of Enrollment and Student Affairs, who serves as the president's designee.

For undergraduate programs requiring additional admissions requirements beyond standard university admissions, individual colleges develop program-specific admissions policies. All admissions policies are based on the accepted standards of the accrediting body for the given program,
where relevant. Table 3.4.3-a provides the admissions policies for each of these programs.

<table>
<thead>
<tr>
<th>Table 3.4.3-a: Program-Specific Admissions Policies by College</th>
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<tbody>
<tr>
<td><strong>College of Allied Health Sciences</strong></td>
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<tr>
<td>● Bachelor of Science in Clinical Laboratory Science [14]</td>
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<tr>
<td>● Bachelor of Science in Dental Hygiene [15]</td>
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<tr>
<td>● Bachelor of Science in Health Information Administration [16]</td>
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<tr>
<td>● Bachelor of Science in Radiologic Sciences—Nuclear Medicine Technology [17]</td>
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<tr>
<td>● Bachelor of Science in Radiologic Sciences—Radiation Therapy Technology [18]</td>
</tr>
<tr>
<td>● Bachelor of Science in Respiratory Therapy [19]</td>
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<tr>
<td><strong>Pamplin College of Arts, Humanities, and Social Sciences</strong></td>
</tr>
<tr>
<td>● Bachelor of Social Work [20]</td>
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<tr>
<td><strong>College of Education</strong></td>
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<tr>
<td>● Bachelor of Science In Education [21]</td>
</tr>
<tr>
<td><strong>Hull College of Business</strong> [22]</td>
</tr>
<tr>
<td>● Bachelor of Science in Applied Information Systems &amp; Technologies</td>
</tr>
<tr>
<td>● Bachelor of Business Administration</td>
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<tr>
<td>● Bachelor of Science in Computer Science</td>
</tr>
<tr>
<td><strong>College of Nursing</strong> [23]</td>
</tr>
<tr>
<td>● Bachelor of Science in Nursing</td>
</tr>
</tbody>
</table>

Faculty representatives in each college requiring program-specific admissions standards maintain primary responsibility for evaluating applications and making admissions decisions for those programs. Each college requiring program-specific admissions standards publishes policies and procedures describing how the college evaluates applications and makes admissions decisions. All admission applications are regularly evaluated and updated. Program-specific admissions requirements are published on the program websites [24]. The Office of Academic Admissions is responsible for all admission decisions for undergraduate programs without additional program admission requirements. They are also responsible for the processing of all undergraduate applications to the university where additional requirements exist [25]. The specific programs, however, are responsible for the admission decisions.

**Graduate and Professional Admissions Policies**

GRU provides information to prospective graduate and professional students through the graduate catalog [4] and on the University website [26]. The website includes policies, procedures, and next steps for accepted students. The Graduate School maintains oversight of the graduate programs reporting through the Graduate School at the University, working together with individual programs to recruit and admit qualified applicants to the university. The graduate programs, in conjunction with the Graduate School, maintain responsibility for the admission decisions of these applicants. The College of Education maintains oversight of the Master of Arts in Teaching program working to recruit and admit qualified applicants to the University and maintains responsibility for the admission decisions of these applicants. The Office of Academic Admissions is responsible for the processing of all graduate applications to the university [27].

The College of Dental Medicine and the Medical College of Georgia at GRU accept applications directly and maintain their individual admission policies as well as have their own offices that recruit applicants, process applications, and make decisions concerning admission to their colleges. All admissions information regarding these colleges can be found on their websites [28] [29].

**Sources**

- Board of Regents Academic and Student Affairs Handbook - 2.3.2 New Academic Programs
- Board of Regents Academic and Student Affairs Handbook - 3.2.6 Special Admissions (Page 5)
- Board of Regents Academic and Student Affairs Handbook - Section 3.0: Student Affairs
- Board of Regents Policy Manual - 3.6 Creation and Elimination of Academic Programs
- Board of Regents Policy Manual - 4.2.1.3 Undergraduate Admission Requirements for Transfer Students (Page 4)
- GRU Admissions, Graduate - Public Health
- GRU Admissions, Undergraduate - Dental Hygiene
- GRU Admissions, Undergraduate - Pamplin College of Arts, Humanities, and Social Sciences Website
- GRU Admissions, Undergraduate - Radiation
- GRU Admissions, Undergraduate - Respiratory Therapy
- GRU Applicant Action Form - Undergraduate
3.4.4

Educational Programs: All: Acceptance of academic credit

The institution publishes policies that include criteria for evaluating, awarding, and accepting credit for transfer, experiential learning, credit by examination, advanced placement, and professional certificates that is consistent with its mission and ensures that course work and learning outcomes are at the collegiate level and comparable to the institution's own degree programs. The institution assumes responsibility for the academic quality of any course work or credit recorded on the institution's transcript. (See the Commission policy "Collaborative Academic Arrangements: Policy and Procedures.") (Note: Although not listed as a reference in the Principles of Accreditation, see also the Commission policy "The Quality and Integrity of Undergraduate Degrees."

Judgment

☒ Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

Georgia Regents University's (GRU) policies for evaluating, awarding, and accepting credit for transfer, advanced placement, professional licensure, and professional certificates are consistent with its mission and applicable to all students regardless of their programs' and courses' location or mode of delivery. In accordance with its mission statement [1] the University "provide(s) leadership and excellence in teaching, discovery, clinical care, and service as a student-centered comprehensive research university and academic health center with a wide range of programs from learning assistance through postdoctoral studies." Allowable transfer credits and graduation requirements for each baccalaureate, graduate, and post-baccalaureate degrees are posted on the website for each degree program or school. Courses submitted by a student for transfer credit not taken at GRU are subject to review by the appropriate academic program or department. Coursework submitted for transfer must be validated as having academic rigor appropriate to the level at which a student receives credit. For institutions in the United States, regional accreditation is one of the validation methods used by GRU. GRU also adheres to the SACSCOC Position Statement on Transfer of Academic Credit [2]. For institutions outside the United States, such validation is provided by an approved evaluation service to which applicants submit their educational credentials. Approved agencies include World Education Services (WES) [3], Educational Credential Evaluators (ECE) [4], and Josef Silny and Associates, Inc. [5].

As transfer courses are reviewed, they become part of a repository ensuring that transfer credit is awarded consistently. Any transfer course that is not a part of the repository [6] and does not have an unambiguously equivalent GRU course is submitted to the appropriate academic department for credit determination by the faculty. The GRU Transfer Credit Policy is published in the Policy Library [7]. The web-based library is managed by the Office of Compliance an Enterprise Risk Management (CERM) staff and is easily accessible to anyone with the access to the internet both via search and the A-Z index, both available from the GRU homepage. The Transfer Credit Policy is also published in the GRU Catalog [8]. GRU follows University System of Georgia (USG) procedure regarding the transfer of core curriculum courses between USG institutions [9]. Courses submitted by a student for graduate or professional transfer credit are subject to review by the appropriate graduate program as outlined in the Transfer Credit Policy.

GRU has very specific conditions under which credit may be awarded for advanced placement, credit by examination, professional certifications, and experiential learning. The Credit for Prior Learning Policy [10] is located in the GRU Policy Library on the GRU website and outlines the conditions under which students may seek credit for courses not taken in the traditional college or university setting. Advanced placement and credit by examination courses and test score requirements are posted on the GRU website [11].

Both the Transfer of Credit Policy and the Credit for Prior Learning Policy were approved following the GRU Policy on Policies guidelines [12]. The operational responsibility for coordinating and managing the processes for approval, publication, and maintenance of GRU policies falls to the Office of Compliance and Enterprise Risk Management (CERM), led by the Chief Integrity Officer. CERM staff manages the process according to a prescribed workflow that incorporates multiple levels of review and approval. While CERM oversees the process for approving and disseminating policies, responsibility for the substance and execution of academic policies themselves falls to an Executive Sponsor and Policy Owner. For academic policies, the Executive Sponsor is the Executive Vice President for Academic Affairs and Provost, and the responsibilities in this role include ensuring that there is a system for reviewing the policies that appropriately involve faculty.

Comprehensive Standard 2.7.4 addresses additional transfer credit requirements including academic programs with transfer requirements beyond the institutional requirements, as well as GRU articulation agreements.

Based on the above scrutiny of transfer credits, GRU assumes responsibility for the academic quality of any course work or credit recorded on the institution's transcript.

Sources

[1] Board of Regents Academic and Student Affairs Handbook - 2.4.9 Transfer Rules (Page 8)
[2] Educational Credential Evaluators Website
[3] GRU Catalog - Transfer Credit (Page 13)
[5] GRU Office of Admissions Website - Credit by Examination
[6] GRU Policy Library - Credit for Prior Learning
[8] GRU Policy Library - Transfer Credit Policy

Georgia Regents University
Educational Programs: All: Academic policies

The institution publishes academic policies that adhere to principles of good educational practice. These policies are disseminated to students, faculty, and other interested parties through publications that accurately represent the programs and services of the institution.

Judgment

Compliance  □ Non-Compliance  □ Not Applicable

Narrative

Georgia Regents University (GRU) determines appropriate academic practices and procedures aligned with the professional standards of higher education as articulated by professional organizations (e.g. APLU, ACE, AAC&U, etc.) as well as the University System of Georgia (USG) [1] [2] and relevant accrediting agencies (e.g. SACSCOC, LCME, CCNE, AACSB, CAEP, etc.) [3].

Determination of Good Academic Practices within the Context of the GRU Mission

Faculty members have a substantive role in the development and review of academic policies, as stipulated for all USG institutions in the BOR Faculty Regulations and Rules [4]. This role is outlined in the Statutes of Georgia Regents University, which stipulates the University Senate acts on behalf of the faculty with respect to matters which are of concern to the university, more than one college, or to the faculty. The University Senate exercises it powers, jurisdictions, and functions to "recommend policies to the President with regard to general educational policies" [5]. The University Senate also has the responsibility to establish committees to carry out its activities [6].

Responsibility for the development and approval of academic policies on behalf of the faculty is delegated to the Curriculum and Academic Policies Committee (USCAPC), whose duties are outlined in the University Senate Bylaws as follows [7]:

"The Curriculum and Academic Policies Committee oversees the evolution of the curriculum, ensuring it is academically sound and meets University goals and the educational needs of our students. The committee recommends appropriate policy to improve and develop academic programs in more than one college, including all undergraduate programs and matters pertaining to the Core curriculum. The committee also reviews all proposed courses, changes, and programs when those changes impact curriculum and academic issues in more than one college, the University as a whole, or all faculty members. The committee members are to mediate curricular problems within, between and among Colleges and oversee University policies and practices in areas such as admissions, classroom management, student retention, progression, graduation, and similar matters."

The GRU Policy on Policies [8] guide development and approval of all university policies and describes the necessity of faculty involvement in the development and approval of academic policies. As stated in the Policy on Policies, "While many policies will benefit from faculty feedback that will be provided during a review period, certain policies will require faculty senate or faculty approval. Generally these fall within the categories related to curriculum, student affairs, and faculty affairs." By maintaining a formal and consistent process for developing and approving policies that involve key stakeholders, such as faculty, in the process, "university policies connect the University's mission to individual conduct."

The USCAPC's Year-End Report for the 2014-2015 academic year indicates five academic policies for which the committee provided review and feedback in the development process [9]. The committee reported on their review and feedback to the University Senate on April 20, 2015 [10]. All policies have completed the approval process and have been published on the GRU Policy Library.

Process for Development and Approval of Academic Policies

GRU faculty and administration develop and approve appropriate academic policies and procedures, according to the guidelines set forth in the GRU Policy on Policies [8], which describes how policies are formally approved, issued, and maintained. The operational responsibility for coordinating and managing the processes for approval, publication, and maintenance of GRU policies falls to the Office of Compliance and Enterprise Risk Management (CERM), led by the Chief Integrity Officer. CERM responsibilities include ensuring that all entities in the University have identified their applicable compliance responsibilities; that they have implemented appropriate policies, procedures, and education; and that compliance is effectively monitored. As part of this institutional role, CERM staff manages the process according to a prescribed workflow that incorporates multiple of levels of review and approval (see Figure 3.2.9 A).

**FIGURE 3.2.9 A – GRU Policy Workflow**
While CERM oversees the process for approving and disseminating policies, responsibility for the substance and execution of academic policies themselves falls to the Executive Sponsor and Policy Owner. For academic policies, the Executive Sponsor is the Executive Vice President for Academic Affairs and Provost, and the responsibilities in this role include ensuring that there is a system for reviewing the policies that appropriately involve faculty. Academic Policy Owners include the Vice President for Academic and Faculty Affairs and the Vice President for Enrollment and Student Affairs; they have a responsibility to management the documents throughout the review and approval process, applying faculty feedback appropriately.

The vetting stage, shown in the workflow above, is the step by which faculty have the opportunity to participate in development and approval of academic policies. The Policy on Policies describes the expectations in this stage both for the faculty reviewers as well as the Policy Owner:

"The review period for policies that require faculty approval is 21 days wherever possible. The University Senate or the appropriate Faculty Group(s) shall determine the procedure for faculty review and comment on draft policies, and shall complete that effort within the 21 day time period wherever possible. If there are substantive changes /comments made it is returned to the originator to review and change if necessary. If changes are made it is re-vetted to the same Faculty Group(s), by the next scheduled meeting."

In this process, the USCAPC is the responsible Faculty Group. As described above, the committee provided review on five academic policies during the 2014-2015 academic year [11].

In addition to the day-to-day responsibilities for policies, the policy approval process illustrated in the workflow above also includes a Policy Management Committee (PMC) to review all proposed policies and policy revisions to ensure that each policy has the appropriate policy owner; that all appropriate stakeholders have had an opportunity to provide input on the prospective policies; that the Policy on Policies has been followed; and that all GRU policies are scheduled for periodic review [12].

Representation on that committee includes a University Senate representative as well the Vice President for Academic & Faculty Affairs to ensure policies ready for PMC approval have been vetted appropriately by the faculty.

Final approval of all GRU policies rests with the president.

A recent example of an academic policy that used the process above is the Credit for Prior Learning Policy [13].

**Dissemination of Academic Polices to Affected Constituents**

Academic policies and procedures are primarily made available to faculty, students, and other affected constituencies through the GRU Policy Library [14]. The web-based library is managed by CERM staff and is easily accessible to anyone with access to the internet both via search and the A-Z Index, both available from the GRU homepage. The library is also referenced during Great Start, the institution’s new hire orientation [15] and during new faculty orientation [16].

As new policies are approved by the GRU President, they are published to the GRU Policy Library. Following publication, CERM notifies the campus community via the GReport, the institution’s web-based news publication. The GReport is available online at https://greport.gru.edu/, and a new edition is emailed to all faculty, staff, and students each week. The July 08, 2015, edition featured a number of policy updates [17].

Other publications that inform constituents about the Policy Library or about specific academic polices include the following:

- **GRU Employee Manual** – The Employee Manual [18] is published annually by the Vice President for Human Resources and available online on the Human Resources website as well as accessible via search and the A-Z Index. The Employee Manual is also provided to new employees during orientation.

- **GRU Catalogs** – The Registrar’s Offices publishes both the Undergraduate Catalog [19] and Graduate Catalog [20] online annually at catalog.gru.edu [21]. The Catalog is accessible to students wherever they have internet access, and it can be reached by search or by using the A-Z index, which both appear on the GRU Home Page. Archive copies of catalogs as far back as 2000 are accessible at the same location. New students are informed about the Catalog at orientation, and continuing students use the Catalog in partnership with their academic advisors.

- **GRU Student Manual** – The Student Manual [22] is published annually by the Dean of Student Life. The Manual is accessible to students wherever they have internet access, and it can be reached by search or by using the A-Z index, which both appear on the GRU Home Page. New students are informed about the Student Manual at orientation, and the Dean of Student Life informs all students about new edition by email [23].

**Distance Education**

Because the Policy Library and other publications used to disseminate academic polices are all available online, academic policies are accessible to faculty, students, and other constituents regardless of their location or mode of delivery for their respective programs. The applicability of academic policies to faculty and students involved in distance education is addressed in the Distance Education Policy, which states that "unless otherwise noted, all Georgia Regents University policies, standards, academic regulations and guidelines apply to distance education programs and courses” [24].

**Sources**

- Board of Regents Academic and Student Affairs Handbook
- Board of Regents Policy Manual
- Board of Regents Policy Manual – 3.2.4 Faculty Rules and Regulations (Page 2)
- GRU Catalog - Graduate
3.4.6

Educational Programs: All: Practices for awarding credit

The institution employs sound and acceptable practices for determining the amount and level of credit awarded for courses, regardless of format or mode of delivery.

Judgment

☐ Compliance  ☐ Non-Compliance  ☐ Not Applicable

Narrative

Georgia Regents University (GRU) has a comprehensive curriculum revision process [1] that applies to all 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 academic officers at the college and university level, the University Senate, and the Board of Regents (BOR).

As a member of the University System of Georgia, GRU operates on a semester calendar. Per system policy a minimum of 750 minutes of instruction or its equivalent is required to award each semester hour of credit [2].

Credit Hour Calculation for Undergraduate, Graduate and Dental Medicine Courses

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-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.

Semester credit hours are granted as outlined in the Definition of Credit Hour Policy housed in the GRU Policy Library [3]. The web-based library is managed by the Office of Compliance and Enterprise Risk Management (CERM) staff and is accessible to anyone with access to the internet both via search and the A-Z index, both available from the GRU homepage. See also SACSCOC Federal Requirement 4.9 GRU response (Definition of credit hours). Specifically, at GRU credit hours are granted for various types of instruction as follows:

- **Lecture**: one credit hour equals one class hour (50 minutes) plus minimum of two class hours (100 minutes) of out of class student work/week.
- **Seminar**: one credit hour equals one class hour (50 minutes) plus minimum of two class hours (100 minutes) of out of class student work/week.
- **Laboratory**: one credit hour equals two class (laboratory) hours (100 minutes) plus minimum of one class hour (50 minutes) out of class student work/week.
- **Internship/Practicum**: ratio of in class/out of class time engagement can be variable by discipline – typically one credit hour equals two class (Internship/Practicum) hours (100 minutes) plus minimum of one class hour (50 minutes) out of class student work/week.
- **Clinical Experiences**: variable by program and determined in accordance with recommendations of program’s specific accrediting bodies or state regulation (if/as applicable). (Typically one credit hour equals two clinical hours (100 minutes) plus minimum of one hour out of class student work/week or one credit hour equals three clinical hours (150 minutes) /week or for a 15 week semester, 37.5 hours per credit hour).
- **Research, Thesis/Dissertation and Independent Study**: courses where students are working on independent projects, such as in thesis/dissertation hours and independent studies, will conform to the standard minimum of three hours of student work per credit hour per week throughout the course of the semester or the equivalent amount of work distributed over a different period of time. For a for a 15 week semester this would be 37.5 hours per credit hour.
- **Course Delivered Partially at a Distance (P)**: courses where students are working on independent projects, such as in thesis/dissertation hours and independent studies, will conform to the standard minimum of three hours of student work per credit hour per week throughout the course of the semester or the equivalent amount of work distributed over a different period of time. For a for a 15 week semester this would be 37.5 hours per credit hour.

Per USG Information Technology Services "Curriculum User Documentation for Usage of Instructional Technology (Revised),” June 2014 guidelines, for courses with non-traditional delivery methods the standard minimum of the equivalent of three class hours per week for a semester must be completed per credit hour as follows:

- **Course Delivered Entirely at a Distance (E)**: this course is delivered 100 percent through distance education technology. No visits to campus or designated site are required. This category of course contains the equivalent of the required 750 minutes of instruction per credit hour per 15-week semester and expects the equivalent of the minimum of 1,500 minutes (2 class hours; 100 minutes per week) of out-of-class student work.
- **Course Delivered Fully at a Distance (F)**: more than 95 percent of class sessions are delivered via distance education technology. This course may require that students travel to campus or other designated site to attend an orientation, take an exam, or participate in other on-site experience. This category of course contains the equivalent of the required 750 minutes of instruction per credit hour per 15-week semester and expects the equivalent of the minimum of 1,500 minutes (2 class hours; 100 minutes per week) of out-of-class student work.
- **Course Delivered Partially at a Distance (P)**: more than 50 percent and up to 95 percent of class sessions are delivered via distance...
education technology, but some visits to a classroom or designated instructional site are required. The combination of face-to-face and distance instruction contains the equivalent of 750 minutes of instruction per credit hour per 15-week semester and expects the equivalent of the minimum of 1,500 minutes (2 class hours; 100 minutes per week) of out-of-class student work.

- **Hybrid Course (H):** up to 50 percent of class sessions are delivered via distance education technology. At least half of the class sessions meet in a classroom or at a designated instructional site. The combination of face-to-face and distance instruction contains the equivalent of 750 minutes of instruction per credit hour per 15-week semester and expects the equivalent of the minimum of 1,500 minutes (2 class hours; 100 minutes per week) of out-of-class student work.

- **Technology Enhanced Course (T):** technology is used in delivering instruction to all students in the section, but no class sessions are replaced by technology. This category of course meets for the required 750 minutes of face-to-face instruction per credit hour per 15-week semester and expects the minimum of 1,500 minutes (2 class hours; 100 minutes per week) of out-of-class student work.

**Variable Hour Courses**

Students enrolled in variable hour courses must be taught at an equivalent of the standard credit hour calculation (depending on course type) for the number of credit hours for which they register.

<table>
<thead>
<tr>
<th>Type of Course</th>
<th>Credit Hour</th>
<th>Instruction Time per semester*</th>
<th>Minimum Out-of-class Student Work Time per semester*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture</td>
<td>1</td>
<td>750 minutes</td>
<td>1,500 minutes</td>
</tr>
<tr>
<td>Laboratory</td>
<td>1</td>
<td>1,500 minutes</td>
<td>750 minutes</td>
</tr>
<tr>
<td>Clinical (option A)</td>
<td>1</td>
<td>1,500 minutes</td>
<td></td>
</tr>
<tr>
<td>Clinical (option B)</td>
<td>1</td>
<td>2,250 minutes</td>
<td></td>
</tr>
<tr>
<td>Seminar</td>
<td>1</td>
<td>750 minutes</td>
<td>1,500 minutes</td>
</tr>
<tr>
<td>Independent Study</td>
<td>1</td>
<td>2,250 minutes</td>
<td></td>
</tr>
<tr>
<td>Internship/Practicum</td>
<td>1</td>
<td>1,500 minutes</td>
<td>750 minutes</td>
</tr>
<tr>
<td>Research</td>
<td></td>
<td>2,250 minutes</td>
<td></td>
</tr>
</tbody>
</table>

*semester = 15 weeks

**Credit Hour Calculation for the Medical College of Georgia**

The Medical College of Georgia determines the amount of credit awarded for courses in accordance with the accreditation standards of the LCME (Liaison Committee on Medical Education), which is the accrediting body for medical education programs in the United States and Canada. The LCME defines program length and academic credit in terms of weeks of instruction, rather than semester hours, requiring a minimum of 130 weeks of instruction for educational programs leading to the Doctor of Medicine Degree.

**Definition of a Credit Hour**

The Medical College of Georgia utilizes a two-semester system. Each semester is comprised of 25-26 weeks. Lecture and laboratory courses are calculated at one credit hour per 720 minutes of instruction. Clinical courses are calculated at one credit hour per six contact hours, with Phase III electives calculated at seven hours per 40 contact hours.

**Course Type**

- Lecture: calculated at one credit hour per 720 minutes of instruction
- Laboratory: calculated at one credit hour per 720 minutes
- Clinical: calculated at one credit hour per six contact hours, with the exception of Phase III electives, which are calculated at seven credits per 40 contact hours
- Phase III Core Clerkships and Electives: calculated at 15 credit hours per 90 clinical hours or 20 credit hours per 120 clinical hours

**Location**

All courses must be equivalent to the standard credit hour calculation (depending on the course type), and must be consistently delivered as such across all locations offered:

1. Online (fully at a distance)
2. Main campus
3. Athens campus
4. Satellite campuses
5. Visiting electives

**Variable Hour Courses**

Students enrolled in variable hour courses must be taught at an equivalent of the standard medicine credit hour calculation (depending on course type) for the number of credit hours they are registered in.
Table 3.4.6-b: Summary of Credit Hours for Different Course Types

<table>
<thead>
<tr>
<th>Type of Course</th>
<th>Credit Hour</th>
<th>Instruction Time per Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture</td>
<td>1</td>
<td>720 minutes</td>
</tr>
<tr>
<td>Laboratory</td>
<td>1</td>
<td>720 minutes</td>
</tr>
<tr>
<td>Clinical</td>
<td>1</td>
<td>6 Contact hours</td>
</tr>
<tr>
<td>Phase III Core Clerkships/Selectives</td>
<td>15/20</td>
<td>90/120 Clinical Hours</td>
</tr>
</tbody>
</table>

Role of the Faculty

Georgia Regents University 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. The Simple Approval Process is for proposals only affecting one college and not affecting the undergraduate common core curriculum. The Complex Approval Process is for all other processes. The specific steps involved in the approval process are outlined in the Curriculum Approval Policy housed in the GRU Policy library [1].

All proposed courses and programs offered at GRU 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.

Sources

- [Board of Regents Policy Manual - 3.4 Calendar of Academic Activities](#)
- [GRU Policy Library - Curriculum Approval](#)
- [GRU Policy Library - Definition of a Credit Hour](#)
3.4.7

Educational Programs: All: Consortial relationships/contractual agreements

The institution ensures the quality of educational programs/courses offered through consortia relationships or contractual agreements, ensures ongoing compliance with the Principles, and periodically evaluates the consortial relationship and/or agreement against the mission of the institution. (See the Commission policy “Collaborative Academic Arrangements.”)

Judgment
- Compliance  □ Non-Compliance  □ Not Applicable

Narrative

Georgia Regents University (GRU) adheres to University System of Georgia Board of Regents (USG-BOR) policies and procedures for consortial relationships and contractual agreements [1]. The institution only enters into consortial relationships or contractual agreements that are congruent with its purpose and mission. The GRU Legal Office reviews all consortial and contractual agreements as outlined in Negotiation and Execution of Contracts policy [2].

Definitions of Consortial Relationships and Contractual Agreements

GRU defines its terms related to consortial relationships and contractual agreements in accordance with the definitions provided in the Commission’s policies regarding “Substantive Change for SACSCOC Accredited Institutions” and “Agreements Involving Joint and Dual Academic Awards.” As such, the following definitions apply regardless of the specific terms used in GRU contracts and other substantial agreements regarding educational programs:

- **Consortial Relationship** – One in which two or more institutions share in the responsibility of developing and delivering courses and programs that meet mutually agreed-upon standards of academic quality.

- **Contractual Agreements** – One in which an institution enters an agreement for receipt of courses/programs or portions of courses or programs delivered by another institution or service provider.

- **Joint Educational Program** – One whereby students study at two or more institutions and are awarded a single program completion credential bearing the names, seal, and signatures of each of the participating institutions.

- **Dual Educational Program** – One whereby students study at two or more institutions and each awards a separate program completion credential bearing only its own name, seal, and signature.

The Resource Manual for the Principles of Accreditation also stipulates that “this standard addresses substantial academic contracts” and “does not include clinical training, internships, study abroad programs, and transfer/articulation agreements.”

Based on the above definitions and clarifications, GRU currently has only one consortial relationship and no substantial academic contractual agreements with other institutions or service providers to deliver courses or programs to GRU students. GRU also does not offer any joint or dual educational programs with other institutions.

**GRU Consortial Relationship**

GRU’s College of Nursing is currently active in a collaborative consortium with Valdosta State University, also a member institution of the University System of Georgia, for the offering of the Post Master’s Certificate in Psychiatric Mental Health Nurse Practitioner. This post-master’s certificate program prepares students who are advance practices nurses for the full scope of psychiatric mental health practice, including provision of primary mental health care to clients in the full range of health care settings. The consortium was established to meet critical, statewide, psychiatric health care needs. Each institution is responsible for teaching two of four courses for this consortial agreement. GRU’s program requires a total of 11 courses for students to earn the certificate and provides instruction for all other courses in the certificate program. The SACSCOC was notified of this consortial relationship on July 26, 2012, which at the time included Georgia State University; the original memorandum of understanding and correspondence between GRU (then Georgia Health Sciences University) and the Commission is provided [3]. The consortium was renewed in March 2014, and the updated memorandum of understanding is provided [4].

Sources

- Board of Regents Policy Manual - 3.3 Core Curriculum
- GRU Consortial Relationships and Contractual Agreements - Valdosta State University (Page 1)
- GRU Letter to SACSCOC - Consortium Psych-Mental Health Advanced Practice Nursing, PMH APN (2012.7.26) (Page 1)
- GRU Policy Library - Negotiation and Execution of Contracts
3.4.8

Educational Programs: All: Noncredit to credit

The institution awards academic credit for course work taken on a noncredit basis only when there is documentation that the noncredit course work is equivalent to a designated credit experience.

Judgment
☑ Compliance  □ Non-Compliance  □ Not Applicable

Narrative

Georgia Regents University (GRU) awards academic credit for prior learning earned through standardized placement or field examinations, departmental examinations, or for significant documented, experiential learning. The Credit for Prior Learning Policy is outlined in the GRU Policy Library [1]. Credit awarded through prior learning must be approved through the process described in the Curriculum Approval Policy [2].

Credit from Standardized Placement or Field Examinations

Credit may be earned for tests from certain examinations such as Advanced Placement, International Baccalaureate, College Level Examination Program, Scholastic Aptitude Subject Test II, and the DANTES Subject Standardized Tests. Faculty of the appropriate discipline will review at least once every five years (or when a major change takes place) in the examination, the required score, the level of credit, and the amount of credit awarded. Any recommended change must be submitted through the Curriculum Approval Process. A list of subjects, minimum scores, and amount of credit awarded is available in the Office of the Registrar and the Office of Academic Admissions. A list of examination types is provided on the Office of Academic Admissions website [3].

Credit from GRU Departmental Examinations

Students may request credit through departmental examinations for courses that apply to their programs of study. A copy of the examination, a chart linking examination questions to student learning outcomes, and a standardized scoring methodology are available in applicable departments and the Office of Academic and Faculty Affairs. A list of courses, minimum scores, and amount of credit awarded is available at the Office of the Registrar. The academic department administering the examination is responsible for providing to the Office of the Registrar a graded copy of the examination and the credit to be awarded. A fee of $25.00 per credit hour is assessed prior to a student attempting the examination.

Credit for Significant, Documented, Experiential Learning

Faculty of the appropriate discipline may recommend credit for courses that apply to a student’s official program of study based on prior experiential learning. The process is facilitated through the GRU Departmental Examinations described above.

Additional information concerning transfer credit can be found Comprehensive Standard 3.4.4.

Sources

GRU Policy Library - Advanced Placement Credit and Credit by Examination
GRU Policy Library - Credit for Prior Learning
GRU Policy Library - Curriculum Approval
3.4.9

Educational Programs: All: Academic support services

The institution provides appropriate academic support services.

Judgment

- Compliance
- Non-Compliance
- Not Applicable

Narrative

Georgia Regents University (GRU) provides a wide range of services to support students’ and faculty’s academic and research endeavors. These services are aligned with the institutional mission "to provide leadership and excellence in teaching, discovery, clinical care, and service as a student-centered comprehensive research university and academic health center with a wide range of programs from learning assistance through postdoctoral studies.” Academic support services are provided to students through the full continuum of their time enrolled at GRU, from academic advisement through career services, with many learning and development opportunities in between. Students also benefit from the academic services available to faculty to support their pursuits of teaching excellence and new knowledge.

The GRU student body is very diverse, enrolling undergraduate, graduate, and professional students in 122 different degree and certificate programs. Students converge on Augusta bringing with them backgrounds and ideas from 47 states, three U.S. territories, and 48 countries around the globe. The student body is 61 percent identifying as female and 39 percent identifying as male, with 57 percent identifying as White and nearly 20 percent identifying as African American or Black, six percent identifying as Asian, five percent identifying as Hispanic, and nearly ten percent not identifying a race or ethnicity. Academic support services are provided to enrich the learning of GRU’s students and to foster the teaching and research excellence of GRU faculty. Most support programs and services for students are operated under divisions reporting to the Executive Vice President for Academic Affairs and Provost. These as well as other administrative services provided in support of student and faculty development have a critical impact on the development and progression of students in their academic careers. Within the oversight of the Provost, the responsibility for academic support services is primarily borne by the Vice President for Academic Planning and Strategic Initiatives and the Vice President for Academic and Faculty Affairs.

Academic and Faculty Affairs

The Vice President for Academic and Faculty Affairs [1] offers services and programs to support students and faculty in the areas that foster student success. Additionally, the Vice President has oversight for the GRU libraries (see Core Requirement 2.9) and faculty development (see Comprehensive Standard 3.7.3).

Academic Advisement Center

Academic Advisement provides a clear contact point for general advising information, core academic advisement, registration steps, and supportive links to the University’s academic programs and services. The center partners with faculty, staff, and administrators in upholding National Academic Advising Association (NACADA) standards and requirements of the University. A primary function of Academic Advisement is to advise undergraduates in choosing and transitioning between majors. When students elect to be undeclared majors for a few terms of purposeful exploration, then Academic Advisement becomes their advising home, assigning advisors who provide students with assistance in formulating initial academic plans, guidance through core course selections, recommendations for student actions, and connections to appropriate supports. The staff assists with the major decision process, providing regular communications regarding academic skills and programs, along with referrals to appropriate campus services. [2]

Career Services

Career Services provides career development resources to meet the needs of GRU’s diverse academic programs and student base. Career counseling helps students with major selection or career indecision. Employment and graduate school planning fosters job search preparation skills for a competitive job market. Academic collaborations provide tailored career development services by discipline area. Professional development programming engages students on the tenets of professionalism, including social media, dining etiquette, and networking. A variety of technology resources, coupled with a staff of career advisors clustered by major/discipline, enables the department to provide appropriate academic support services. [3]

Center for Undergraduate Research and Scholarship

The Center for Undergraduate Research and Scholarship (CURS) supports the culture and practice of undergraduate research in all academic disciplines. CURS sponsors several student development seminars each year and serves as an initial contact for students seeking research opportunities. In addition, the center assists faculty in learning the best practices of undergraduate research mentoring and how to navigate and apply for both internal and external funding. The center organizes at least eight student research brown bag seminars each year. These events are used to showcase student scholarship across campus. The CURS grants program supports faculty-led undergraduate research projects, with grants awarded each semester on a competitive basis. CURS offers a summer research, scholarship, and creative activity program. The program gives students the opportunity to participate in research or creative activity with a faculty mentor for six weeks during the summer. The Summer Scholars Program accepts project proposals from faculty in all disciplines. GRU has a strong commitment to research growth in the health sciences and provides research opportunities for undergraduate students and has a wide array of master’s-level and doctoral programs that include a research component. [4]

Academic Planning and Strategic Initiatives

The Vice President for Academic Planning and Strategic Initiatives [5] offers services and programs to support students and faculty in the areas that enrich students’ educational experience, such as the honors program, study abroad, and simulation as well as Professional and Community Education (see Comprehensive Standard 3.4.2).
Study Abroad

The Study Abroad Office provides opportunities for students to travel abroad and domestically with academic programs, and earn credit towards degree programs. All of the study abroad/away opportunities are credit-bearing and can be applied to core or major classes. The office also provides fundraising and scholarship opportunities to students to assist them in making study abroad/away more affordable, especially for students who have financial need. The office manages all administrative, financial, and risk management matters pertaining to GRU programs, abroad and away. [6]

Honors Program

The Honors Program (HP) enhances the undergraduate education of GRU’s academically-gifted students by creating a vibrant intellectual climate that supports academic excellence, active learning, and a culture of research and scholarship in a collegial and open environment. The HP seeks to challenge students intellectually, enhance their interpersonal communications skills, and prepare them for a culturally diverse society. The HP helps students work both cooperatively and independently, cultivating advanced skills in analysis and synthesis, and developing interdisciplinary and/or multi-cultural perspectives. The HP course of study balances breadth and depth. It is not a separate degree program but is designed to augment the course work required for a degree. Successful completion of the program requirements culminates in an Honors Degree, a seal of distinction that lets prospective employers, graduate schools, and professional schools know that the student has maintained a consistent record of excellence and has completed a significant amount of work in undergraduate research, scholarship, or creative activity. [7]

Interdisciplinary Simulation Center

The Interdisciplinary Simulation Center provides centralized, comprehensive, high-fidelity simulation services for the Health Sciences location and Georgia health care communities. These simulators contain numerous features that assist in making them realistic such as palpable pulses, measurable blood pressure, heart sounds, hemodynamic monitoring capabilities, spontaneous ventilation, breath sounds, reactive pupils, production of output drainage, and a pharmacologic system that enables medications to be delivered and the action of the medication to be experienced. Comprehensive simulation enhances the understanding and conceptualization of patient assessment, intervention decisions, team management, and communication on patient outcomes in a controlled situation and setting. In addition, an Electronic Health Record (EHR) is utilized within the Interdisciplinary Simulation Center. The EHR is an academic solution that is used in multiple arenas including simulation, classroom, and clinical settings and provides the students with an opportunity to use informatics in clinical care.

Other Academic Support Services to Students

In addition to the services provided to students across all programs, students may also receive academic support services specialized for their respective disciplines or the courses in which they are enrolled. Such services are administered by the colleges. In some cases, services are available to a broad array of students, while others may target to students enrolled in the college's degree programs.

Resource centers are available to undergraduate students in several areas. Such services provide vital academic support to students at all levels. In particular, undergraduate students completing the general education component receive useful assistance with their learning. These include:

- The Department of English and Foreign Languages Supplemental Instruction Program offers workshops and tutorials to students across all disciplines, especially those who earn a penalty grade (D, F or WF) in either of the two required composition courses (ENGL 1101 and ENGL 1102).
- The Language Resource Center offers students in foreign languages courses individual and group peer tutoring, use of a DVD library of foreign language movies, access to a library of books in foreign languages, and computer programs to practice foreign language grammar.
- The Writing Center assists students with their writing, regardless of academic discipline. Offers peer tutoring to assist students in improving their ability to critique their own writing and to develop their skills in drafting and revising.
- The College of Science and Mathematics offers drop-in tutorial services in the Departments of Biology, Chemistry and Physics, and Mathematics. Services are free to any GRU student taking any course offered in these departments.

Academic support services are provided to students in individual disciplines to assist them with the specialized needs of their chosen fields. The Hull College of Business Career and Academic Planning Center offers services to business students range from free tutoring services in accounting, economics, management science, and computer science to career counseling.

The Instructional Resources Center in the College of Education (COE) provides a variety of materials and services designed to meet the needs of the University’s students and faculty, especially those in the College of Education. In addition to professional development for the latest advances in educational technology, the Instructional Resources Center features a collection of children’s literature, activity-based magazines, and other materials for preparing lesson plans for K-12; a collection of K-12 textbooks; study guides for the Georgia Assessments for the Certification of Educators (GACE); and other materials useful in preparing class and lab assignments for teacher education courses.

The Counselor Education Training Center (CETC) supports students during clinical instruction courses in the Counselor Education program. The mission of the CETC is to serve as a clinical teaching facility and a venue for scholarly research conducted by the faculty and students. The CETC provides an environment in which students can practice their communication skills in a real-life counseling setting. The training rooms are outfitted with specialized audio and video equipment which students can use to make tapes for self-critique and instructor evaluation in various courses.

Both the College of Dental Medicine and Medical College of Georgia provide substantial assistance to foster the success of their students, including peer tutoring, mentorship programs, and counseling and stress management services.

Finally, students in health sciences programs are afforded specialized academic support services that further enhance their education. The Interdisciplinary Practice and Research Center (IPRC) provides clinical, research, and educational opportunities for students and faculty within the College of Allied Health Sciences and the College of Nursing. Located on the first floor of the Health Sciences Building, the 3,767-square-foot...
center includes a receptionist/office area, five examination rooms, and laboratories for specimen processing, phlebotomy services, and pulmonary function.

Other Academic Support Services to Faculty

Services are available to foster faculty’s teaching and research excellence.

The Center for Teaching and Learning offers programming designed to nurture the professional development of new and veteran faculty and supports research efforts in the context of scholarship of teaching and learning. The center supports efforts aimed at enhancing and maintaining effective teaching by advancing a collegial culture of inquiry about learning and teaching. Programs offered by the center include new faculty orientation, faculty development workshops, scholarly presentations related to teaching and learning, faculty learning communities, faculty reading circles, grants for scholarship of teaching and learning projects, faculty mentor training, professional development for department chairs, and part-time faculty orientation.

The Educational Innovation Institute (EII), overseen by the Medical College of Georgia, provides a variety of services and resources for faculty, particularly those in the health sciences. The EII offers consultations (teaching, curriculum development, or educational research) and two fellowships (Teaching Scholars and Educational Research) as well as a monthly education-related newsletter, monthly workshops, a monthly health sciences education-related journal club, annual junior faculty orientation event, and an annual Education Day event.

Academic support services are available to faculty to assist them with their contributions to the research mission. Some key services include:

- The Division of Sponsored Program Administration (DSPA) helps faculty identify sources of support, submit proposals, negotiate the terms and conditions of grants and contracts, and manage awards. Assistance in identifying suitable sources of support and proposal preparation is available for researchers.

- Research Development Services (RDS) provides support for research studies accessing Medical Center Services or Clinical Data Services, and also provides support for Physician Initiated research studies.

- The Clinical Trials Office (CTO) is initial point of contact for investigators and sponsors interested in pursuing new clinical investigations and provides comprehensive support for research studies from study initiation, to study activation, to study close out.

- Human Research Protection Program (HRPP) to educate investigators and research staff about their ethical responsibility to protect research participants.

Services to Distance Education Students

GRU is committed to supporting all students enrolled in its programs. All students enrolled in online courses or in courses taught at off-campus instructional sites have access to the academic support services to meet their respective needs. Some academic support services described above are available to students regardless of mode or location of instructional delivery. Such services include advisement and career services. Many of those academic support services coordinated at the institutional level, such as advisement, honors, and study abroad, are designed for undergraduate students in programs that are only offered on GRU’s main campus in Augusta. Currently, GRU only offers distance or off-site programs for health sciences undergraduate students in their third and fourth years or graduate programs. The colleges that deliver these programs provide academic support services appropriate to their students’ needs, such as advising, tutoring, and career counseling.

Sources

GRU Academic Advisement Center Website
GRU Career Services Website
GRU Center for Undergraduate Research & Scholarship Website
GRU Honors Programs Website
GRU Organizational Chart - Academic Affairs (Page 4)
GRU Organizational Chart - Academic Affairs (Page 5)
GRU Study Abroad Website
3.4.10

**Educational Programs: All: Responsibility for curriculum**

The institution places primary responsibility for the content, quality, and effectiveness of the curriculum with its faculty.

**Judgment**

- Compliance
- Non-Compliance
- Not Applicable

**Narrative**

Faculty in all nine Georgia Regents University’s (GRU) schools and colleges are responsible for the content, quality, and effectiveness of their programs’ curricula.

**Process for the Development, Evaluation, and Improvement of the Curriculum**

Policies and procedures are in place to guide development of the curriculum. The GRU Curriculum Approval Policy outlines the two main processes whereby curriculum modifications and proposals are approved. The Simple Approval Process is for proposals only affecting one college and not affecting the undergraduate common core curriculum. The Complex Approval Process is for all other proposals. Both processes address expanding and limiting the curriculum and address the faculty’s responsibilities in the process. [1]

**Simple Approval Process**

Proposals affecting only one college (and not affecting undergraduate common core curriculum) are approved at the college level, approved by the Vice President for Academic and Faculty Affairs (VPAFA), and then sent to the Provost for final approval. Upon approval by the Provost, proposals are forwarded to the Registrar for entry into the relevant draft catalog(s), and the Registrar confirms that the proposal has been entered. The Simple Approval proceeds through these specific steps:

1. Originates from any member of the university community.
2. Follows approval process as outlined in the relevant college’s bylaws. (See below for more on the college-level processes.)
3. Is sent to VPAFA for approval.
4. Proposals requiring the complex approval may be referred by the VPAFA to the University Senate Curriculum and Academic Policies Committee (USCAPC) at his/her discretion.
5. Is sent to Provost for final approval.
6. Approved proposals are sent to the Registrar to be entered into the GRU graduate and/or undergraduate general catalog(s).
7. Registrar confirms to originator that proposal has been entered into catalog(s).

Attached is an example of the Simple Approval Process within the College of Science and Mathematics [2], the establishment of a three-credit hour Molecular Biology Laboratory for baccalaureate biology majors.

**Complex Approval Process**

Proposals requiring the Complex Approval Process include proposals affecting the undergraduate common core curriculum and proposals crossing multiple colleges. Proposals crossing multiple colleges require approval by each of the involved colleges in accordance with each of the relevant colleges’ bylaws, and approval by the VPAFA, the University Senate Curriculum and Academic Policies Committee (USCAP Committee), and the Provost. At the same time that proposals crossing multiple colleges are sent to the Provost for approval, they are posted to a USCAP Committee repository for review and approval within two weeks of posting. After USCAP Committee approval, the Provost is notified by the chair of the USCAP Committee that proposals are ready for his/her approval. Proposals approved by the Provost are forwarded to the Registrar for inclusion in the GRU graduate and/or undergraduate catalog(s), and the Registrar confirms to the originator that the proposal has been entered into the relevant catalog(s). The Complex Approval Process follows these specific steps:

1. Originates from any member of the university community.
2. Follows approval process as outlined in the originating college’s bylaws.
3. Follows approval process as outlined in other affected colleges’ bylaws.
4. Proposals affecting teacher education must be approved by the Professional Educators’ Council (PEC).
5. Proposals with graduate education components must be approved by Graduate Council, at which point, those without effects on additional colleges would be sent directly to the VPAFA and then to the Provost, but not the USCAP Committee (as described below in 8).
6. Sent to VPAFA for approval.
7. Approved proposals are sent to the Provost for review.
8. At the same time that proposals are sent to the Provost for review, they are posted to a USCAP Committee repository for review and approval by the USCAP Committee within two weeks of posting.
9. Proposals approved by USCAP Committee are reviewed and approved by the Provost.
10. Curriculum changes affecting the Core Curriculum Areas A through E and Overlays 1 through 3 must be approved by the University System of Georgia Council on General Education. Changes affecting Area F must be approved by the appropriate Regents’ advisory committee for the discipline(s) of the department(s) affected. It is the responsibility of the Provost or his/her designee to carry out this approval step prior to approving any such proposal.
11. Approved proposals are sent to the Registrar to be entered into the GRU graduate and/or undergraduate general catalog(s).
12. Registrar confirms to originator that proposal has been processed.

Attached is an example of the Complex Approval Process in action involving the Core Curriculum [3]. Inquiry 1000 is a one-credit hour course designed to engage lower division students in small group discussions regarding the fundamentals of academic inquiry.

**Role of Faculty Regarding Content, Quality, and Effectiveness of the Institution’s Curriculum**

Faculty members have a substantive role in determining the content, quality, and effectiveness of the GRU curriculum, as stipulated for all USG
institutions in the BOR Faculty Regulations and Rules [4].

As outlined in the Statutes of Georgia Regents University, the University Senate acts on behalf of the faculty with respect to matters which are of concern to the University, more than one college, or to the faculty. The University Senate exercises its powers, jurisdictions, and functions to advise on "recommendations made by any college that concerns the establishment, major modification, or discontinuation of any degree or program" [5]. The University Senate also has the responsibility to establish committees to carry out its activities [6].

The University Senate Bylaws describes the role of the faculty in the curriculum by outlining the duties of the Curriculum and Academic Policies Committee as follows [7]:

The Curriculum and Academic Policies Committee oversees the evolution of the curriculum, ensuring it is academically sound and meets University goals and the educational needs of our students. The committee recommends appropriate policy to improve and develop academic programs in more than one college, including all undergraduate programs and matters pertaining to the Core curriculum. The committee also reviews all proposed courses, changes, and programs when those changes impact curriculum and academic issues in more than one college, the University as a whole, or all faculty members. The committee members are to mediate curricular problems within, between and among colleges and oversee University policies and practices in areas such as admissions, classroom management, student retention, progression, graduation, and similar matters.

Table 3.4.10-a provides the bylaws for each college as well as the members and minutes for the college-level committees that are responsible for reviewing and approving changes to the curricula for programs within the respective college.

| Table 3.4.10-a: College-Level Committees Responsible for Curriculum Approval |
|-----------------------------|-----------------------------|
| College                      | College Bylaws | Committee Minutes |
| College of Allied Health Sciences | [8]               | [9]               |
| Pamplin College of Arts, Humanities, and Social Sciences | [10]            | [11]            |
| Hull College of Business     | [12]            | [13]            |
| College of Dental Medicine   | [14]            | [15]            |
| College of Education         | [16]            | [17]            |
| Graduate School              | [18]            | [19]            |
| College of Nursing           | [20]            | [21]            |
| College of Science and Mathematics | [22]       | [23]            |
| Medical College of Georgia   | [24]            | [25]            |

Assurance of Quality and Effectiveness of the Curriculum

GRU assures the quality and effectiveness of its curriculum through the annual assessment of student learning outcomes as well as periodic program review. Additionally, the quality and effectiveness of the curricula in programs with specialized accreditations is further ensured by those respective bodies; the list of GRU's specialized accreditations is provided [26].

Assessment of Student Learning

GRU's student learning assessment process, annual cycle, tools, and training help support GRU's focus on the use of results when developing and revising student learning outcomes. Each educational program must specify the student learning outcomes expected for the program, and each college creates an annual College SLO Review Committee to promote continuous improvement in the quality of teaching and learning for the specific programs within their college. Further discussion of the process as well as the documentation for all programs' SLO assessment plans and reports are provided in Comprehensive Standard 3.3.1.1.

In regards to the core curriculum, the extent to which students attain general education learning outcomes is measured through GRU's annual general education assessment cycle, which includes assessment planning, data collection, reporting of results, and action planning. The process is overseen by the General Education Assessment Committee (GEAC). This process as well as the GEAC Learning Outcomes Reports and Action Plans for all core curriculum courses are provided in Comprehensive Standard 3.5.1.

Comprehensive Program Review

A further layer of review, termed Comprehensive Program Review, is required of all academic programs, per BOR policy [27]. 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 10 years for graduate programs. As part of the evaluation of program quality, GRU's process requires programs to consider their curricula compared to national benchmarks, such as accreditation requirements, professional association standards, or peer comparisons [28]. As result of the program review, programs may opt to recommend changes to curricula based on changing expectations or trends in the respective discipline. Program review information and report materials are published via Compliance Assist: Program Review [29].

Sources

Board of Regents Academic and Student Affairs Handbook – 2.3.6 Comprehensive Program Review (CPR)
Board of Regents Policy Manual – 3.2.4 Faculty Rules and Regulations
GRU College-Level Bylaws - College of Education
GRU College-Level Bylaws - College of Allied Health Sciences
GRU College-Level Bylaws - College of Dental Medicine
GRU College-Level Bylaws - College of Nursing
3.4.11

Educational Programs: All: Academic program coordination

For each major in a degree program, the institution assigns responsibility for program coordination, curriculum development, and program review, to persons academically qualified in the field. In those degree programs for which the institution does not identify a major, this requirement applies to a curricular area or concentration.

Judgment

☑ Compliance  □ Non-Compliance  □ Not Applicable

Narrative

Georgia Regents University (GRU) assigns responsibility for program coordination, curriculum development, and program review to the academically qualified faculty, working in conjunction with curriculum committees, department chairs, program directors, college deans, and the Executive Vice President for Academic Affairs.

Academic Program Coordinators' Qualifications and Credentials

The institution employs academically qualified program directors to accomplish the mission and goals of the institution. When determining acceptable qualifications for a program director, an institution gives primary consideration to the highest earned degree in the discipline. The institution also considers competence, effectiveness, and capacity, including, as appropriate, undergraduate and graduate degrees, related work experiences in the field, professional licensure and certifications, honors and awards, continuous documented excellence in teaching, or other demonstrated competencies and achievements that contribute to effective teaching and student learning outcomes. For all cases, the institution is responsible for justifying and documenting the qualifications of its program directors.

Academic Organization

The President is the Chief Academic Officer of the University, and all final decision-making authority resides in his office. The President exercises his academic oversight through the assistance of the University Provost who oversees the ongoing operations of all academic programs. To this end, all academic programs are seated in one of the University's nine colleges, which is headed by a dean who reports directly to the Provost. Each dean, in return, oversees the academic programs in their college with the assistance of department chairs and/or program directors. In some colleges, the department chairs preform the role of program director for the degrees homed in the department. In other instances, the department chair will identify program director job responsibilities and assign a qualified faculty member to serve in this capacity. Program directors, department chairs and deans all are subject to yearly evaluation and serve in their administrative position at the pleasure of their immediate supervisor. Service in this administrative capacity is thus independent of the academic tenure status the faculty member holds in the University. In all instances, the department faculty play an active role in the admiration of all degree programs homed in the department and college. Through this administrative structure the University maintains academic supervision of all its degrees and majors [1].

Faculty with a Terminal Baccalaureate/Master's Degree

While the doctorate is the traditional terminal degree in most academic areas, GRU offers degrees in several fields where the terminal degree is a masters or even a baccalaureate degree. While program directors with terminal baccalaureate degrees are qualified, they are actively encouraged to pursue a master's degree in a related field. Similarly, those with terminal master's degrees are encouraged to pursue doctoral degrees. For this reason, it is not uncommon for the GRU Allied Health Science faculty to have MBA's, MPA's or Ph.D.'s in Health Care Administration in addition to the terminal degree which qualifies them to teach in their academic program.

Coordinators' Oversight of Program Quality

Program directors duties include working with department and college administrators on activities such as class scheduling, faculty assigners, curriculum changes and approvals, reviewing course evaluations, coordinating program assessment, and serving as a contact for accreditation and other related activities. Academic program directors ensure that each program is appropriately evaluated and participate with program faculty in the process of reviewing student learning outcomes assessment.

When discipline-based review is available, the University's program directors play critical roles in seeking and obtaining accreditation. As general rule, external accreditation requirements place a focus on both curriculum quality, and assessment and faculty qualifications. These accreditations provide additional evidence that the University's academic program directors are providing oversight of program quality. The list of GRU's specialized accreditations is provided [2].

When an academic program is not externally accredited, evidence of the program coordinators' oversight of program quality generally comes in the form of department minutes, curriculum review and change requests, student learning assessments, or comprehensive program review reports.

Evidence of Program Coordinators' Qualifications and Oversight

Tables 3.4.11-a - h list current personnel responsible for coordination and assessment of programs at Georgia Regents University is listed below. The tables below list the name of the program director, full-time or part-time, the name of the program directed, the academic degrees (and whether they hold a terminal degree in field), program information, the program directors responsibilities and evidence of oversight relevant to the program.
<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>NAME of Program Director</strong>&lt;br&gt;(F) Full-Time,&lt;br&gt;(P) Part-Time&lt;br&gt;(Name of Program Directed)</td>
<td><strong>Academic Degrees Possessed by Director</strong>&lt;br&gt;(*) Holds Terminal degree in Field)</td>
<td><strong>Program Information:</strong>&lt;br&gt;Accepted Terminal Degree(s) in Field</td>
<td><strong>Coordinator’s Duties:</strong>&lt;br&gt;Responsibilities&lt;br&gt;Evidence of Oversight</td>
</tr>
<tr>
<td>Program Director:&lt;br&gt;Lori Prince (F)&lt;br&gt;(Health Information Administration, BS and Certificate)</td>
<td>Degree Held:&lt;br&gt;• *MS Health Service Admin.&lt;br&gt;• BS in Health Information Management</td>
<td>Accepted Terminal Degrees in field:&lt;br&gt;BS&lt;br&gt;MS HIM</td>
<td>Responsibilities:&lt;br&gt;• Accreditation,&lt;br&gt;• admissions,&lt;br&gt;• programming&lt;br&gt;Evidence of Oversight: [3]</td>
</tr>
<tr>
<td>Program Director:&lt;br&gt;William Andrews (F)&lt;br&gt;(Post Master’s Certificate, Medical Illustration)&lt;br&gt;(Masters Medical Illustration)</td>
<td>Degree Held:&lt;br&gt;• MA Biomedical communications&lt;br&gt;• BA in Art</td>
<td>Accepted Terminal Degrees in field:&lt;br&gt;Post Master’s Certificate, Medical Illustration&lt;br&gt;MA, Medical Illustrations</td>
<td>Responsibilities:&lt;br&gt;• Accreditation,&lt;br&gt;• admissions,&lt;br&gt;• programming&lt;br&gt;Evidence of Oversight: [4]</td>
</tr>
<tr>
<td>Program Director:&lt;br&gt;Barbara Kraj (F)&lt;br&gt;(Clinical Laboratory Science)</td>
<td>Degree Held:&lt;br&gt;• MS in Biology&lt;br&gt;• Certificate in Clinical Laboratory Science</td>
<td>Accepted Terminal Degrees in field:&lt;br&gt;BS-CLS,&lt;br&gt;MHS-CLS</td>
<td>Responsibilities:&lt;br&gt;• Accreditation,&lt;br&gt;• admissions,&lt;br&gt;• programming&lt;br&gt;Evidence of Oversight: [5]</td>
</tr>
<tr>
<td>Program Director:&lt;br&gt;Ana Thompson (F)&lt;br&gt;(Dental Hygiene)</td>
<td>Degree Held:&lt;br&gt;• MHED Dental Hygiene&lt;br&gt;• *BS Dental Hygiene</td>
<td>Accepted Terminal Degrees in field:&lt;br&gt;BS-DH</td>
<td>Responsibilities:&lt;br&gt;• Accreditation,&lt;br&gt;• admissions,&lt;br&gt;• programming&lt;br&gt;Evidence of Oversight: [6]</td>
</tr>
<tr>
<td>Program Director</td>
<td>Degree Held</td>
<td>Accepted Terminal Degrees in field</td>
<td>Responsibilities</td>
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<tr>
<td>Mary A. Owen (F)</td>
<td>MHE Radiological Sciences</td>
<td>BS Radiological Sciences</td>
<td>Accreditation, admissions, programming</td>
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<tr>
<td>(Nuclear Medicine Technology)</td>
<td>Registered Health Information Administrator Certified NMT</td>
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<tr>
<td>Raghavan Raju (F)</td>
<td>PhD Medical Scientist, MS Biomedical/Medical Engineering</td>
<td>PhD in Health Science or equivalent</td>
<td>Accreditation, admissions, programming</td>
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<tr>
<td>(Applied Health Science)</td>
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<td></td>
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<tr>
<td>Lynne Eggert (F)</td>
<td>MA in Liberal Studies, BS Biology, Diploma Radiologic Technology, Certificate in Radiation Therapy</td>
<td>BS Radiological Sciences</td>
<td>Accreditation, admissions, programming</td>
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<tr>
<td>(Radiation Therapy)</td>
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<tr>
<td>Dr. Andrew Mazzoli (F)</td>
<td>PhD Educational Administration, MHS – Health Science, BS – Respiratory Therapy</td>
<td>BS Respiratory Therapy</td>
<td>Accreditation, admissions, programming</td>
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<td>(Respiratory Therapy)</td>
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<tr>
<td>Dr. Lester Pretlow (F)</td>
<td>PhD Biomedical Science, BA Chemistry</td>
<td>BS or MHS in CLS</td>
<td>Accreditation, admissions, programming</td>
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<tr>
<td>(Graduate Clinical Lab. Science program)</td>
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<tr>
<td>Dr. Pam Kearney (F)</td>
<td>EdD Higher Education Leadership, MS Occupational Therapy, BS Occupational Therapy</td>
<td>DOT or MS in OT</td>
<td>Accreditation, admissions, programming</td>
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<td>(Occupational Therapy)</td>
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<tr>
<td>Dr. Bonnie Dadig (F)</td>
<td>EdD Curriculum &amp; Instruction, MS in Child Health Associate</td>
<td>MPA</td>
<td>Accreditation, admissions, programming</td>
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<td>(Physician Assistant)</td>
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<tr>
<td>Dr. Pavani Rangachari (F)</td>
<td>PhD Administration and Policy, MS Health Management, MA Economics</td>
<td>PhD &amp; MS PH</td>
<td>Accreditation, admissions, programming</td>
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<tr>
<td>(Master of Public Health)</td>
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<tr>
<td>Dr. Scott Hasson</td>
<td>EdD in Exercise Physiology, MA in Physical Education, BS in Physical Therapy</td>
<td>DPT</td>
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<tr>
<td>(Physical Therapy)</td>
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<tr>
<td>Other Qualifications:</td>
<td>Level of degree Granted:</td>
<td>Evidence of Oversight:</td>
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<tr>
<td>Licensed Physical Therapist</td>
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<tr>
<td>Fellow of American College of Sports Medicine</td>
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<td>Fellow of American Physical Therapy Association</td>
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<td>25 publications in field</td>
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<tr>
<td>13 Externally funded Grants in field</td>
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<td></td>
<td>NAME of Program Director (F) Full-Time, (P) Part-Time</td>
<td>Academic Degrees Possessed by Director (*) Holds Terminal degree in Field</td>
<td>Coordinator’s Duties Responsibilities</td>
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<td>(Name of Program Directed)</td>
<td>Other Qualifications</td>
<td>Evidence of Oversight</td>
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<td></td>
<td></td>
<td>Degree Held:</td>
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<tr>
<td></td>
<td></td>
<td>*Ph.D. Education with a Major in Kinesiology</td>
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<tr>
<td></td>
<td></td>
<td>M.Ed. with a Major in Health and Physical Education</td>
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<tr>
<td></td>
<td></td>
<td>B.S. in Physiology and Sports Science</td>
<td></td>
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<tr>
<td>Program Director:</td>
<td>Dr. Graeme Connolly (F)</td>
<td>Accepted Terminal Degrees in field:</td>
<td>Responsibilities:</td>
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<tr>
<td></td>
<td>(Post-Baccalaureate Certificate in Health Professions Education)</td>
<td>BSED with Major in Physical Education;</td>
<td>• Program oversight, recruiting, collaborate with Department Chair in course scheduling, annual data review on student performance on key assessments.</td>
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<tr>
<td></td>
<td>(Post-Baccalaureate Certificate in Sports Coaching)</td>
<td>MAT Health and Physical Education;</td>
<td>• Annual data reports; recommendations to college on program revisions</td>
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<td>(BS Health and Phys Ed)</td>
<td>Ph.D. or Ed.D. with a major in Kinesiology or Health and Physical Education</td>
<td>Evidence of Oversight:</td>
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<td></td>
<td>(MS Kinesiology)</td>
<td>Degree Type Granted (UN, G)</td>
<td>The MSK program has key assessments and student learning outcomes that are reported in CampusLabs.</td>
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<td>Level of degree Granted:</td>
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<td></td>
<td></td>
<td>UN and G</td>
<td></td>
</tr>
<tr>
<td>Program Director:</td>
<td>Dr. Richard Deaner (F)</td>
<td>Accepted Terminal Degrees in field:</td>
<td>Evidence of Oversight:</td>
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<td></td>
<td>(Post-Masters Certificate in Advanced Counseling—School Counseling)</td>
<td>M.Ed. in Counselor Education; Ed.S. in Counselor Education</td>
<td>[19] [20]</td>
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<td></td>
<td>(Post-Masters Certificate in Advanced Counseling and Supervision)</td>
<td>Ph.D. Counselor Education</td>
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<td></td>
<td>(Sp.Ed Counselor Ed)</td>
<td>Level of degree Granted:</td>
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<tr>
<td></td>
<td>(ME Counselor Ed)</td>
<td>UN and G</td>
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<td>Program Director:</td>
<td>Dr. Beth Pendergraft (F)</td>
<td>Accepted Terminal Degrees in field:</td>
<td>Evidence of Oversight:</td>
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<td></td>
<td>(BSED Early Childhood Ed)</td>
<td>Ph.D. or Ed.D. in Early Childhood Education or Ph.D. or Ed.D. in Language and Literacy Education</td>
<td>[21] [22]</td>
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<tr>
<td></td>
<td>(MAT Early Childhood Ed)</td>
<td>Level of degree Granted:</td>
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<td></td>
<td></td>
<td>UN and G</td>
<td></td>
</tr>
<tr>
<td>Program Director:</td>
<td>Dr. Laura Rychly (F)</td>
<td>Accepted Terminal Degrees in field:</td>
<td>Evidence of Oversight:</td>
</tr>
<tr>
<td></td>
<td>(BSED Middle School Ed)</td>
<td>Ph.D. or Ed.D. in Middle Grades Education OR Educational doctorate with 18 or more graduate hours in relevant coursework; professional teaching certificate at middle grades level</td>
<td>[23] [24]</td>
</tr>
<tr>
<td></td>
<td>(Post Bacc. Certificate in Writing Instruction)</td>
<td>Level of degree Granted:</td>
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<td>UN, Cert</td>
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<tr>
<td>Program Director</td>
<td>Degree Held</td>
<td>Accepted Terminal Degrees in field</td>
<td>Responsibilities</td>
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<tr>
<td>Dr. Nai-Cheng Kuo (F)</td>
<td>*(BSED Education/ Special Ed)</td>
<td>Ph.D. or Ed.D. in Special Education</td>
<td>Program oversight, recruiting, collaborate with Department Chair in course scheduling, annual data review on student performance on key assessments.</td>
</tr>
<tr>
<td></td>
<td>*(MAT Special Ed)</td>
<td>Level of degree Granted: UN, G and Cert.</td>
<td>Annual data reports; recommendations to college on program revisions.</td>
</tr>
<tr>
<td></td>
<td>*(Post-Bacc Certificate in Special Ed)</td>
<td></td>
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</tr>
<tr>
<td>Dr. Shirley Darracott (F)</td>
<td>*(BS Kinesiology)</td>
<td>Ph.D. or Ed.D. with a Major in Exercise Science/ Exercise Science/ Kinesiology</td>
<td>Program oversight, recruiting, collaborate with Department Chair in course scheduling, annual data review on student performance on key assessments.</td>
</tr>
<tr>
<td></td>
<td>*(Master of Arts in Teaching)</td>
<td>Level of degree Granted: G</td>
<td>Annual data reports; recommendations to college on program revisions.</td>
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<tr>
<td></td>
<td>*(M.A.T. Foreign Language Ed)</td>
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<tr>
<td>Dr. Paula Dohoney (F)</td>
<td>*(Master of Arts in Teaching)</td>
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<td></td>
<td>*(M.A.T. Middle Grades Education)</td>
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<tr>
<td>Dr. Chris Botero (F)</td>
<td>*(M.A.T. Foreign Language Ed)</td>
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<tr>
<td></td>
<td>*(Master of Arts in Teaching)</td>
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<tr>
<td>Dr. Stacie Pettit (F)</td>
<td>*(M.A.T. Middle Grades Education)</td>
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<td>*(M.A.T. Foreign Language Ed)</td>
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</tbody>
</table>

Georgia Regents University
| Program Director: Dr. Suzanne Hall (F) (M.A.T. Music Education) | Degree Held:  
- *PhD in Music Education  
- M.Ed. in Music Education  
- Bachelors of Music Education | Accepted Terminal Degrees in field:  
- Ph.D. or Ed.D. in Music Education | Responsibilities:  
- Program oversight, recruiting, collaborate with Department Chair in course scheduling, annual data review on student performance on key assessments.  
- Annual data reports; recommendations to college on program revisions. |
| --- | --- | --- | --- |
| Program Director: Dr. Juan Walker (F) (M.A.T. Secondary Education) | Degree Held:  
- *Ph.D. in Secondary Curriculum and Instruction with minors in Educational Foundations and Social Studies  
- M.A. in Social Studies Education  
- B.A. in History | Accepted Terminal Degrees in field:  
- Ph.D. or Ed.D. in Secondary Curriculum or related teaching area | Responsibilities:  
- Program oversight, recruiting, collaborate with Department Chair in course scheduling, annual data review on student performance on key assessments.  
- Annual data reports; recommendations to college on program revisions. |
| Program Director: Dr. Paulette Harris (F) (M.Ed Teacher Leadership) (Sp.Ed. Educational Leadership) | Degree Held:  
- *Ed.D. Curriculum and Instruction  
- Ed.S. Administration and Supervision  
- M.Ed. Elementary Education  
- B.A. Elementary Education | Accepted Terminal Degrees in field:  
- Ph.D. or Ed.D. in Education (Teacher Leadership, Curriculum and Instruction, or Educational Leadership) | Responsibilities:  
- Program oversight, recruiting, collaborate with Department Chair in course scheduling, annual data review on student performance on key assessments.  
- Annual data reports; recommendations to college on program revisions. |
| Program Director: Dr. Rebecca Harper (F) (M.Ed Curriculum and Instruction) | Degree Held:  
- Ph.D. in Language and Literacy  
- M.Ed. Educational Technology  
- B.A. Elementary Education | Accepted Terminal Degrees in field:  
- Ph.D. or Ed.D. in Curriculum and Instruction or related fields | Responsibilities:  
- Program oversight, recruiting, collaborate with Department Chair in course scheduling, annual data review on student performance on key assessments.  
- Annual data reports; recommendations to college on program revisions. |
| Program Director: Dr. Sam Hardy (F)  
**MEd Educational Leadership** | field: Ph.D. or Ed.D. in Educational Administration or Educational Leadership, or educational doctorate and 18 hours in Educational Leadership graduate coursework; Georgia Certification in Educational Leadership  
Level of degree Granted: G | Program oversight, recruiting, collaborate with Department Chair in course scheduling, annual data review on student performance on key assessments.  
Annual data reports; recommendations to college on program revisions.  
Evidence of Oversight: [42] [43] |
| --- | --- | --- |
| **Program Director:** Dr. Drew Kemp (F)  
**EdS Curriculum and Instruction** | Degree Held:  
- Ed.D. Curriculum and Instruction  
- M.B.A.  
- B.S. Business Administration  
Accepted Terminal Degrees in field: Ph.D. or Ed.D. in Curriculum and Instruction  
Level of degree Granted: G | Responsibilities:  
Program oversight, recruiting, collaborate with Department Chair in course scheduling, annual data review on student performance on key assessments.  
Annual data reports; recommendations to college on program revisions.  
Evidence of Oversight: [44] [45] |
| **Program Director:** Wayne (Edward) Lord (F)  
**D.Ed. Educational Innovation**  
**Post-Bacc. Certificate in Active Aging** | Degree Held:  
- PhD Ed Admin and Supervision  
- EDS Ed admin and Supervision  
- MM Music Pedagogy  
- BA Music  
Accepted Terminal Degrees in field: Ph.D. or Ed.D. in Ed Admin or Curriculum and Instruction  
Level of degree Granted: G | Responsibilities:  
Program oversight, recruiting, collaborate with Department Chair in course scheduling, annual data review on student performance on key assessments.  
Annual data reports; recommendations to college on program revisions.  
Evidence of Oversight: [46] [47] |
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<tr>
<td><strong>NAME of Program Director</strong>&lt;br&gt;(F) Full-Time,&lt;br&gt;(P) Part-Time&lt;br&gt;(Name of Program Directed)</td>
<td><strong>Academic Degrees Possessed by Director</strong>&lt;br&gt;(*) Holds Terminal degree in Field</td>
<td><strong>Program Information:</strong>&lt;br&gt;Accepted Terminal Degree(s) in Field</td>
<td><strong>Coordinator’s Duties</strong>&lt;br&gt;Responsibilities&lt;br&gt;Evidence of Oversight</td>
</tr>
<tr>
<td>Program Director: Rob Bledsoe (F) (Humanities Program)</td>
<td>Degree Held: • *Ph.D. in German&lt;br&gt;• MA in German&lt;br&gt;• BA in German and History</td>
<td>Level of degree Granted: Minor only (UN)</td>
<td>Responsibilities: • Provide oversight for scheduling, curriculum development, faculty development and evaluation, learning outcomes assessment, budgetary operations, marketing, and annual program reporting.&lt;br&gt;• Annual data reports; recommendations to college on program revisions.</td>
</tr>
<tr>
<td>Program Director: Kim Davies (F) (AA Criminal Justice)&lt;br&gt;(BA Criminal Justice)&lt;br&gt;(BA Sociology)</td>
<td>Degree Held: • *Ph.D., Sociology&lt;br&gt;• MA, Sociology&lt;br&gt;• BA, Sociology &amp; Women’s Studies</td>
<td>Accepted Terminal Degrees in field: Ph.D. In field</td>
<td>Responsibilities: • Provide oversight for scheduling, curriculum development, faculty development and evaluation, learning outcomes assessment, budgetary operations, marketing, and annual program reporting.&lt;br&gt;• Annual data reports; annual faculty evaluations; recommendations to college on program revisions.&lt;br&gt;• The Bachelor of Social Work is fully accredited by the Council on Social Work Education.</td>
</tr>
<tr>
<td>Program Director: Marie Drews (F) (Women’s and Gender Studies)</td>
<td>Degree Held: • *Ph.D. in English&lt;br&gt;• MA in English&lt;br&gt;• BA in English and Music</td>
<td>Accepted Terminal Degrees in field: Ph.D. Liberal Arts Discipline</td>
<td>Responsibilities: • Provide oversight for scheduling, curriculum development, faculty development and evaluation, learning outcomes assessment, budgetary operations, marketing, and annual program reporting.&lt;br&gt;• Annual data reports; recommendations to college on program revisions.</td>
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<tr>
<td>Program Director: Andrew Goss (F) (BA Anthropology)&lt;br&gt;(BA History)</td>
<td>Degree Held: • *Ph.D. in History&lt;br&gt;• MA in History&lt;br&gt;• BA in Asian Studies</td>
<td>Accepted Terminal Degrees in field: Ph.D.</td>
<td>Responsibilities: • Provide oversight for scheduling, curriculum development, faculty development and evaluation, learning outcomes assessment, budgetary operations, marketing, and annual program reporting.</td>
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<td>Program Director:</td>
<td>Degree Held:</td>
<td>Accepted Terminal Degrees in field:</td>
<td>Responsibilities:</td>
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<tr>
<td>Rick Kenney (F)</td>
<td>*Ph.D. in Mass Communication, MA in Mass Communication, BA in English</td>
<td>Ph.D.</td>
<td>• Provide oversight for scheduling, curriculum development, faculty development and evaluation, learning outcomes assessment, budgetary operations, marketing, and annual program reporting.</td>
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<tr>
<td>(BA Communications)</td>
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<td>• Annual data reports; annual faculty evaluations; recommendations to college on program revisions.</td>
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<tr>
<td>Alan MacTaggart (F)</td>
<td>*MFA in Painting, MA in Art Education, B.I.D. in Art-Industrial Design</td>
<td>MFA, Ph.D. (Art History)</td>
<td>Evidence of Oversight: [52] [53] [54]</td>
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<tr>
<td>(BA Art) (BFA Art)</td>
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<td>Evidence of Oversight: [55] [56]</td>
</tr>
<tr>
<td>Nicole Meyer (F)</td>
<td>*Ph.D. in French Literature, MA in French Literature, BA in French Literature</td>
<td>Ph.D., MFA Lit</td>
<td>Evidence of Oversight: [57]</td>
</tr>
<tr>
<td>(BA English &amp; Foreign Languages) (BA English)</td>
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<td>Evidence of Oversight: [58]</td>
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*Degrees marked with an asterisk (*) indicate terminal degrees.*

Art program is accredited by NASAD.
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<tr>
<th>Program Director: Angela Morgan (F)</th>
<th>Degree Held:</th>
<th>Accepted Terminal Degrees in field:</th>
<th>Responsibilities:</th>
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</thead>
</table>
| (BA Music) (BM Music Ed) (BM Performance) | • *DM in Music Performance  
• M.M. in Music Performance  
• BM in Music | • DM,  
DMA,  
Ph.D. in Music, Ed.D. in Music Education | • Provide oversight for scheduling, curriculum development, faculty development and evaluation, learning outcomes assessment, budgetary operations, marketing, and annual program reporting.  
• Annual data reports; annual faculty evaluations; recommendations to college on program revisions.  
Music program is accredited by NASM (National Association of Schools of Music) |
| Evidence of Oversight: [59] |

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<tr>
<th>Program Director: Sudha Ratan (F)</th>
<th>Degree Held:</th>
<th>Accepted Terminal Degrees in field:</th>
<th>Responsibilities:</th>
</tr>
</thead>
</table>
| (BA Political Science) | • *Ph.D. in International Studies  
• B.L. in Law and Legal Studies  
• BA in History | • Ph.D. Political Science/ International Studies/ Public Administration | • Provide oversight for scheduling, curriculum development, faculty development and evaluation, learning outcomes assessment, budgetary operations, marketing, and annual program reporting.  
• Annual data reports; annual faculty evaluations; recommendations to college on program revisions. |
| Evidence of Oversight: [60] |

<table>
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<tr>
<th>Program Director: Saundra Ribando (F)</th>
<th>Degree Held:</th>
<th>Accepted Terminal Degrees in field:</th>
<th>Responsibilities:</th>
</tr>
</thead>
</table>
| (Masters of Public Administration) | • *Doctorate in Public Administration (DPA)  
• M.S. in Business Administration  
• B.BA in Economics | • PhD Political Science  
DPA | • Provide oversight for scheduling, curriculum development, faculty development and evaluation, learning outcomes assessment, budgetary operations, marketing, and annual program reporting.  
• Annual data reports; recommendations to college on program revisions. |
| Evidence of Oversight: [61] |

<table>
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<tr>
<th>Program Director: Jessica Ziembrowski (F)</th>
<th>Degree Held:</th>
<th>Accepted Terminal Degrees in field:</th>
<th>Responsibilities:</th>
</tr>
</thead>
</table>
| (BS Social Work) | • PhD in Sociology  
• MA in Sociology  
• MSW Social Work  
• BA Government/Spanish | • PhD in Sociology/ Social Work | • Provide oversight for curriculum development, learning outcomes assessment, marketing, and annual program reporting.  
• Annual data reports; recommendations to college on program revisions. |
<p>| Evidence of Oversight: [62] |</p>
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<tr>
<td><strong>NAME of Program Director</strong> (F) Full-Time, (P) Part-Time (Name of Program Directed)</td>
<td>Academic Degrees Possessed by Director (*) Holds Terminal degree in Field</td>
<td>Program Information: Accepted Terminal Degree(s) in Field Degree Type Granted (UN, G)</td>
<td>Coordinator’s Duties Responsibilities Evidence of Oversight</td>
</tr>
<tr>
<td><strong>Program Director:</strong> Joanne Sexton (F) (Cyber Security Ed • Certificate of Less than One Year in Basic Information Assurance Defender; • One-Year Certificate in Advanced Information Assurance Defender)</td>
<td>Degree Held: • M.S., Computer Science • M.A., National Security and Strategic Studies Other Qualifications: Certified Information Systems Security Professional; Global Information Assurance Certifications (GIAC) including GIAC Security Essentials; GIAC Certified Incident Handler; GIAC Certified Intrusion Analyst; GIAC Penetration Tester</td>
<td>Accepted Terminal Degrees in field: No Established Standard in Field (GRU requires an MS in Computer Science with additional credentials in the area of information security) Level of degree Granted: UN certificate</td>
<td>Responsibilities: • Program oversight, recruiting, course scheduling, assessment • New programs but Undergraduate Curriculum Committee reviews BBA curriculum as well as Computer and Information Sciences committee reviews BS curriculum Evidence of Oversight: [63]</td>
</tr>
<tr>
<td><strong>Program Director:</strong> W. Joey Styron (F) (BBA Accounting-Concentration)</td>
<td>Degree Held: • *Ph.D. Accounting • M.S., Accounting Accepted Terminal Degrees in field: Ph.D., Business Administration (emphasis in Accounting); Ph.D., Accounting Level of degree Granted: UN</td>
<td>Responsibilities: • Program oversight, recruiting, course scheduling, assessment • AACSB accreditation; Undergraduate Curriculum Committee reviews BBA curriculum Evidence of Oversight: [64]</td>
<td></td>
</tr>
<tr>
<td><strong>Program Director:</strong> Barbara Coleman (F) (BBA Finance – Concentration) (BBA Management – Concentration) (BBA Marketing – Concentration)</td>
<td>Degree Held: • *Ph.D., Business Administration • * M.B.A. Accepted Terminal Degrees in field: Ph.D., Business Administration; D.B.A. Level of degree Granted: UN</td>
<td>Responsibilities: • Program oversight, recruiting, course scheduling, assessment • AACSB accreditation; Undergraduate Curriculum Committee reviews BBA curriculum Evidence of Oversight: [65]</td>
<td></td>
</tr>
<tr>
<td><strong>Program Director:</strong> Todd Schultz (F) (BBA Management Information Systems) (BS Applied Information Systems and Technologies) (BS Computer Science)</td>
<td>Degree Held: • *Ph.D. • M.S.E., Mathematical Sciences Other Qualifications: Serves on advisory board of Microsoft Dynamics Academic Alliance Accepted Terminal Degrees in field: Ph.D., Business Administration; Ph.D., Computer Science Level of degree Granted: UN</td>
<td>Responsibilities: • Program oversight, recruiting, course scheduling, assessment, coordinates curriculum oversight with representatives from each of the major areas (Faculty member in Computer Science with Ph.D. in field; faculty member in MIS with Ph.D. in field; faculty member in AIST with M.S. in military technologies and M.A. in computer science) • AACSB accreditation; Undergraduate Curriculum Committee reviews BBA curriculum Evidence of Oversight: [66]</td>
<td></td>
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<tr>
<td><strong>Program Director:</strong> Simon Medcalfe (F) (MBA)</td>
<td>Degree Held: • Ph.D., Economics • M.S., Finance Accepted Terminal Degrees in field: Ph.D., Business Administration D.B.A. Ph.D., Economics</td>
<td>Responsibilities: • Program oversight, recruiting, course scheduling, assessment • AACSB accreditation; Graduate Curriculum Committee reviews MBA curriculum</td>
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<td>Level of degree Granted:</td>
<td>Evidence of Oversight:</td>
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<td>NAME of Program Director (F) Full-Time, (P) Part-Time (Name of Program Directed)</td>
<td>Academic Degrees Possessed by Director (*) Holds Terminal degree in Field</td>
<td>Program Information: Accepted Terminal Degree(s) in Field</td>
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<tr>
<td>1</td>
<td>Program Director: Andrew Jason, Hamilton (P) (Post-First-Professional Certificate in Advanced Education in General Dentistry)</td>
<td>Degree Held: • *DMD</td>
<td>Accepted Terminal Degrees in field: DDS/DMD</td>
</tr>
<tr>
<td>2</td>
<td>Program Director: Gerald Chiche (P) (Post-First-Professional Certificate in Clinical Fellowship in Esthetic and Implant Dentistry)</td>
<td>Degree Held: • *DDS</td>
<td>Accepted Terminal Degrees in field: DDS/DMD</td>
</tr>
<tr>
<td>3</td>
<td>Program Director: Brian Bergeron (F) (Post-First-Professional Certificate in Endodontics)</td>
<td>Degree Held: • *DMD</td>
<td>Accepted Terminal Degrees in field: DDS/DMD</td>
</tr>
<tr>
<td>4</td>
<td>Program Director: Henry Ferguson (F) (Post-First-Professional Certificate in Oral &amp; Maxillofacial Surgery Internship)</td>
<td>Degree Held: • *DMD</td>
<td>Accepted Terminal Degrees in field: DDS/DMD</td>
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<tr>
<td>5</td>
<td>Program Director: Henry Ferguson (F) (Post-First-Professional Certificate in Oral Surgery)</td>
<td>Degree Held: • *DMD</td>
<td>Accepted Terminal Degrees in field: DDS/DMD</td>
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<tr>
<td>6</td>
<td>Program Director: Eladio Deleon (F) (Post-First-Professional Certificate in Orthodontics)</td>
<td>Degree Held: • *DMD</td>
<td>Accepted Terminal Degrees in field: DDS/DMS</td>
</tr>
<tr>
<td>7</td>
<td>Program Director: Tara Schafer (F) (Post-First-Professional Certificate in Pediatric Dentistry)</td>
<td>Degree Held: • *DMD</td>
<td>Accepted Terminal Degrees in field: DDS/DMD</td>
</tr>
<tr>
<td>8</td>
<td>Program Director: Kobi Stern (F) (Post-First-Professional Certificate in Periodontics) (Post-First-Professional Certificate in Periodontics Clinical Fellowship in Advanced Implant Surgery)</td>
<td>Degree Held: • *DDS</td>
<td>Accepted Terminal Degrees in field: DDS/DMS</td>
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<tr>
<td>9</td>
<td>Program Director: Philip Baker (F) (Post-First-Professional Certificate in Prosthodontics)</td>
<td>Degree Held: • *DDS</td>
<td>Accepted Terminal Degrees in field: DDS/DMD</td>
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<tr>
<td>10</td>
<td>Program Director: Regina Messer (F)</td>
<td>Degree Held: • *PhD Biomedical/ Med.</td>
<td>Accepted Terminal Degrees in field:</td>
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<tr>
<td>Program Director: Philip Hanes (F)</td>
<td>Engineering</td>
<td>PhD in field</td>
<td>• Accreditation, admissions, programming</td>
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<tr>
<td>(Doctor of Dental Medicine)</td>
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<td>Level of degree Granted: G</td>
<td>Evidence of Oversight: [77]</td>
</tr>
<tr>
<td>(Post-First-Professional Cert. in General Practice Residency)</td>
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<td>Accepted Terminal Degrees in field: DDS/DMD</td>
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<td>Degree Held: *DDS</td>
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<td>Level of degree Granted: First Professional, &amp; Certificate</td>
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<tr>
<td>Program Director: Adviye Ergul (F)</td>
<td>Degree Held:</td>
<td>Coordinator’s Duties</td>
<td>Responsibilities:</td>
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<tr>
<td>(MS Physiology) (PHD Physiology)</td>
<td>• PhD biochemistry</td>
<td></td>
<td>• Serve on the Biomedical Science Recruitment and Admission Committee; serve on the biomedical science curriculum advancement committee; advise students who choose Physiology as their program of choice for PhD training; follow their progress and ensure they meet the academic requirements by the TGS and the Program; §. follow their progress and mentor to ensure they are hitting their personal benchmarks; examine, assess, and report on student learning outcomes</td>
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<td>Other Qualifications</td>
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<td>Evidence of Oversight</td>
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<tr>
<td>Accepted Terminal Degrees in field: PhD Physiology</td>
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<td>Evidence of Oversight: [79]</td>
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<td>Accepted Terminal Degree(s) in Field</td>
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<td>Degree Type Granted (UN, G)</td>
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<td>Evidence of Oversight</td>
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<tr>
<th>NAME of Program Director (F) Full-Time, (P) Part-Time (Name of Program Directed)</th>
<th>Academic Degrees Possessed by Director (*) Holds Terminal degree in Field</th>
<th>Program Information: Accepted Terminal Degree(s) in Field</th>
<th>Coordinator’s Duties Responsibilities Evidence of Oversight</th>
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<tbody>
<tr>
<td>Program Director: Adviye Ergul (F) (MS Physiology) (PHD Physiology)</td>
<td>Degree Held: • PhD biochemistry • *MD</td>
<td>Accepted Terminal Degrees in field: PhD Physiology MD</td>
<td>Serve on the Biomedical Science Recruitment and Admission Committee; serve on the biomedical science curriculum advancement committee; advise students who choose Physiology as their program of choice for PhD training; follow their progress and ensure they meet the academic requirements by the TGS and the Program; follow their progress and mentor to ensure they are hitting their personal benchmarks; examine, assess, and report on student learning outcomes</td>
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<td>Program Director:</td>
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<tr>
<td>Rafal Pacholczyk (F)</td>
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<tr>
<td>(MS Genomic Medicine)</td>
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<td>(PHD Genomic Medicine)</td>
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<td><strong>Degree Held:</strong></td>
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<tr>
<td><em>Ph.D. degree in Biological Science in Immunology (2002)</em></td>
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<td>PhD</td>
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<td><strong>Level of degree Granted:</strong></td>
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<td><strong>Responsibilities:</strong></td>
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<tr>
<td>Serve on the Biomedical Science Recruitment and Admission Committee; Serve on the biomedical science curriculum advancement committee</td>
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<tr>
<td>Oversee Program Administrator (staff position) and Course Directors</td>
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<tr>
<td>Secure funds and oversee the budget</td>
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<tr>
<td>Facilitate course development</td>
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<tr>
<td>Facilitate the Genomic Medicine Seminar Series</td>
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<tr>
<td>Work to enhance program visibility and student recruitment</td>
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<tr>
<td>Facilitate Journal Clubs for Genomic Medicine faculty and students</td>
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<tr>
<td>Work with the Dean and Vice Dean of The Graduate School</td>
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<tr>
<td>Examine, assess, and report on Student Learning Outcomes</td>
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</tbody>
</table>

| Evidence of Oversight: | [80] |

<table>
<thead>
<tr>
<th>Program Director:</th>
</tr>
</thead>
<tbody>
<tr>
<td>John A. Johnson (F)</td>
</tr>
<tr>
<td>(MS Pharmacology)</td>
</tr>
<tr>
<td>(PHD Pharmacology)</td>
</tr>
<tr>
<td><strong>Degree Held:</strong></td>
</tr>
<tr>
<td>*PHD Biochemistry</td>
</tr>
<tr>
<td>MS Biochemistry</td>
</tr>
<tr>
<td>BS Biology</td>
</tr>
<tr>
<td><strong>Accepted Terminal Degrees in field:</strong></td>
</tr>
<tr>
<td>PhD In field</td>
</tr>
<tr>
<td><strong>Level of degree Granted:</strong></td>
</tr>
<tr>
<td>G</td>
</tr>
<tr>
<td><strong>Responsibilities:</strong></td>
</tr>
<tr>
<td>ExtensiveStudent feedback</td>
</tr>
<tr>
<td>Dept Chair meetingsAnnual Faculty Reviews</td>
</tr>
<tr>
<td>Faculty meetings / feedback</td>
</tr>
<tr>
<td>Student Job Placements</td>
</tr>
<tr>
<td>Graduate School interactions (Forms and Rubrics)</td>
</tr>
<tr>
<td>SLOs</td>
</tr>
</tbody>
</table>

<p>| Evidence of Oversight: | [81] |</p>
<table>
<thead>
<tr>
<th>Program Director:</th>
<th>Degree Held:</th>
<th>Accepted Terminal Degrees in field:</th>
<th>Responsibilities:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lynnette McCluskey (F)</td>
<td>*PhD Physiological Phych/PsychoBio</td>
<td>PhD in field: Molecular Med or PsychoBio</td>
<td>• oversee student progress; direct Molecular Medicine Journal Club; oversee recruiting; serve on the Biomedical Science Recruitment and Admission Committee; Serve on the biomedical science curriculum advancement committee; Examine, assess, and report on Student Learning Outcomes</td>
</tr>
<tr>
<td>(MS Molecular Medicine)</td>
<td>MA Physiological Phych/PsychoBio</td>
<td></td>
<td>b) oversight by Molecular Medicine Graduate Education Committee; Graduate School</td>
</tr>
<tr>
<td>(PHD Molecular Medicine)</td>
<td>BA Physiological Phych/PsychoBio</td>
<td></td>
<td>• Serve as chair of admissions committee, which is made up of myself and a faculty member from each of the following: College of Allied Health Sciences, College of Nursing, College of Dentistry, and Medical College of Georgia.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Level of degree Granted: G</td>
<td>• Evaluate applications for admission, submit acceptance or rejection decision by admission committee to the Graduate School</td>
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<tr>
<td></td>
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<td></td>
<td>• Communicate with applicants and those who have accepted the offer of admission</td>
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<td>• Hold orientation for new students</td>
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<td>• Determine course schedule for each semester</td>
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<td>• Provide registration information to all students each semester</td>
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<td>• Serve as the academic advisor to all students in the program.</td>
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<td>• Ensure students make good academic progress throughout the program</td>
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<td>• Ensure students submit appropriate paperwork to document course work and research throughout the program of study</td>
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<td></td>
<td>• Verify the student has met all program requirements for graduation</td>
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<td></td>
<td>• Examine the program of study and look for potential improvements each year</td>
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<td></td>
<td>• Examine, assess, and report on Student Learning Outcomes</td>
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<td></td>
<td>• Assist students with any issues that arise.</td>
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<td></td>
<td>• Talk with potential students about the program</td>
</tr>
</tbody>
</table>

2 years of experience as co-director; 6 years as director
- Aid in course development, when needed
- Perform and report on Comprehensive Program Review every 7-10 years

**Evidence of Oversight:**
The director works with Graduate Council to monitors student learning outcomes with key assessments [82]

<table>
<thead>
<tr>
<th>Co-Directors:</th>
<th>Degree Held:</th>
<th>Accepted Terminal Degrees in field:</th>
<th>Responsibilities:</th>
</tr>
</thead>
</table>
| Darren Browning (F)    | **Browning:**  
  - *PhD  
  - MSc  
  - BSc  | **PhD in field**  
  **Level of degree Granted:**  
  G  | Primary resource for program faculty and students  
  - Serve on the Biomedical Science Recruitment and Admission Committee  
  - Serve on the biomedical science curriculum advancement committee  
  - Track student progress  
  - Curriculum, policy and student learning objective development.  
  - Membership on Curriculum Committee, Graduate Council  
  - Participation in interview days.  
  - Organize and host students in CoGS 8040 course.  
  - Chair all Comprehensive examinations, Chair public section of all thesis defenses.  
  - Data analysis for annual report.  
  - Examine, assess, and report on Student Learning Outcomes  
  - Details available on request (e.g. Annual reports, tracking data, policy manual etc).  

| Nita Maihle (F)        | **Maihle:**  
  - *PhD (1983 Albert Einstein College of Medicine)**  
  - MS (1977, Miami U)  |  
| (MS Biochemistry and Cancer Biology) | (PHD Biochemistry and Cancer Biology) |  

Details available on request (e.g. Annual reports, tracking data, policy manual etc).
<table>
<thead>
<tr>
<th>Program Director:</th>
<th>Degree Held:</th>
<th>Accepted Terminal Degrees in field:</th>
<th>Responsibilities:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rudolf Lucas (F)</td>
<td>*PhD in Cellular and Genetic Biotechnology</td>
<td>PhD</td>
<td>Serve on the Biomedical Science Recruitment and Admission and Recruitment Committee for TGS; Serve on the biomedical science curriculum advancement committee Organization of courses and both oral and written comprehensive examinations (including Grading) for Graduate students in Vascular Biology - Assuring proper conduct of thesis defenses in VBC; Examine, assess, and report on Student Learning Outcomes</td>
</tr>
<tr>
<td>(MS Vascular Biology)</td>
<td></td>
<td>G</td>
<td>Signatures on required forms, Facilitator and member of examination committees</td>
</tr>
<tr>
<td>(PHD Vascular Biology)</td>
<td></td>
<td></td>
<td><strong>Evidence of Oversight:</strong> The director works with Graduate Council to monitors student learning outcomes with key assessments [84]</td>
</tr>
<tr>
<td>Program Director:</td>
<td>Degree Held:</td>
<td>Accepted Terminal Degrees in field:</td>
<td>Responsibilities:</td>
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</tr>
</tbody>
</table>
| Darrell Brann (F) | - *Ph.D. in Biomedical Science, Medical College of Georgia
- B.A. in Biology, Henderson State University | PhD in field |
| **(MS Neuroscience)** | **(PHD Neuroscience)** | G |

Other Qualifications:
over 23 years’ experience in neuroscience research,

**Degree Held:**
- *Ph.D. in Biomedical Science, Medical College of Georgia
- B.A. in Biology, Henderson State University

**Accepted Terminal Degrees in field:**
- PhD in field
- G

**Responsibilities:**
- Oversight of the program, including day to day management of the program,
- Student matriculation and progress through the program,
- Development and oversight of curriculum,
- Quality control for program and its courses
- Preparation of all reports requested by Graduate School and other entities
- Recruitment of students via service on graduate school Recruitment and Admissions Committee, and by leading the "Introduction to Faculty session for the Neuroscience Program,
- Curriculum development for all graduate students through service on Curriculum Advancement Committee of Graduate School
- Oversight of the Program’s seminar and journal club courses
- Examine, assess, and report on Student Learning Outcomes
- Evidence of Oversight
  - the program has an Executive Committee (composed of senior neuroscience faculty and student representatives) that provide advice to the Director in overseeing the program
  - An external review of the program is conducted every 5 years to insure quality control and excellence of the program.

**Evidence of Oversight:**
The director works with Graduate Council to monitors student learning outcomes with key assessments [85] [86] [87]
<table>
<thead>
<tr>
<th>Program Director:</th>
<th>Degree Held:</th>
<th>Accepted Terminal Degrees in field:</th>
<th>Responsibilities:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ellen K. LeMosy (F); Fall</td>
<td>LeMosy:</td>
<td>PhD in field</td>
<td>• Serve on the Biomedical Science Recruitment and Admission Committee; Serve on the biomedical science curriculum advancement committee</td>
</tr>
<tr>
<td>Mark Hamrick (F); Spring</td>
<td>• *Ph.D. (Duke U, 1993)</td>
<td>G</td>
<td>• Chair of comprehensive exam administration; director of research courses, Investigation of a Problem, Research; advising and student-mentor mediations; writing Program Handbook; drafting policy and recruitment documents; leading CBA Program Council; examine, assess, and report on Student Learning Outcomes; various program directors’ committee assignments</td>
</tr>
<tr>
<td>(MS Cellular Biology and Anatomy)</td>
<td>• M.D.</td>
<td></td>
<td>• CBA Program Council (5-faculty-member group) and CBA Dept Chair oversee and approve any significant program policy changes and documents; report to entire CBA faculty every other month; The Graduate School Deans and other program directors also provide oversight and approval on decisions that impact TGS precedents or shared Biomed program requirements; OIE oversees SLO assessment process.</td>
</tr>
<tr>
<td>(PHD Cellular Biology and Anatomy)</td>
<td>• *PhD, Cell/ Cellular Bio and Histology (1995 Northwestern U)</td>
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<td>Evidence of Oversight:</td>
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<td></td>
<td>The director works with Graduate Council to monitors student learning outcomes with key assessments [88].</td>
</tr>
<tr>
<td>Program Director: Jennifer L. Waller, PhD (F)</td>
<td>Degree Held:</td>
<td>Accepted Terminal Degrees in field:</td>
<td>Responsibilities:</td>
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</tr>
<tr>
<td><strong>(Post-Graduate Certificate in Clinical and Translational Sciences)</strong></td>
<td><em>PhD in Biostatistics</em></td>
<td><strong>Level of degree Granted:</strong> Post Graduate Certificate Graduate G</td>
<td><strong>Serve as chair of admissions committee, which is made up of myself and a faculty member from each of the following: College of Allied Health Sciences, College of Nursing, College of Dentistry, and Medical College of Georgia.</strong></td>
</tr>
<tr>
<td><strong>Note:</strong> The program is intended primarily for GRU faculty members, but clinical fellows and residents are also encouraged to apply.</td>
<td><strong>(Masters in Clinical and Translational Sciences)</strong></td>
<td><strong>(Masters in Biostatistics)</strong></td>
<td><strong>Evaluate applications for admission, submit acceptance or rejection decision by admission committee to the Graduate School.</strong></td>
</tr>
<tr>
<td><strong>(PHD Biostatistics)</strong></td>
<td></td>
<td></td>
<td><strong>Communicate with applicants and those who have accepted the offer of admission.</strong></td>
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<td><strong>Hold orientation for new students.</strong></td>
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<td><strong>Determine course schedule for each semester.</strong></td>
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<td><strong>Provide registration information to all students each semester.</strong></td>
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<td><strong>Serve as the academic advisor to all students in the program.</strong></td>
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<td><strong>Ensure students make good academic progress throughout the program.</strong></td>
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<td><strong>Ensure students submit appropriate paperwork to document course work and research throughout the program of study.</strong></td>
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<td><strong>Verify the student has met all program requirements for graduation.</strong></td>
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<td><strong>Examine the program of study and look for potential improvements each year.</strong></td>
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<td><strong>Examine, assess, and report on Student Learning Outcomes.</strong></td>
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<td><strong>Assist students with any issues that arise.</strong></td>
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<td></td>
<td><strong>Talk with potential students about the program.</strong></td>
</tr>
<tr>
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<td></td>
<td><strong>Aid in course development, when needed.</strong></td>
</tr>
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<td></td>
<td></td>
<td></td>
<td><strong>Perform and report on Comprehensive Program Review every 7-10 years.</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Evidence of Oversight:</strong> The director works with Graduate Council to monitors student learning outcomes with key assessments [89] [90].**</td>
</tr>
</tbody>
</table>
Jeffrey A Switzer (F)

(Post-Graduate Certificate in Clinical and Translational Sciences)

(MS Clinical and Translational Sciences)

- DO, MCTS

Level of degree Granted:
- Post-Graduate Cert. G

Field:
- PhD in field
- MD
- DO

Responsibilities:
- Serve on admissions committee
- Evaluate applications for admission, submit acceptance or rejection decision by admission committee to the Graduate School
- Assist with orientation for new students
- Examine the program of study and look for potential improvements each year
- Examine, assess, and report on Student Learning Outcomes
- Assist students with any issues that arise.
- Talk with potential students about the program
- Assist with Comprehensive Program Review every 7-10 years

Evidence of Oversight:
The director works with Graduate Council to monitors student learning outcomes with key assessments.

Program Director:
Clyde Simmons (F)

(Post-Bacc. Certificate in Rural Community Health)

Degree Held:
- MD
- BS, Chemistry

Accepted Terminal Degrees in field:
- MD

Responsibilities:
- Serve as chair of admissions committee, which is made up of myself and a faculty member from each of the following: College of Allied Health Sciences, College of Nursing, College of Dentistry, and Medical College of Georgia.
- Evaluate applications for admission, submit acceptance or rejection decision by admission committee to the Graduate School
- Communicate with applicants and those who have accepted the offer of admission
- Hold orientation for new students
- Determine course schedule for each semester
- Provide registration information to all students each semester
- Serve as the academic advisor to all students in the program
- Ensure students make good academic progress throughout the program
- Ensure students submit appropriate paperwork to document course work and research throughout the program of study
- Verify the student has met all program requirements for graduation
- Examine the program of study and look for potential improvements each year
- Examine, assess, and report on Student Learning Outcomes
- Assist students with any issues that arise.
- Talk with potential students about the program
- Aid in course development, when needed
- Perform and report on Comprehensive Program Review every 7-10 years

**Evidence of Oversight:**
The director works with Graduate Council to monitors student learning outcomes with key assessments [92]

<table>
<thead>
<tr>
<th>Program Director: Patricia Cameron (F) (PhD Microbiology) (MS Microbiology)</th>
<th>Degree Held:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• PhD, Cell/Cellular Bio and Histology • BA, Biology</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Accepted Terminal Degrees in field:</th>
<th>Responsibilities:</th>
</tr>
</thead>
<tbody>
<tr>
<td>PhD in Biology</td>
<td>• Annual data reports; recommendations to college on program revisions</td>
</tr>
</tbody>
</table>

**Evidence of Oversight:**
• Program oversight, recruiting, course scheduling, annual data review on student performance on key assessments [93]
<table>
<thead>
<tr>
<th>Name of Program Director</th>
<th>Academic Degrees Possessed by Director</th>
<th>Program Information: Accepted Terminal Degree(s) in Field</th>
<th>Coordinator’s Duties Responsibilities</th>
<th>Evidence of Oversight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Marguerite Murphy (F)</td>
<td>*DNP, Medical College of Georgia MS, Georgia State University BSN, Berea College</td>
<td>Post-Master’s Certificate in Adult Gerontology Acute Care Nurse Practitioner Post-Master’s Certificate in Public/Community Health Clinical Nurse Specialist; DNP</td>
<td>Responsibilities:</td>
<td>Responsibilities:</td>
</tr>
<tr>
<td>(Doctor of Nursing)</td>
<td></td>
<td></td>
<td></td>
<td>Annual data reports; recommendations to college on program revisions</td>
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<td>Evidence of Oversight:</td>
</tr>
<tr>
<td>Dr. Judy Glaser (F)</td>
<td>*DNP, Medical College of Georgia CFNP, Vanderbilt University – School MS, Georgia State University BSN, Medical College of Georgia</td>
<td>Post-Master’s Certificate in Psychiatric and Mental Health Nursing DNP</td>
<td>Responsibilities:</td>
<td>Annual data reports; recommendations to college on program revisions</td>
</tr>
<tr>
<td>(Post-Masters Cert.: Psych Mental Health Nurse Practitioner)</td>
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<td>Evidence of Oversight:</td>
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<td></td>
<td></td>
<td>Program oversight, recruiting, course scheduling, annual data review on student performance on key assessments [94]</td>
</tr>
<tr>
<td>Dr. Renee Flippo (F)</td>
<td>*DNP, Georgia Regents University MSN, Medical College of Georgia BSN, University of Minnesota BS, Evangel University</td>
<td>Post-Master’s Certificate in Pediatric Nurse Practitioner; Master of Science in Nursing with a Major in Pediatric Nursing Ph.D. Nursing</td>
<td>Responsibilities:</td>
<td>Annual data reports; recommendations to college on program revisions</td>
</tr>
<tr>
<td>(Pediatric Nurse Practitioner)</td>
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<td>Evidence of Oversight:</td>
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<td></td>
<td></td>
<td></td>
<td>Program oversight, recruiting, course scheduling, annual data review on student performance on key assessments [95]</td>
</tr>
<tr>
<td>Dr. Deborah Smith (F)</td>
<td>*DNP, Medical College of Georgia MSN, Medical College of Georgia BSN, Valdosta State University</td>
<td>Post-Master’s Certificate in Pediatric Nurse Practitioner; Master of Science in Nursing with a Major in Pediatric Nursing Ph.D. Nursing</td>
<td>Responsibilities:</td>
<td>Annual data reports; recommendations to college on program revisions</td>
</tr>
<tr>
<td>(Bachelor of Science in Nursing)</td>
<td></td>
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<td>Evidence of Oversight:</td>
</tr>
<tr>
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<td></td>
<td></td>
<td></td>
<td>Program oversight, recruiting, course scheduling, annual data review on student performance on key assessments [97]</td>
</tr>
<tr>
<td>Program Director</td>
<td>Degree Held</td>
<td>Accepted Terminal Degrees in Field</td>
<td>Responsibilities</td>
<td>Evidence of Oversight</td>
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</tr>
<tr>
<td>Dr. Stephanie Wright (F)</td>
<td>*DNP, Georgia Health Sciences University</td>
<td>Master of Science in Nursing with a Major in Clinical Nurse Leader;</td>
<td>• Annual data reports; recommendations to college on program revisions</td>
<td>• Program oversight, recruiting, course scheduling, annual data review on student performance on key assessments</td>
</tr>
<tr>
<td>(Clinical Nurse Leader)</td>
<td>MSN, University of Phoenix</td>
<td>Post-Master’s Certificate in Family Nurse Practitioner</td>
<td></td>
<td>• Program oversight, recruiting, course scheduling, annual data review on student performance on key assessments</td>
</tr>
<tr>
<td></td>
<td>BSN, Medical College of Georgia</td>
<td>PhD</td>
<td></td>
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<tr>
<td></td>
<td>ASN, Augusta State University</td>
<td>Level of degree Granted: G</td>
<td></td>
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</tr>
<tr>
<td>Program Director: James Masiongale (F)</td>
<td>*DNP, Georgia Regents University (December 2014)</td>
<td>Master of Science in Nursing with a Major in Nursing Anesthesia</td>
<td>• Annual data reports; recommendations to college on program revisions</td>
<td>• Program oversight, recruiting, course scheduling, annual data review on student performance on key assessments</td>
</tr>
<tr>
<td>(Nursing Anesthesia)</td>
<td>MHS, Texas Wesleyan University</td>
<td>PhD</td>
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<tr>
<td></td>
<td>BSN, University of Tennessee</td>
<td>Level of degree Granted: G</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Program Director: Dr. Julie Zandinsky (F)</td>
<td>*Ph.D. Nursing, Medical College of Georgia</td>
<td>Ph.D. Nursing</td>
<td>• Annual data reports; recommendations to college on program revisions</td>
<td>• Program oversight, recruiting, course scheduling, annual data review on student performance on key assessments</td>
</tr>
<tr>
<td>(Ph.D. in Nursing)</td>
<td>MS, Nursing University of California-San Francisco</td>
<td>Level of degree Granted: G</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(MS Nursing)</td>
<td>BSN, Texas Christian University</td>
<td></td>
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</tr>
<tr>
<td>Program Director: Dr. Patricia Bowman (F)</td>
<td>*DNP, University of Tennessee</td>
<td>DNP Nursing</td>
<td>• Annual data reports; recommendations to college on program revisions</td>
<td>• Program oversight, recruiting, course scheduling, annual data review on student performance on key assessments</td>
</tr>
<tr>
<td>(Family Nurse Practitioner)</td>
<td>MN, Emory University</td>
<td>Level of degree Granted: G</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Post-Master’s Certificate in Family Nurse Practitioner)</td>
<td>BSN, Duke University</td>
<td></td>
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</tr>
<tr>
<td>Program Director: Dr. Beth McLear (F)</td>
<td>*DNP, Georgia Health Sciences University</td>
<td>DNP</td>
<td>• Annual data reports; recommendations to college on program revisions</td>
<td>• Program oversight, recruiting, course scheduling, annual data review on student performance on key assessments</td>
</tr>
<tr>
<td>(Post Masters Certificate in Adult Gerontology Acute Care Nurse Practitioner)</td>
<td>MS; 2005; Georgia State University</td>
<td>Level of degree Granted: G</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>BSN; 1985; Clemson University</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other Qualifications</td>
<td>Program oversight, recruiting, course scheduling, annual data review on student performance on key assessments</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------------------</td>
<td>----------------------------------------------------------------------------------------------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Post Masters Certificate: Acute Care Nurse Practitioner</td>
<td>(102)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Program Director (No program Director) (Post-Master’s Cert in Nursing Informatics) (Post-Master’s Cert. in Public/Community Health Nursing)</td>
<td>These programs are undergoing curriculum redesign and <strong>have no students enrolled.</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td><strong>NAME of Program Director</strong>&lt;br&gt;(F) Full-Time, (P) Part-Time&lt;br&gt;(Name of Program Directed)</td>
<td><strong>Academic Degrees Possessed by Director</strong>&lt;br&gt;(*) Holds Terminal degree in Field</td>
<td><strong>Program Information:</strong>&lt;br&gt;Accepted Terminal Degree(s) in Field</td>
<td><strong>Coordinator’s Duties Responsibilities</strong>&lt;br&gt;Evidence of Oversight</td>
<td></td>
</tr>
<tr>
<td>Program Director:&lt;br&gt;Dr. J. Quentin Hartmann (F)&lt;br&gt;(Bachelor of Arts with a Major in Psychology)&lt;br&gt;(MS Psychology)</td>
<td>Degree Held:&lt;br&gt;• Ph.D. Experimental Psychology, University of Nevada, Reno&lt;br&gt;• M.S. Experimental Psychology, Central Washington University&lt;br&gt;• B.A. Psychology, Maryville College</td>
<td>Accepted Terminal Degrees in Field:&lt;br&gt;Ph.D. in Psychology</td>
<td>Responsibilities:&lt;br&gt;• Program oversight, recruiting, course scheduling, annual data review on student performance on key assessments&lt;br&gt;• Annual data reports; recommendations to college on program revisions</td>
<td>Evidence of Oversight: Program oversight, recruiting, course scheduling, annual data review on student performance on key assessments[^103]</td>
</tr>
<tr>
<td>Program Director:&lt;br&gt;Dr. Richard Griner (F)&lt;br&gt;(BS Biology)&lt;br&gt;(BS Cell and Molecular Biology)</td>
<td>Degree Held:&lt;br&gt;• Ph.D. in Pharmacology, Department of Physiology and Pharmacology, College of Veterinary Medicine, University of Georgia&lt;br&gt;• B.S. in both Biology and Microbiology, University of Georgia</td>
<td>Accepted Terminal Degrees in Field:&lt;br&gt;Ph.D.</td>
<td>Responsibilities:&lt;br&gt;• Program oversight, recruiting, course scheduling, annual data review on student performance on key assessments&lt;br&gt;• Annual data reports; recommendations to college on program revisions</td>
<td>Evidence of Oversight: Program oversight, recruiting, course scheduling, annual data review on student performance on key assessments[^104]</td>
</tr>
<tr>
<td>Program Director:&lt;br&gt;Dr. Tom Crute (F)&lt;br&gt;(BS Chemistry)</td>
<td>Degree Held:&lt;br&gt;• Ph.D., Chemistry, University of South Carolina&lt;br&gt;• B.S., Chemistry, University of Virginia</td>
<td>Accepted Terminal Degrees in Field:&lt;br&gt;Ph.D. in Chemistry</td>
<td>Responsibilities:&lt;br&gt;• Program oversight, recruiting, course scheduling, annual data review on student performance on key assessments&lt;br&gt;• Annual data reports; recommendations to college on program revisions</td>
<td>Evidence of Oversight: Program oversight, recruiting, course scheduling, annual data review on student performance on key assessments[^105]</td>
</tr>
<tr>
<td>Program Director:&lt;br&gt;Dr. Bruce Saul (F)&lt;br&gt;(BS Ecology)</td>
<td>Degree Held:&lt;br&gt;• Ph.D. University of TN, Ecology&lt;br&gt;• M.S. University of TN, Wildlife and Fisheries Science&lt;br&gt;• B.S. Augusta College, Biology</td>
<td>Accepted Terminal Degrees in Field:&lt;br&gt;Ph.D. Ecology</td>
<td>Responsibilities:&lt;br&gt;• Program oversight, recruiting, course scheduling, annual data review on student performance on key assessments&lt;br&gt;• Annual data reports; recommendations to college on program revisions</td>
<td>Evidence of Oversight: Program oversight,</td>
</tr>
<tr>
<td>Program Director: Dr. Sam Robinson (F)</td>
<td>Degree Held:</td>
<td>Accepted Terminal Degrees in Field:</td>
<td>Responsibilities:</td>
<td></td>
</tr>
<tr>
<td>--------------------------------------</td>
<td>---------------</td>
<td>------------------------------------</td>
<td>------------------</td>
<td></td>
</tr>
<tr>
<td>(BS Mathematics)</td>
<td>*Ph.D. Mathematics, Virginia Tech</td>
<td>Ph.D. in Mathematics</td>
<td>Program oversight, recruiting, course scheduling, annual data review on student performance on key assessments</td>
<td></td>
</tr>
<tr>
<td></td>
<td>B.S. Mathematics, University of North Carolina-Charlotte</td>
<td>Level of degree Granted: UN</td>
<td>Annual data reports; recommendations to college on program revisions</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Program Director: Dr. Andy Hauger (F)</th>
<th>Degree Held:</th>
<th>Accepted Terminal Degrees in Field:</th>
<th>Responsibilities:</th>
</tr>
</thead>
<tbody>
<tr>
<td>(BS Physics)</td>
<td>Ph.D., Physics, Purdue University</td>
<td>Ph.D. in Physics</td>
<td>Program oversight, recruiting, course scheduling, annual data review on student performance on key assessments</td>
</tr>
<tr>
<td></td>
<td>B.S., Physics, University of Wisconsin - Milwaukee</td>
<td>Level of degree Granted: UN</td>
<td>Annual data reports; recommendations to college on program revisions</td>
</tr>
</tbody>
</table>

**Evidence of Oversight:**
Program oversight, recruiting, course scheduling, annual data review on student performance on key assessments

---

**Distance Education**

GRU currently offers 11 degree programs via distance, all of which are coordinated by an assigned faculty member who is academically qualified in the field. Table 3.4.11-i provides the list of distance education programs and the faculty member responsible for program coordination. Information on the credentials and responsibilities for all of these individuals is provided in Tables 3.4.11-a-h.
Table 3.4.11-i: Program Coordinators for Distance Education Programs

<table>
<thead>
<tr>
<th>Degree Programs</th>
<th>Program Coordinator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor of Science in Clinical Laboratory Science</td>
<td>Barbara Kraj</td>
</tr>
<tr>
<td>Bachelor of Science in Health Information Administration</td>
<td>Lori Prince</td>
</tr>
<tr>
<td>Bachelor of Science in Dental Hygiene</td>
<td>Ana Thomson</td>
</tr>
<tr>
<td>Bachelor of Science in Respiratory Therapy</td>
<td>Andrew Mazzoli</td>
</tr>
<tr>
<td>Bachelor of Science in Radiologic Sciences with a major in Nuclear Medicine Technology</td>
<td>Lynne Eggert</td>
</tr>
<tr>
<td>Master of Education in Curriculum &amp; Instruction</td>
<td>Rebecca Harper</td>
</tr>
<tr>
<td>Master of Education in Teacher Leadership</td>
<td>Paulette Harris</td>
</tr>
<tr>
<td>Master of Health Science in Clinical Laboratory Science</td>
<td>Barbara Kraj</td>
</tr>
<tr>
<td>Master of Physician Assistant</td>
<td>Bonnie Dadig</td>
</tr>
<tr>
<td>Master of Public Health</td>
<td>Pavani Rangachari</td>
</tr>
<tr>
<td>Doctor of Nursing Practice</td>
<td>Marguerite Murphy</td>
</tr>
</tbody>
</table>

Sources

- Accreditation Review Commission on Education for the Physician Assistant, Inc.
- American Association of Colleges of Nursing
- Association to Advance Collegiate Schools of Business
- Board of Regents Meeting Minutes 2015 March - Approval of Doctor of Philosophy with a Major in Applied Health Sciences
- Commission on Accreditation for Health Informatics and Information Management Education
- Commission on Accreditation for Respiratory Care
- Commission on Accreditation in Physical Therapy Education
- Commission on Accreditation of Allied Health Education Programs
- Commission on Dental Accreditation
- Communications Faculty & Staff
- Council for the Accreditation of Educator Preparation
- Council on Accreditation of Nurse Anesthesia Programs
- Council on Education for Public Health
- Council on Social Work Education
- Department of Biological Sciences
- Department of Chemistry & Physics
- Department of Mathematics
- English and Foreign Languages Faculty and Staff
- Georgia Board of Nursing
- Georgia Professional Standards Commission
- Graduate Council
- GRU Catalog - Bachelor of Science in Kinesiology
- GRU Catalog - Master of Science in Kinesiology
- GRU Degrees and Certificates
- GRU Program Coordinator Evidence of Oversight, Brann 1
- GRU Program Coordinator Evidence of Oversight, Brann 2
- GRU Program Coordinator Evidence of Oversight, Brann 3
- GRU Program Coordinator Evidence of Oversight, Davies
- GRU Program Coordinator Evidence of Oversight, Ergul
- GRU Program Coordinator Evidence of Oversight, Goss 1
- GRU Program Coordinator Evidence of Oversight, Goss 2
- GRU Program Coordinator Evidence of Oversight, Hartmann
- GRU Program Coordinator Evidence of Oversight, Kenney
- GRU Program Coordinator Evidence of Oversight, McCluskey
- GRU Program Coordinator Evidence of Oversight, Pacholczyk
3.4.12

**Educational Programs: All: Technology use**

The institution's use of technology enhances student learning and is appropriate for meeting the objectives of its programs. Students have access to and training in the use of technology.

**Judgment**

- Compliance
- Non-Compliance
- Not Applicable

**Narrative**

Georgia Regents University (GRU) enhances student learning through the appropriate use of technology, as evidenced by the multiple modalities of instruction used by faculty and the vast array of instructional technology resources and support provided to students and faculty. This commitment, as discussed in detail below, has resulted in technology that enhances student learning both broadly across the University, as well as specifically with discipline-specific, appropriate pedagogical applications of technology. Furthermore, students are provided multiple avenues of access to training and support to facilitate their effective use of technology.

In 2013, this commitment was accelerated by the adoption of a single, university-wide learning management system, Desire2Learn Brightspace, which has become the instructional information delivery backbone of the University’s educational enterprise. In 2014, the University’s Information Technology (IT) organization was redesigned to sharpen the focus on providing expanded technology services to students and faculty, resulting in an increase of dedicated IT resources to support instruction across the University’s colleges. Examples of support that students enjoy to enhance their learning include:

- 7x24x365 technology support via a staffed call center
- two walk-in technology service desks
- walk-in multimedia instructional support
- technical illustration services provided by the Educational & Collaborative Technology Center

Examples of technology that students enjoy to enhance their student learning include:

- robust and reliable networks at each campus with wired and wireless access and Internet connectivity
- computer labs
- central file sharing storage
- collaboration tools
- email
- an enterprise lecture capture system
- technology-enabled classrooms
- video-conferencing
- student personal response devices
- checkout technology equipment
- numerous instructional software titles

Effective support for faculty in implementing technology-enhanced instruction is provided via the University IT organization, with dedicated resources assigned to each college to ensure faculty receive discipline-specific, “at the elbow” support. Faculty input for the growth of technological enhancement is provided through a network of Instructional Technology Advisory Committees (ITACs), which advise the University chief information officer.

Students provide input into the investment and adoption of technologies, as well as feedback on technology service delivery, via multiple methods, including the Mandatory Fees Committee, which endorses the annual student technology fee budget.

The following discussion of the technological environment at the University provides a series of examples. These examples are organized to illustrate how this environment accomplishes each of the following:

1. Organizational infrastructure and commitment to support technology enhanced learning
2. Faculty & IT partnership to support learning
3. Enhancing student learning
4. Examples of meeting programmatic objectives
5. Access to Instructional Content
6. Access to Computer Labs & Classrooms
7. Access to Technology Support
8. Access to Multimedia Support
9. Provides appropriate training for students in the use of that technology

**Organizational Infrastructure & Commitment to Support Technology Enhanced Learning**

IT anticipates, plans, and provides delivery and support of information technology services to fulfill the University’s educational, research, and clinical missions. IT provides service across Georgia Regents University (GRU) and Georgia Regents Health System under the leadership of the Vice President for Information Technology and Chief Information Officer [1], with an Associate Vice President for Information Technology and Deputy Chief Information Officer responsible for University IT [2]. In conjunction with other service delivery partners (including University Libraries, Office of Faculty Development and Teaching Excellence, and Facilities Services), University IT’s mission includes ensuring the University’s needs are met related to the effective student use of technology to enhance learning.

University IT provides a wide range of technology services supporting both the academic and administrative needs of the University, and it is organized into the following specialized teams:
• University IT Services
• Instructional Design & Development
• Enterprise Application Systems (which includes research IT)
• IT Business Operations

University IT Services includes college-dedicated IT multi-disciplinary support teams, Instructional Systems, Audiovisual Services (which includes classroom support), and the Office of Classroom & Event Scheduling.

To facilitate effective support for teaching, learning, and research, Cerner Corporation augments University IT in a relationship known as the Jaguar Collaborative. Under the guidance of the Chief Information Officer, the Jaguar Collaborative provides the University with: 7x24x365 call center IT support for students and faculty, infrastructure services (including local area network, wireless, internet, voice communications, and video conferencing); PC deployment and management; data center operations; systems engineering; and information security services.

The Jaguar Collaborative was implemented in 2014 and facilitated the redesign of the University’s IT organization. The current organizational design and reallocation of resources supports the evolving and diverse teaching and learning needs of GRU’s students and teaching needs of GRU’s faculty) across disciplines, geographic locations, and instructional delivery modalities. Of the 111 total employees in GRU IT, 62 are now dedicated specifically to support learning and teaching.

The organizational chart illustrating the various IT reporting relationships is provided [3].

Faculty and IT Partnership to Support Learning

IT partners with faculty from each college to identify key areas of interest related to enhancing student learning via technology. Throughout the year, colleges collaborate on a daily and operational basis with Instructional Systems Analysts and Instructional Designers to identify technologies that are needed for effective academic instruction, and to ensure adequate instructional delivery for students. Additionally, University IT coordinates multiple technology-related meetings with colleges and other academic leaders to ensure needs are identified and met, faculty are satisfied with the delivery of IT services, and projects/initiatives are progressing in a manner consistent with collegiate program expectations and requirements. This forms a critical business partnership, providing a key component to the success in each program.

Examples of these meetings include the Instructional Technology Advisory Committee (ITAC) meetings. Each college has a defined ITAC, which meets on a regular basis to facilitate two-way communications regarding the college’s specific needs and expectations with University IT. On average, these committees meet monthly during the academic year. During these meetings, semester utilization study results and student surveys are provided from the instructional systems team to facilitate discussions that ensure we are providing effective support to meet the technology requirements of each program, with the goal of enhancing student learning through technology. College-specific plans are developed that identify the overall objectives and goals needed for academic training in instructional technologies and course development. For more information on how the ITACs function, see the sample charter [4], sample meeting agenda and minutes provided [5], and a summary of all accomplishments, statistics, and upcoming goals [6] are provided.

To facilitate the most effective support for faculty and students, dedicated IT resources are embedded into each college so that faculty receives “at-the-elbow” support most familiar with teaching their discipline, their accreditation standards, their students, etc. Each college is assigned an IT manager, instructional designer, instructional systems analyst, and field support technician, described below. The purpose of this interdisciplinary team is to provide unified and seamless instructional support, instructional design, classroom support, and general IT support to meet the specific needs of their assigned college. While these teams are part of the central IT organization, with solid line reporting to University IT, they operate in a matrix fashion with significant day-to-day operational input and priorities from their assigned college academic leadership.

IT Managers

IT Managers are assigned to specific colleges and are charged with ensuring the academic technology and information technology needs of that specific college are met. While the IT Managers report directly to Information Technology, they operate in a matrix environment and take considerable operation direction and priority from the academic leadership in their assigned college(s). This ensures that the overall strategic priorities for the University and IT are moving forward, while concurrently addressing the more specific strategies and tactics of the college. The IT Managers supervise a variety of traditional IT employees as well as instructional support and academic technology staff.

Instructional Designers

In partnership with faculty, instructional designers (ID) produce quality and engaging student learning experiences. Through faculty development and “at-the-elbow” support, IDs facilitate the design, creation, and implementation of courses based on nationally recognized quality standards, such as Quality Matters. The teams’ strong backgrounds in education help to facilitate faculty creation of pedagogically sound learning opportunities through the effective use of instructional technology. Prior to course start, quality checks and changes are made in a very iterative process to ensure learning objectives are met. Support is provided to students taking the course and faculty teaching the course throughout the course duration. Upon completion, the ID and faculty review course evaluations and other data to assess effectiveness and identify needed improvements to ensure maximum student success. In the 2014-2015 academic year, over 230 courses were designed and/or modified.

Instructional Systems Analyst

Instructional Systems Analysts (ISA) assist faculty with the application and support of technology in teaching by providing one-on-one assistance using various instructional technology tools and resources designed to meet the faculty member’s instructional objectives and ensure student success. Having a dedicated ISA assigned to each college allows the faculty to maintain a consistent point of contact and relationship, which thereby improves the efficiency and effectiveness of their technology support. Specialization by college allows the ISA to intimately understand the discipline’s goals, accreditation standards, student expectations, course delivery methods, etc. Two of the primary ISA roles are to 1) research the most effective approaches for faculty to purposefully incorporate technology-enhanced learning into their curricula to solve specific instructional problems and/or meet specific instructional goals and 2) provide faculty development on the use of GRU’s toolbox of academic technologies.

Field Support Technicians

Georgia Regents University
University IT's field support technicians assist faculty and students with routine technology requests, such as user training and problem resolution, related to computer hardware, software, and related technology services.

Enhancing Student Learning

To assist students directly and tangibly towards meeting their educational objectives, GRU provides a wealth of academic technologies, such as the D2L Brightspace learning management system, Echo360 lecture capture system, and Cisco WebEx web collaboration tools. These academic systems facilitate an environment that transcends the walls of the traditional brick and mortar classroom. GRU faculty has broadly embraced these technologies to provide students with instructional content to enhance student learning, regardless of the course delivery modality (such as face-to-face versus fully online). As shown in Table 3.4.12a, data for the 2014-2015 academic year indicates 94.67 percent of all sections taught at GRU were technology enhanced or taught to some degree at a distance, while only 5.33 percent of total sections indicated no technology used. This data is based on the faculty’s self-reported instructional method per section as recorded in GRU’s student information system.

<table>
<thead>
<tr>
<th>Instructional Method</th>
<th>Description</th>
<th>% of Total Sections</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>E – Entirely at a distance</td>
<td>This course is delivered 100% through distance education technology. No visits to campus or designated site are required.</td>
<td>1.13%</td>
<td>110</td>
</tr>
<tr>
<td>F – Fully at a distance</td>
<td>More than 95% of class sessions are delivered via distance education technology. This course may require that students travel to campus or other designated site to attend an orientation, take an exam, or participate in other on-site experience.</td>
<td>6.06%</td>
<td>588</td>
</tr>
<tr>
<td>H - Hybrid</td>
<td>Up to 50 percent of class sessions are delivered via distance education technology. At least half of the class sessions meet in a classroom or at a designated instructional site.</td>
<td>1.62%</td>
<td>157</td>
</tr>
<tr>
<td>P – Partially at a distance</td>
<td>More than 50% and up to 95% of class sessions are delivered via distance education technology, but some visits to a classroom or designated instructional site are required.</td>
<td>0.29%</td>
<td>28</td>
</tr>
<tr>
<td>T – Technology enhanced</td>
<td>Technology is used in delivering instruction to all students in the section, but no class sessions are replaced by technology.</td>
<td>85.57%</td>
<td>8,309</td>
</tr>
<tr>
<td>N – No technology used</td>
<td>Class sessions meet regularly in a classroom or other designated instructional site.</td>
<td>5.33%</td>
<td>518</td>
</tr>
</tbody>
</table>

In 2012, the University was utilizing disparate learning management systems (LMS), with the Health Sciences location utilizing the end-of-life BlackboardVista, and the Summerville location utilizing Desire2Learn 9, hosted by the University System of Georgia (USG). With the goal of creating a unified University-wide LMS, the Provost charged a faculty committee, with representation from both the Health Sciences and Summerville locations, to evaluate and recommend a new learning management system. As part of the evaluation process, student feedback was obtained via a series of focus groups and discussions with student government representatives. Based on the committee’s recommendation, the University adopted Desire2Learn in 2013, and by the start of fall 2013, both locations began utilizing the new LMS. Since 2013, there has been a major focus on faculty development and adoption of the effective use of the LMS to enhance student learning.

GRU’s broad use of the D2L Brightspace LMS to enhance student learning includes major features such as:
- Instructional Content Delivery Via Built-in Functionality (text, video, graphics, learning repository)
- Instructional Content Delivery Via Echo360 Lecture Recordings
- Instructional Content Delivery Via Kaltura Media Repository
- Integration with Social Media Tools
- Online Collaboration Via Built-in Functionality (i.e. discussion boards, chat)
- Online Collaboration Via Integration with Cisco WebEx (web-based video collaboration)
- Assessments
- Rubrics
- Electronic Portfolio

Figure 3.4.12a below illustrates the number of visits to GRU’s LMS increased approximately three-fold from academic year 2013 to academic year 2014.

For spring 2015, the following data demonstrates the number of active sections of courses utilizing the LMS by college are provided in TABLE 3.4.12-b.
Table 3.4.12-b: Active Course Sections Utilizing Learning Management System, by College

<table>
<thead>
<tr>
<th>College</th>
<th>Number of Course Sections</th>
</tr>
</thead>
<tbody>
<tr>
<td>College of Allied Health Sciences</td>
<td>192</td>
</tr>
<tr>
<td>Pamplin College of Arts, Humanities &amp; Social Sciences</td>
<td>465</td>
</tr>
<tr>
<td>Hull College of Business</td>
<td>111</td>
</tr>
<tr>
<td>College of Dental Medicine</td>
<td>68</td>
</tr>
<tr>
<td>College of Education</td>
<td>207</td>
</tr>
<tr>
<td>College of Nursing</td>
<td>91</td>
</tr>
<tr>
<td>College of Science &amp; Mathematics</td>
<td>228</td>
</tr>
<tr>
<td>Medical College of Georgia</td>
<td>276</td>
</tr>
</tbody>
</table>

Note: Graduate School courses are embedded in the other colleges.

In addition to the LMS, the second most broadly student-utilized academic technology to enhance student learning is Echo360 Lecture Capture. In 2010, the University began the migration from the Tegrity lecture capture system to Echo360, which was completed in 2011. All of the University’s classrooms, including those at off-campus instructional sites, have the ability to capture and share lecture recording via Echo360. The majority of the classrooms at the Health Sciences location support high definition lectures. The students in the colleges of allied health sciences, dentistry, medicine, and nursing rely significantly on the recorded lectures, and the service expectation is that lectures are posted online via the LMS within an hour of the class ending. Figure 3.4.12b demonstrates the annual increase in number of class lectures available for viewing from academic year 2012 to 2013 to 2014.

![Figure 3.4.12.b - Lecture Capture Quantity Captures](image)

ExamSoft is a more targeted example of programmatic use of technology to enhance student learning. ExamSoft was initially adopted by the Medical College of Georgia in 2010 to effectively assess high stakes student learning outcomes. Their goal was to provide students instantaneous feedback upon their completion of an assessment, while also providing faculty and the academic program in-depth data analysis of student learning outcomes on a per question basis. Since the initial implementation in 2010, the colleges of allied health, dental medicine, and nursing have adopted ExamSoft.

![Figure 3.4.12.c - ExamSoft Quantity Programs Utilizing Tool](image)

Table 3.4.12-c illustrates the primary academic technology/delivery systems that enhance student learning utilized broadly by GRU.
Table 3.4.12-c: GRU Academic Technology/Delivery Systems

<table>
<thead>
<tr>
<th>Service</th>
<th>Product(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning Management System</td>
<td>Brightspace by D2L (Academic Learning Management System) [7]</td>
</tr>
<tr>
<td></td>
<td>CAE (Simulation Center Learning Management System) [8]</td>
</tr>
<tr>
<td>Lecture Capture</td>
<td>Echo360 [9]</td>
</tr>
<tr>
<td>Web Collaboration Tools</td>
<td>WebEx [10]</td>
</tr>
<tr>
<td></td>
<td>Cisco Telepresence [11]</td>
</tr>
<tr>
<td>Faculty and Course Evaluations</td>
<td>CampusLabs Course Evaluations [12]</td>
</tr>
<tr>
<td>Online Secure Exams</td>
<td>ExamSoft (utilization below) [13]</td>
</tr>
<tr>
<td></td>
<td>Respondus LockDown Browser [14]</td>
</tr>
<tr>
<td></td>
<td>Board Exams</td>
</tr>
<tr>
<td></td>
<td>- National Board of Medical Examiners</td>
</tr>
<tr>
<td></td>
<td>- American Board of Family Medicine</td>
</tr>
<tr>
<td></td>
<td>- ATI Nursing Education</td>
</tr>
<tr>
<td></td>
<td>- American Board of Dermatology</td>
</tr>
<tr>
<td></td>
<td>iClicker [16]</td>
</tr>
<tr>
<td>Video Conferencing</td>
<td>Cisco [17]</td>
</tr>
</tbody>
</table>

Examples of Meeting Programmatic Objectives

As previously described, the hybrid centralized-decentralized IT organization focuses heavily on meeting the specific and unique needs of each college. The IT Manager and instructional support staff assigned to each college work collaboratively with the academic leadership of the colleges, as well as the instructional technology advisory committee for that college to help formulate specific college-level and programmatic objectives. The following examples provide a sampling of evidence from different colleges that demonstrated college and/or programmatic objectives being met.

Medical College of Georgia

The Medical College of Georgia (MCG) provides many excellent examples of how technology is used to enhance student learning programmatically. These include:

1. Extensive utilization of video and web conferencing for outreach to clinical community faculty for Grand Rounds as well for student involvement for Academic Half Days.
2. State-of-the-art technology in gross anatomy labs that allow multiple displays of varied medical procedures as well as detailed analysis of human anatomy across four distinct labs.
3. Development and implementation of gross anatomy surgical suite with capabilities that allow for broadcast and streaming of continuing medical education programs as well as live demonstrations.
4. Expansion of Echo360 to permit viewing simulcast events as they are recorded for later viewing (Echo Live Stream).
5. Significant upgrade of educational teaching technology as implemented in the Harrison Education Commons, where most MCG courses offered at the Augusta campus are taught. The facilities allow for the growth of class size as well as giving faculty advance presentation, capture, conferencing, and test administration capabilities.
6. Implementation of technology in collaborative space within the Harrison Education Commons that allows students to conduct study sessions as well as web conferencing in a centrally located and accessible environment.

College of Science & Mathematics

The College of Science and Mathematics’ (CSM) faculty are committed to increase student engagement in the science curricula and particularly, via the use of technology to improve student learning. To that end, CSM began the use of audience response devices, mobile technology labs, and integrating data collection instruments with Echo360 to enhance student-learning.

1. The faculty in the Department of Biological Sciences and Department of Chemistry and Physics face challenges with student engagement and retention. They are implementing Turning Point audience response clickers to engage students in the classroom and conduct more routine quick assessments in class. For example, students are given a brief pre-test via the clicker at the start of a lecture and then after the lecture is completed, students are given a post-test so that the faculty has immediate data on student performance for the specific lecture.
2. Mobile technology (such as laptops) allows students to conduct scientific laboratory statistical analysis anywhere. Biological Sciences students utilize laptops with specialized software to perform ecological studies in the field to gather data and specimens on-site, and the laptops facilitate students running the statistical analysis immediately on-site, thereby facilitating better discovery of new or potential trends in relation to organisms of their respective ecosystem.
3. Chemistry utilizes computers with specialized software to conduct studies with their Bruker High Field Nuclear Magnetic Resonance instruments with Face Reservation System. The educational experience for the students was enhanced by utilizing Echo360 Personal Capture to record video for the duration of the experiment so that for students can more easily and effectively produce and time stamp their procedures, processes, and final analyses.

Health Sciences Simulation

In January 2015, GRU’s new Interdisciplinary Simulation Center opened as part of the Harrison Education Commons building grand opening. The Center, funded in part by a grant from the Woodruff Foundation, was envisioned to consolidate the disparate simulation activities being conducted by the health sciences colleges, thereby increasing opportunities for inter-professional education among the health disciplines. The 42,000 square foot Center is one of the largest in the country and brings together the standardized patient/clinical skills experience with high fidelity simulation. Clinical skills are taught and assessed in simulated exam rooms, while high fidelity simulation areas provide hands-on educational training on specialized manikins in a simulated healthcare environment (such as operating room, intensive care units, home health room, and maternity ward).

High Fidelity Simulation Instruction Space:

- Four dedicated hi-fidelity simulation rooms with control booth
- One dedicated hi-fidelity operating simulation room with control booth
- Five dedicated medium-fidelity simulation rooms
- Two, 8-bed open bay labs to simulate a hospital ward
- Eight debriefing rooms for reviewing simulations and discussing procedures
- Fully wired for AV recording/playback of all simulations

Standardized Patient and Clinical Skills Instruction Space:

- 30 exam rooms
- Six, 200-square-foot rooms
- Twenty-four, 150-square-foot rooms
- Separate entrance and hallways for standardized patients
- Fully wired for AV recording/playback of all simulations

On January 6, 2015, the Medical College of Georgia and College of Nursing had their first cohorts of students utilize the Center for instruction. Throughout the Spring Semester, MCG utilized the Standardized Patient rooms, with an average of 10 to 20 rooms running simultaneously and over 800 student encounters per month. The College of Nursing utilized the Learning Resource Centers (LRCs) and the high-fidelity patient simulation and debriefing rooms throughout the spring semester with 1,200 to 1,300 student encounters per month.

Additionally, programs in the College of Dental Medicine and College of Allied Health Sciences utilized the technologies in the Center to meet their specific programmatic requirements.

Access to Instructional Systems & Content

Access to instructional technology begins from the student’s first orientation through graduation. To promote maximum scholarship and student success, students maintain access to previous instructional content, such as that residing in the learning management system, as long as they remain active students at GRU. This access persists as an undergraduate student comes back as a graduate student years later. Course lecture capture and content development has a strong focus on a “create once, access anywhere” philosophy to ensure GRU provides students all content viewable on as many media as possible.

All instructional technology training and resources are made available prior to a term’s start date. For students, access to upcoming system resources and training is granted at least one month prior to the student’s start date, provided they have attended their freshman orientation or enrolled in a course. Course access is not granted until faculty release the courses to students or the first day of class, whichever comes first. For faculty, access to upcoming courses and instructional technology is granted at least one month prior to the course start date. This allows course design and content creation to take place at a convenient and planned pace.

To increase student access to instructional content, GRU’s Learning Management System, along with other learning technologies, are built with scalable web architectures insuring that students are able to access course content from mobile devices online. GRU provides applications specifically designed for mobile technologies, including access to online video content, learning resources, and assessments.

All classrooms, offices, laboratories, and other required spaces, including those at off-campus instructional sites, have access to the University’s network to enable broad student access to the necessary instructional resources and systems. In Augusta, there is a single network infrastructure that serves the Summerville and Health Sciences locations, and a wide area network provides connectivity to remote campuses and instructional sites. Wireless network access is provided throughout the University with a focus on coverage in areas most utilized by faculty, students, and staff with mobile devices. Wireless access is provided for institutional computers as well as personally owned computers utilized by GRU students, faculty, and staff. Authorized users have access to a broad range of institutional systems including, but not limited to, academic systems, administrative systems, web systems, email, and Internet.

Access to Computer Labs & Classrooms

Students have access to 210 technology-enhanced classrooms and academic labs, with 55 academic student computer labs containing 1,050 computers. Access to open computer labs and other areas with specialized instructional/training equipment is provided for students seven days a week and twenty-four hours a day during the academic terms on both the Summerville and Health Sciences locations.

Classrooms contain audiovisual (AV) systems including instructor computers and digital projectors to facilitate instruction. Many classrooms provide additional levels of academic technologies, including lecture capture, video conferencing, audio conferencing, SMART podiums, and advanced high definition projection.

University IT supports faculty using audiovisual and computer-based teaching, presentation technologies, and video conferencing technologies
to meet current and emerging needs of the students, faculty, and staff in lecture halls, classrooms, conference rooms, and off-campus venues. This team assists members of the campus community in reserving checkout equipment and delivery and the setup and support of classrooms in Augusta and throughout other campuses and sites in Georgia.

University IT works collaboratively with Facilities Services in the planning, design, commissioning, renovation, maintenance, and support of all academic spaces, both existing and planned. University IT, in partnership with the faculty and Provost’s Office, creates and maintains standards for classroom technology that are applied in all new instructional spaces, or when spaces are renovated. The goal is to ensure that students have access to the most appropriate learning technologies available in the academic facilities to meet their learning goals. For example, in 2014-2015, IT worked with Facilities as part of GRU’s Master Planning effort to conduct an analysis of the current state classroom technology and classroom conditions for every classroom, on every campus and location. The data garnered from this study helped to formulate the current GRU Master Plan.

An example of this partnership includes the recently completed J. Harold Harrison, M.D. Education Commons. The facility provides students and faculty access to an educational space with modern technology enhanced classrooms, student learning communities, and a 40,000 square foot inter-professional healthcare simulation center utilized by GRU’s health sciences colleges.

The Office of Classroom and Event Scheduling provides centralized scheduling of space and AV/classroom support for academic and non-academic events across the University. Students, faculty, and staff can request to reserve space. In 2013, GRU implemented new processes and procedures for space scheduling, facilitated by the implementation of Event Management System (EMS). EMS facilitates the capture of all room utilization in a single and authoritative source for the university enterprise. The EMS web application provides round the clock online access to view room bookings, request bookings, event details, and room details (including images). The Office of Classroom and Event Scheduling provides personalized training sessions to students, faculty, and staff, both in person and over the phone, including group training sessions.

For spring 2015, the Office of Classroom Scheduling scheduled 6,714 events, compared to 2,817 events one year earlier, representing a 238 percent increase.

Access to Student Technology Support

Students have access to choose from a variety of support modalities based on their personalized needs and preferences, such as walk-in service desks and around the clock phone support.

University IT provides in person student support via a walk-in service desk at the Summerville location and the Health Sciences location. The following statistics demonstrates the volume of usage by clients:

- University Field Services received 5,280 tickets from January to May 2015 and resolved 5,140 tickets.
- Education Commons Service Desk assisted 1,972 customers who visited the Service Desk from January to May.
- Summerville Service Desk assisted 1,149 customers who visited the Service Desk from January to May. The Summerville Service Desk also checked out 1,353 pieces of equipment (cameras, laptops, projectors, microphones, etc.) during the spring term.

The service desks provide support for all technology that GRU provides students access to, including hardware, software, instructional system (such as the LMS), wireless, email, and other technologies. Staff is available to answer questions, solve problems, or facilitate additional help if required during regularly scheduled hours. Examples of support provided include:

- Answer general information questions
- Reset passwords
- Troubleshoot access to and support of GRU applications
- Setup email on personal devices - mobile & laptop
- Install institution provided software (Symantec, Endnote, Microsoft Office, Citrix, ExamSoft, Lockdown Browser, etc.)
- Perform virus remediation
- Diagnose hardware problems on GRU equipment
- Diagnose hardware problems on student’s personal equipment
- Assist with Learning Management System, and other instructional system related questions (browser problems, files loading, etc.)
- Troubleshoot wireless connectivity issues
- Assist students with setting up new personal devices just purchased
- Teach students how to use their new computers & mobile devices (Windows 8 Training, Mac OS X, iOS, Android)

Students also have the option of calling the IT Call Center for support on a seven day a week, twenty-four hours a day basis. The Call Center provides as much remote assistance as possible in a similar fashion as the walk-in service desk. In the event students or faculty report an issue that is significant, such as an outage of the learning management system, on-call staff is alerted for fast problem resolution. This service is available to students and faculty on all campuses and locations, as well as students taking distance learning courses.

Table 3.4.12-b demonstrates the monthly call volume for the University, including the abandon rate (percent of calls where the customer hangs up before their call is answered), the percentage of calls answered in under less than 30 seconds, and the percentage of callers responding to the follow-up survey indicating their satisfaction with the service they received.
Table 3.4.12-d: IT Monthly Call Volume and Customer Satisfaction

<table>
<thead>
<tr>
<th></th>
<th># of Calls</th>
<th>Abandon Rate</th>
<th>% Calls Under 30 Seconds</th>
<th>% Customers Satisfied</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dec-14</td>
<td>1,150</td>
<td>0.06%</td>
<td>99.87%</td>
<td>98.04%</td>
</tr>
<tr>
<td>Jan-15</td>
<td>4,423</td>
<td>0.04%</td>
<td>99.41%</td>
<td>97.40%</td>
</tr>
<tr>
<td>Feb-15</td>
<td>4,081</td>
<td>0.11%</td>
<td>98.95%</td>
<td>99.05%</td>
</tr>
<tr>
<td>Mar-15</td>
<td>3,675</td>
<td>0.11%</td>
<td>99.78%</td>
<td>98.85%</td>
</tr>
<tr>
<td>Apr-15</td>
<td>3,011</td>
<td>0.00%</td>
<td>99.88%</td>
<td>99.25%</td>
</tr>
<tr>
<td>May-15</td>
<td>3,363</td>
<td>0.10%</td>
<td>99.18%</td>
<td>98.57%</td>
</tr>
<tr>
<td>Jun-15</td>
<td>3,509</td>
<td>0.16%</td>
<td>98.88%</td>
<td>98.59%</td>
</tr>
</tbody>
</table>

Access to Multimedia Support

The Educational & Collaborative Technology Center (ECTC) provides a state-of-the-art walk-in multimedia lab designed to help students and faculty, with the assistance and guidance of Instructional Multimedia Specialists, explore their creativity and imagination to create stunning interactive multimedia in support of their academic classes. The Center collaborates with faculty in several colleges and departments to coordinate curricula and assignments so that the Center can be an extension of the classroom. The lab is co-located with the service desk on the Summerville location, and includes iMac computers with specialized peripherals and software for multimedia and video development.

Services of the ECTC include:

1. Multimedia Lab: computer workstations designed to accommodate individual and small group multimedia development including: video, print, audio, presentations, and other multimedia. The computers are equipped with the latest software including Final Cut Pro and Adobe Creative Suites.
2. Video Production: staff in the Center are available to assist in the capture, editing, and production of video materials
3. Checkout Equipment: laptops, cameras & camcorders, projectors, headphones, microphones, tripods, and screens
4. Technical Illustration Services: design and creation a variety of multimedia materials. These services include:
   - Designing and creating diagrams, graphics and schematic illustrations for presentations, exhibits and displays, journal and book publications and grant submissions
   - Designing and/or formatting scientific research posters for regional, national and international meetings and conferences.
   - Designing and developing technical illustrations and associated project materials
   - Printing and Laminating: producing, printing, and laminating scientific research posters and other large formatting printing needs

Training

All students, regardless of location or modality of instruction, have access to scheduled and ad-hoc technology training provided by University IT, including one-on-one and group-based training. Self-paced training programs and modules are available around the clock through online resources. Individualized and group-based student training and support is provided for instructional systems such as the Desire2Learn learning management system, Echo360 lecture-capture system, WebEx web conferencing, synchronous video conferencing, classroom audiovisual technologies, online and high-stakes exam systems, Turning Technologies audience response system, student-owned laptop programs, simulation systems, academic computing, and a host of other instructional technologies.

At the start of each academic year, IT participates in student orientations to introduce students to instructional technologies and support services so that they can use the technologies available to them in their courses. Students are provided documentation that outlines the minimum requirements for laptops and technology for each college. IT creates tutorials, reference materials, and training sessions that target the learning needs of students.

For the 2014-2015 academic year, the following student orientation sessions inclusive of the use of technology to enhance student learning included (Note: Graduate School information is embedded with other colleges):

- College of Allied Health Sciences: 7 student orientations in fall; 2 orientations in spring
- College of Dental Medicine – 2.5 days orientation in fall for all new dental students
- Medical College of Georgia – mandatory IT orientation for all new medical students (in groups of 50) to orient them with the College’s computer requirements, connecting to networks (wireless and wired), downloading and installing required software, using the Learning Management System, registering for Audience Response System, accessing email, security policy for mobile devices, etc.
- College of Nursing: one orientation session per semester; fall, spring, and summer
- Summerville location (all colleges combine their undergraduate orientation sessions): 15

The following information provides specific examples of training provided at the college level in 2014/2015 by University IT for student and/or faculty designed to enhance student learning.

**College of Allied Health Sciences:** Provided faculty development and strategic guidance on the use of online assessment software (ExamSoft) for the various programs within Allied Health; comprehensive technology training at new student orientations; and provided faculty development and student training on: Brightspace, Echo 360, Turning Point, ExamSoft, and Respondus.

**Pamplin College of Arts, Humanities, and Social Sciences:** Trained faculty on effective use of personal capture to create short lecture videos on specific topics to enhance student learning. Provided History faculty development and assisted with implementation of Turning Point audience response system to make their class sessions more interactive for students. Provided faculty development for maximizing effectiveness of Brightspace tools in teaching, such as: surveys, discussions and the gradebook. Provided faculty development and support for all online/hybrid Political Science, History, and Communications to increase lecture recording and publishing.

**College of Dental Medicine:** Conducted faculty development on Echo360, ExamSoft best practices, and advanced usage of D2L Brightspace.
Medical College of Georgia: Provided faculty development for Medicine to effectively teach in the new classroom spaces, including the standardized patient setting. Provided extensive faculty development to support the delivery of instruction to remote sites, utilizing tools such as WebEx, Cisco Telepresence, and D2L Brightspace.

Hull College of Business: Conducted faculty development on implementing rubrics into D2L. Achieved 23% growth among the different components to be used within D2L among the Business faculty.

College of Education: Designed and implemented a 21st century classroom model that contains cutting edge educational technology to teach faculty and students how to best successfully integrated technology into the classroom environment for improved learning. Implemented and provided faculty development on 3-D projection and 3-D learning objects to improve student-learning outcomes in the STEM discipline. Strategically assisted faculty in the innovative use of rubrics in D2L into College of Education courses.

College of Nursing: In addition to routine orientations and training on core academic technologies, conducted faculty development to support ExamSoft implementation and faculty use of D2L course template for CON pre-licensure.

College of Science and Mathematics: Implemented TurningPoint Clickers at Psychology Lecture Series; CampusLabs' Course Evaluations and assisted leadership in leadership in learning how to analyze results.

Sources

- Brightspace by D2L (Academic Learning Management System)
- CAE (Simulation Center Learning Management System)
- CampusLabs Course Evaluations
- Cisco
- Cisco Telepresence
- Curriculum Vitae - Casdorph (Associate VP, Information Technology)
- Curriculum Vitae - Enicks (Chief Information Officer)
- Echo360
- ExamSoft
- GRU College of Allied Health Sciences - Instructional Technology Advisory Committee (ITAC) Minutes (2015.07)
- GRU Information Technology College Based Goals Accomplishments
- GRU Organizational Chart - Information Technology
- GRU Portal and Web Services (PAWS) - Instructional Technology Advisory Committee (ITAC), Hull College of Business
- iClicker
- Respondus LockDown Browser
- Turning Technologies
- WebEx
3.5.1

Educational Programs: Undergraduate: General Education Competencies

The institution identifies college-level general education competencies and the extent to which students have attained them.

Judgment

☐ Compliance  ☐ Non-Compliance  ☐ Not Applicable

Narrative

Georgia Regents University (GRU) offers undergraduate programs at the associate and baccalaureate levels. The institution requires students pursuing these degrees to complete a general education component, called the Core Curriculum. The institution has identified college-level competencies within the Core Curriculum and measures the extent to which students attain these competencies.

GRU College-Level Competencies within the General Education Component

The University System of Georgia (USG) Academic and Student Affairs Handbook "outlines general education learning goals that serve as guides for each institution to develop its own general education learning outcomes." It is the responsibility of each institution to identify learning outcomes, or competencies, for each of the learning goals [1]. GRU has identified its general education competencies, called the General Education Learning Outcomes, which are provided below [2]:

Core Area A1: Communication Outcomes
- The student will present information in written form using Standard English and appropriately cited sources such that the presentation is appropriate for the goals of the communication.
- The student will comprehend and interpret written communication.

Core Area A2: Quantitative Outcomes
- The student will solve problems about collegiate-level quantitative relationships using mathematical tools and techniques.
- Core Area B: Institutional Options (Oral Communication)
- The student will present in oral form a communication appropriate to the audience and goal, making reference to information or analysis that supports the presentation.

Core Area C: Humanities, Fine Arts or Ethics
- The student will apply cultural knowledge to interpret works of literature, music, and the visual arts.

Core Area D: Natural Sciences
- The student will use scientific principles and knowledge to explain or predict natural phenomena.

Core Area E: Social Sciences
- The student will understand the complexity and diversity of human behavior.

Core Overlay Area I: US Perspectives
- The student will understand political, social or institutional developments in the United States.

Core Overlay Area II: Global Perspectives
- The student will understand political, social, cultural, or institutional developments across the globe.

Core Overlay Area III: Critical Thinking
- The student will advocate an effective solution to a problem or issue after analyzing and evaluating multiple approaches to that problem.

Extent to Which Students Have Attained General Education Competencies

The extent to which students attain the general education learning outcomes is measured through GRU's annual general education assessment cycle, which includes assessment planning, data collection, reporting of results, and action planning. Each fall semester, departments that teach core courses are included in the general education course-based assessments of student learning. Student attainment of the learning outcomes is determined by their performance on course-based assessments such as the following:

- questions embedded on final exams, such as in mathematics courses [3]
- portfolios, such as writing portfolios in English courses [4]
- evaluative rubrics, such as assessments of student speeches in the required communications course [5]

During the following spring, the assessment data are analyzed and compared to the success criterion each department has established for the achievement of the learning outcome within the respective course. The data and the conclusions drawn from the data are documented in a comprehensive report [6]. The department also uses the data to develop a course-based assessment action plan for the next academic year. The changes outlined in the action plan are implemented the following fall, and a new cycle commences [7].

The planning and assessment cycle is monitored by the General Education Assessment Committee (GEAC) [8]. The committee consists of four
faculty members from the three colleges that provide the Core Curriculum (the Pamplin College of Arts, Humanities, and Social Sciences, the College of Science and Mathematics, and the Hull College of Business), ex officio representatives from the deans’ offices of those colleges, and an ex officio representative from the Division of Institutional Effectiveness. The GEAC reviews all assessment reports and action plans and provides feedback to the respective departments. The GEAC also compiles an overall general education assessment report that is submitted to the college deans as well as to the Vice President for Academic and Faculty Affairs [9].

The GEAC annual Learning Outcomes Reports and Action Plans for each of the general education areas is provided in Table 3.5.1-a.

<table>
<thead>
<tr>
<th>TABLE 3.5.1 - a: General Education Assessment Submitted Documents</th>
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<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>Chemistry and Physics</td>
</tr>
<tr>
<td>Communications</td>
</tr>
<tr>
<td>Economics</td>
</tr>
<tr>
<td>English</td>
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<tr>
<td>History, Anthropology, and Philosophy</td>
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<tr>
<td>Humanities</td>
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<tr>
<td>Inquiry</td>
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<tr>
<td>Mathematics</td>
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<tr>
<td>Political Science</td>
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<tr>
<td>Psychology</td>
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<tr>
<td>Sociology</td>
</tr>
</tbody>
</table>

Sources

- Board of Regents Academic and Student Affairs Handbook – 2.4 Core Curriculum
- GRU General Education Assessment Committee (GEAC) Action Plan, Guidelines and Template
- GRU General Education Assessment Committee (GEAC) Annual Assessment Cycle
- GRU General Education Assessment Committee (GEAC) Assessment Report Template
- GRU General Education Assessment Committee (GEAC) Learning Outcomes and Action Plans (Page 1)
- GRU General Education Assessment Committee (GEAC) Learning Outcomes and Action Plans (Page 101)
- GRU General Education Assessment Committee (GEAC) Learning Outcomes and Action Plans (Page 11)
- GRU General Education Assessment Committee (GEAC) Learning Outcomes and Action Plans (Page 111)
- GRU General Education Assessment Committee (GEAC) Learning Outcomes and Action Plans (Page 120)
- GRU General Education Assessment Committee (GEAC) Learning Outcomes and Action Plans (Page 13)
- GRU General Education Assessment Committee (GEAC) Learning Outcomes and Action Plans (Page 143)
- GRU General Education Assessment Committee (GEAC) Learning Outcomes and Action Plans (Page 150)
- GRU General Education Assessment Committee (GEAC) Learning Outcomes and Action Plans (Page 157)
- GRU General Education Assessment Committee (GEAC) Learning Outcomes and Action Plans (Page 16)
- GRU General Education Assessment Committee (GEAC) Learning Outcomes and Action Plans (Page 162)
- GRU General Education Assessment Committee (GEAC) Learning Outcomes and Action Plans (Page 170)
- GRU General Education Assessment Committee (GEAC) Learning Outcomes and Action Plans (Page 177)
- GRU General Education Assessment Committee (GEAC) Learning Outcomes and Action Plans (Page 18)
- GRU General Education Assessment Committee (GEAC) Learning Outcomes and Action Plans (Page 187)
- GRU General Education Assessment Committee (GEAC) Learning Outcomes and Action Plans (Page 193)
- GRU General Education Assessment Committee (GEAC) Learning Outcomes and Action Plans (Page 195)
- GRU General Education Assessment Committee (GEAC) Learning Outcomes and Action Plans (Page 196)
- GRU General Education Assessment Committee (GEAC) Learning Outcomes and Action Plans (Page 199)
- GRU General Education Assessment Committee (GEAC) Learning Outcomes and Action Plans (Page 201)
- GRU General Education Assessment Committee (GEAC) Learning Outcomes and Action Plans (Page 207)
- GRU General Education Assessment Committee (GEAC) Learning Outcomes and Action Plans (Page 213)
- GRU General Education Assessment Committee (GEAC) Learning Outcomes and Action Plans (Page 215)
- GRU General Education Assessment Committee (GEAC) Learning Outcomes and Action Plans (Page 219)
3.5.2

Educational Programs: Undergraduate: Institutional credits for a degree

At least 25 percent of the credit hours required for the degree are earned through instruction offered by the institution awarding the degree. (See the Commission policy "Collaborative Academic Arrangements.")

Judgment

☐ Compliance  ☐ Non-Compliance  ☐ Not Applicable

Narrative

University System of Georgia policy outlines overall degree requirements with which all units of the system must comply:

- BOR Academic and Student Affairs Handbook 2.3.5 – Degree Requirements [1]
- BOR Academic and Student Affairs Handbook 2.6 – Degrees [2]
- BOR Policy 3.8.3 – Residence Requirement for a Degree [3]

The GRU undergraduate catalog defines specific degree requirements for each degree offered by the University [4]. The catalog also defines resident requirements including the resident requirements for all first associate and baccalaureate degrees [5]. The current catalog specifically indicates that "all candidates for the bachelor's degree at Georgia Regents University must satisfy the following conditions. Students must earn 39 or more hours in upper level courses with at least 21 hours in the major and 15 to 18 total hours in the minor (if a minor is required), depending upon the field, with a grade of C or better in each course in the major and the minor. Together with the core curriculum and electives and/or foreign language, statistics, and computer science courses, depending on the major, these requirements will normally total 120 hours, not including the physical education requirement. Baccalaureate degree seeking students must complete in residence at Georgia Regents University at least 25 percent of the credits required for the degree and a minimum of 30 hours of academic credit in courses numbered 3000 or above. At least one-half of the major concentration and at least one-half of the minor concentration must be completed in residence at Georgia Regents University." The full Transfer of Credit Policy is located in the GRU Policy Library [6].

Associate degree seeking students must complete in residence at Georgia Regents University a minimum of 20 hours of academic credit, which is 32.25 percent of the credits required for the degree.

The GRU transcript clearly delineates the specific courses transferred from another institution and the name(s) of such institution(s), as well as the total number of transfer credits accepted by the University [7]. The GRU Transfer Credit Policy in the GRU Policy Library outlines the process by which credit for coursework not taken at GRU is awarded to students.

The residency requirement at GRU ensures at least 25 percent of the credit hours required for the degree are earned through instruction offered by GRU. Undergraduate students who are nearing completion of their programs submit applications for graduation through their major departments to the Office of the Registrar. The Registrar's Office staff compare the submitted graduation application materials against an automated degree audit process to determine that all degree requirements, including the amount of credit earned at Georgia Regents University, have been met. In addition to the degree audit system, graduation audit reports are used for an additional verification of grade point average and residency requirements for graduation. GRU does not offer any collaborative undergraduate degrees.

Sources

- Board of Regents Academic and Student Affairs Handbook - 2.3.5 Degree Requirements (Page 3)
- Board of Regents Academic and Student Affairs Handbook - 2.6 Degrees
- Board of Regents Policy Manual - 3.8.3 Residence Requirement for Degree
- GRU Catalog - Academic Regulations, Resident Requirements (Page 8)
- GRU Catalog - Undergraduate
- GRU Policy Library - Transfer Credit Policy
- GRU Transcript with Transfer Credits - Undergraduate (Page 1)
Educational Programs: Undergraduate: Undergraduate program requirements

The institution publishes requirements for its undergraduate programs, including its general education components. These requirements conform to commonly accepted standards and practices for degree programs. (See the Commission policy “The Quality and Integrity of Undergraduate Degrees.”)

Judgment

☐ Compliance  ☐ Non-Compliance  ☐ Not Applicable

Narrative

Georgia Regents University (GRU) awards undergraduate degrees at the associate and baccalaureate levels [1]. The institution publishes the requirements for all undergraduate programs, including the general education component called the Core Curriculum [2], in the online GRU Undergraduate Catalog [3]. All programs and revisions to programs go through an extensive multi-level approval process, which includes reviews at the University System of Georgia (USG) level, when indicated.

Publication of Defined Requirements for Each Undergraduate Program

Program requirements for all GRU undergraduate programs are described in the GRU Undergraduate Catalog [4]. The GRU Undergraduate Catalog is managed by the Registrar and published online annually. The catalog is accessible to students wherever they have internet access, and it can be reached by search or by using the A-Z index, which appears on the GRU Home Page. Archive copies of catalogs as far back as 2000 are accessible at the same location.

As new requirements are vetted through the process, they are evaluated for clarity. The Vice President for Academic and Faculty Affairs (VPAFA) reviews them for correctness before sending to the Registrar, who has responsibility for faithfully replicating the information from the Curriculum Approval Form into the Catalog.

Students can navigate to the requirements of a specific program either by choosing the “Degrees and Majors” page [5] or by selecting the college where the program is offered. The link to the 2015-2016 GRU Undergraduate Catalog section for each college that offers undergraduate programs is provided:

- College of Allied Health Sciences [6]
- Pamplin College of Arts, Humanities, and Social Sciences [7]
- Hull College of Business [8]
- College of Education [9]
- College of Nursing [10]
- College of Science and Mathematics [11]

In addition to the requirements for GRU degree programs, the Core Curriculum is also defined in the Undergraduate Catalog [2].

Conformity of Major-Related Coursework to Commonly Accepted Standards and Practices

GRU's policies and procedures, including those set forth by the BOR, ensures a process for determining what coursework is included in the requirements for degree programs. The processes apply both to determining coursework in the major program requirements as well as in the Core Curriculum. The processes further ensure that coursework conforms to commonly accepted standards and practices in program requirements.

The institution's Curriculum Approval Policy describes the institutional procedures for establishing changes to the curriculum that entail changes to the GRU Undergraduate Catalog, including new programs or degrees [12]. As prescribed in that policy, GRU “faculty and administration both take part in developing and approving curricula for all academic programs.” The University Senate Bylaws describes the role of the faculty in the curriculum by outlining the duties of the University Senate Curriculum and Academic Policies Committee (USCAPC) as follows [13]:

"The Curriculum and Academic Policies Committee oversees the evolution of the curriculum, ensuring it is academically sound and meets University goals and the educational needs of our students. The committee recommends appropriate policy to improve and develop academic programs in more than one college, including all undergraduate programs and matters pertaining to the Core curriculum. The committee also reviews all proposed courses, changes, and programs when those changes impact curriculum and academic issues in more than one college, the University as a whole, or all faculty members. The committee members are to mediate curricular problems within, between, and among Colleges and oversee University policies and practices in areas such as admissions, classroom management, student retention, progression, graduation, and similar matters.”

The Course Numbering Policy [14] describes the system by which courses are numbered to maximize the benefits of increasing rigor and understanding, and are numbered to represent that sequence.

The major-related courses are defined by the faculty in the discipline. In accordance with the Curriculum Approval Policy, proposals only affecting one college and not affecting the undergraduate common core curriculum can undergo the Simple Approval Process, which only necessitates approval at the college level, then by the Vice President for Academic and Faculty Affairs, and finally by the Provost.

Changes to programs that involve more than one college as well as additions or revisions to the Core Curriculum follow the Complex Approval Process, which is examined at multiple levels, including by the USCAPC. Before the Provost can approve changes to the Core Curriculum, Areas A through E and Overlays 1 through 3 must be approved by the Board of Regents, and changes affecting Area F must be approved by the appropriate Regents' advisory committee for the discipline(s) of the department(s) affected.

Recent examples of such changes are provided:
• BIOL 3700, a new major-related course using Simple Approval Process [15]
• MATH 3263, a new major-related course using Complex Approval Process [16]
• HUMN 2001/2002, a revision to the Core Curriculum [17]

In addition to these regulations, many of GRU's degree programs have specialized accreditations which prescribe a course of study for the respective discipline. Maintaining these accreditations involve 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 GRU specialized accreditations is provided [18].

Comprehensive Program Review

All GRU undergraduate degree programs are subjected to cyclical program review as per the BOR Policy for Comprehensive Program Review [19]. This policy prescribes that all USG institutions must review their undergraduate programs for viability, quality, and productivity on a cycle of seven years. The process requires reflection on each program’s contribution to the institutional mission [20].

As part of the evaluation of program quality, GRU’s process requires programs to consider their curricula compared to national benchmarks, such as accreditation requirements, professional association standards, or peer comparisons [20]. As result of the program review, programs may opt to recommend or discuss planned changes to curricula based on changing expectations or trends in the respective discipline.

All program review information and report materials are published via Compliance Assist: Program Review [21].

Distance Education

GRU offers degree programs and courses through online technologies when appropriate for the discipline and the student. Per the GRU Curriculum Approval Policy:

"All proposed courses and programs offered at GRU go through identical approval processes. Consequently, new online courses and programs must meet the same requirements as classes offered through face-to-face instruction, and therefore must be approved through the processes previously described. Additionally, any new online or distance education degree requires the approval of the Board of Regents just as if it were any other new program or degree."

GRU currently offers five undergraduate degree programs via distance, and students in these programs are held to the same program requirements as students in traditionally delivered programs. Table 3.5.3-a provides the requirements for programs offered at a distance; the information provided demonstrates that requirements for distance education programs does not differ from programs offered via traditional delivery.

<table>
<thead>
<tr>
<th>Degree Programs</th>
<th>Program Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor of Science in Clinical Laboratory Science</td>
<td>[22]</td>
</tr>
<tr>
<td>Bachelor of Science in Health Information Administration</td>
<td>[23]</td>
</tr>
<tr>
<td>Bachelor of Science in Dental Hygiene</td>
<td>[24][25]</td>
</tr>
<tr>
<td>Bachelor of Science in Respiratory Therapy</td>
<td>[26][27][28]</td>
</tr>
<tr>
<td>Bachelor of Science in Radiologic Sciences with a major in Nuclear Medicine Technology</td>
<td>[29][30][31]</td>
</tr>
</tbody>
</table>

Sources

[Board of Regents Academic and Student Affairs Handbook – 2.3.6 Comprehensive Program Review (CPR)]
[GRU Catalog - Bachelor of Science in Clinical Laboratory Science]
[GRU Catalog - Bachelor of Science in Dental Hygiene]
[GRU Catalog - Bachelor of Science in Dental Hygiene - Degree Completion Track]
[GRU Catalog - Bachelor of Science in Health Information Administration]
[GRU Catalog - Bachelor of Science in Radiologic Sciences with a Major in Nuclear Medicine Technology]
[GRU Catalog - Bachelor of Science in Radiologic Sciences with a Major in Nuclear Medicine Technology for Military-Trained Nuclear Medicine Technologists Track]
[GRU Catalog - Bachelor of Science in Radiologic Sciences with a Major in Nuclear Medicine Technology w Certification Track]
[GRU Catalog - Bachelor of Science in Respiratory Therapy (2+2)]
[GRU Catalog - Bachelor of Science in Respiratory Therapy Degree Completion for RRTs On-Line Track]
[GRU Catalog - Bachelor of Science in Respiratory Therapy Degree Completion for RRTs Track]
[GRU Catalog - Core Curriculum]
[GRU Catalog - Undergraduate]
[GRU Catalog - Undergraduate, College of Allied Health Sciences]
[GRU Catalog - Undergraduate, College of Education]
[GRU Catalog - Undergraduate, College of Nursing]
[GRU Catalog - Undergraduate, College of Science and Mathematics]
3.5.4

Educational Programs: Undergraduate: Terminal degrees of faculty

At least 25 percent of the course hours in each major at the baccalaureate level are taught by faculty members holding an appropriate terminal degree—usually the earned doctorate or the equivalent of the terminal degree.

Judgment

☐ Compliance  ☐ Non-Compliance  ☐ Not Applicable

Narrative

In keeping with Georgia Regents University’s (GRU) mission “to provide leadership and excellence in teach, discovery, clinical care, and service,” the University employs faculty members with the quality and credentials to provide instruction in the degree programs offered. At the baccalaureate level, at least 25 percent of course hours in each major are taught by faculty holding the terminal degree for their respective disciplines.

Definitions of Course Hours within Majors

The Course Numbering Policy [1] describes the system by which courses are numbered to align with the students’ progression in their respective programs:

“Georgia Regents University offers courses numbered from 1000 to 4999 to students at the undergraduate level. Generally, 1000 level courses are aligned to Freshmen level, 2000 level courses are aligned to Sophomore level, 3000 level courses are aligned to Junior level, and 4000 level courses are aligned to Senior level students. Post-baccalaureate, professional, and graduate courses are numbered from 5000 to 9999, depending on the relevant college or program. Certain courses are offered to undergraduate, graduate, and professional students jointly. Such courses are numbered appropriately for each class and degree program.”

For the purposes of this calculation, discipline course hours in each major are organized by teaching department and defined as the number of hours required within the 3000-4999 range of course offerings that can contribute to an undergraduate major. General education courses were not included in this calculation. The institution’s governing body, the Board of Regents of the University System of Georgia, authorizes the degrees and majors offered by GRU [2]. Per guidance from the SACSCOC “Resource Manual for the Principles of Accreditation,” the calculations provided “do not include general education and pre-requisites.”

Faculty Holding the Terminal Degree

In most disciplines, GRU defines the terminal degree as a doctorate-level degree, such as PhD, EdD, and DNP. However, GRU offers terminal-equivalent degrees in several fields where the terminal degree is a master’s or even a baccalaureate degree. Some examples include fine arts programs where the MFA or MA are terminal degrees as well as several allied health programs where the terminal degree is at the baccalaureate level (e.g., dental hygiene and respiratory therapy) [3].

Specific information about the degrees held by faculty teaching upper and lower division courses can be found in the Georgia Regents University faculty rosters for the colleges offering undergraduate degree programs:

- College of Allied Health Sciences [4]
- Pamplin College of Arts, Humanities, and Social Sciences [5]
- Hull College of Business [6]
- College of Education [7]
- College of Nursing [8]
- College of Science and Mathematics [9]

Percentage of Undergraduate Courses Taught by Faculty Holding Terminal Degrees

The percentage of course hours in each major baccalaureate discipline taught by faculty with a terminal degree or terminal-equivalent degree [3] for the current academic year is above 25 percent. This verification is illustrated by Table 3.5.4-a, which was constructed via the following process:

1. Identification of all upper-level discipline hour courses taught during the review period.
2. Calculation of the total credit hours generated in those courses during the review period.
3. Identification of the faculty of record for each course that had more than 10 percent responsibility for the course.
4. Calculation of the total credit hours taught by each faculty.
5. Identification of all faculty whose highest degree is the terminal doctorate or appropriate terminal equivalent degree.
6. Calculation of the percentage of credit hours taught by those faculty.

Table 3.5.4-a, shown below, illustrates that across all major disciplines, 75 percent of the credit hours are taught by faculty with the terminal doctorate or appropriate terminal masters-level degree.

An analysis of GRU baccalaureate programs indicated that the percentage of course hours in each-baccalaureate program taught by faculty with a terminal degree in the specified discipline meet or exceeded 25 percent in all areas but one. The only program where the percentage of course hours fell below 25 percent was the GRU Criminal Justice program. In this instance, while the faculty members teaching the CRJU courses did not have PhDs in criminal justice, five out of seven (71 percent) of the program faculty possess PhDs in Sociology and have extensive graduate coursework and research backgrounds in the field of criminal justice. Criminal Justice programs, by their nature, are interdisciplinary programs, and GRU maintains that a terminal degree in Sociology that comes from a program with substantial coverage of criminal justice issues is "an appropriate terminal degree" for faculty teaching in this area. Based on the above, GRU has determined that at least 25 percent of course hours in all baccalaureate programs are taught by faculty members holding an appropriate terminal degree.
<table>
<thead>
<tr>
<th>GRU College</th>
<th>Major Disciplinary</th>
<th>Disciplinary Prefix</th>
<th># Faculty</th>
<th># Faculty w Terminal Degree in Discipline</th>
<th>Total Credit Hours</th>
<th>% Credit Hours Taught by Faculty w Terminal Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Allied Health Sciences</td>
<td>Clinical Laboratory Science</td>
<td>CLSC, MLIR</td>
<td>11</td>
<td>11</td>
<td>1,230</td>
<td>100%</td>
</tr>
<tr>
<td>Allied Health Sciences</td>
<td>Dental Hygiene</td>
<td>DHYG</td>
<td>17</td>
<td>17</td>
<td>3,602</td>
<td>100%</td>
</tr>
<tr>
<td>Allied Health Sciences</td>
<td>General Upper Level Courses</td>
<td>CAHS</td>
<td>4</td>
<td>3</td>
<td>176</td>
<td>75%</td>
</tr>
<tr>
<td>Allied Health Sciences</td>
<td>Health Informatics</td>
<td>HINF</td>
<td>3</td>
<td>3</td>
<td>1,622</td>
<td>100%</td>
</tr>
<tr>
<td>Allied Health Sciences</td>
<td>Nuclear Medicine Technology</td>
<td>NMMT</td>
<td>6</td>
<td>6</td>
<td>1,061</td>
<td>100%</td>
</tr>
<tr>
<td>Allied Health Sciences</td>
<td>Radiation Therapy Technology</td>
<td>RADT</td>
<td>8</td>
<td>7</td>
<td>631</td>
<td>88%</td>
</tr>
<tr>
<td>Allied Health Sciences</td>
<td>Respiratory Therapy</td>
<td>RTHP</td>
<td>5</td>
<td>4</td>
<td>1,231</td>
<td>80%</td>
</tr>
<tr>
<td>Arts, Humanities, Social Sciences</td>
<td>Anthropology</td>
<td>ANTH</td>
<td>2</td>
<td>2</td>
<td>288</td>
<td>100%</td>
</tr>
<tr>
<td>Arts, Humanities, Social Sciences</td>
<td>Art</td>
<td>ART</td>
<td>11</td>
<td>11</td>
<td>1,017</td>
<td>100%</td>
</tr>
<tr>
<td>Arts, Humanities, Social Sciences</td>
<td>Communications</td>
<td>COMC, COMD, COMJ, COMP, COMS, COMT</td>
<td>12</td>
<td>7</td>
<td>1,876</td>
<td>58%</td>
</tr>
<tr>
<td>Arts, Humanities, Social Sciences</td>
<td>Criminal Justice</td>
<td>CRJU</td>
<td>8</td>
<td>0</td>
<td>1,011</td>
<td>0% (see explanation above)</td>
</tr>
<tr>
<td>Arts, Humanities, Social Sciences</td>
<td>English</td>
<td>ENGL, HUMN, WGST</td>
<td>13</td>
<td>12</td>
<td>880</td>
<td>92%</td>
</tr>
<tr>
<td>Arts, Humanities, Social Sciences</td>
<td>Foreign Languages</td>
<td>FREN, GRMN, SPAN</td>
<td>7</td>
<td>5.5</td>
<td>455</td>
<td>79%</td>
</tr>
<tr>
<td>Arts, Humanities, Social Sciences</td>
<td>History</td>
<td>HIST</td>
<td>8</td>
<td>7</td>
<td>926</td>
<td>88%</td>
</tr>
<tr>
<td>Arts, Humanities, Social Sciences</td>
<td>Music</td>
<td>MUSI, MUSA</td>
<td>17</td>
<td>12</td>
<td>508</td>
<td>71%</td>
</tr>
<tr>
<td>Arts, Humanities, Social Sciences</td>
<td>Political Science</td>
<td>POLS, EURO</td>
<td>14</td>
<td>10</td>
<td>983</td>
<td>71%</td>
</tr>
<tr>
<td>Arts, Humanities, Social Sciences</td>
<td>Social Work</td>
<td>SOWK</td>
<td>6</td>
<td>2</td>
<td>1,341</td>
<td>33%</td>
</tr>
<tr>
<td>Arts, Humanities, Social Sciences</td>
<td>Sociology</td>
<td>SOCI</td>
<td>11</td>
<td>8</td>
<td>1,981</td>
<td>73%</td>
</tr>
<tr>
<td>Business</td>
<td>Accounting</td>
<td>ACCT</td>
<td>7</td>
<td>4</td>
<td>687</td>
<td>57%</td>
</tr>
<tr>
<td>Business</td>
<td>Applied Information Systems &amp; Technologies</td>
<td>AIST</td>
<td>4</td>
<td>2</td>
<td>390</td>
<td>50%</td>
</tr>
<tr>
<td>Business</td>
<td>Computer Science</td>
<td>CSCI</td>
<td>9</td>
<td>5</td>
<td>1,172</td>
<td>56%</td>
</tr>
<tr>
<td>Business</td>
<td>Finance</td>
<td>FINC</td>
<td>3</td>
<td>3</td>
<td>771</td>
<td>100%</td>
</tr>
<tr>
<td>Business</td>
<td>General Upper Level Courses</td>
<td>BUSA, ECON, QUAN</td>
<td>6</td>
<td>3</td>
<td>1,302</td>
<td>50%</td>
</tr>
<tr>
<td>Business</td>
<td>Management</td>
<td>MGMT</td>
<td>8</td>
<td>2</td>
<td>948</td>
<td>25%</td>
</tr>
<tr>
<td>Business</td>
<td>Management Information Systems</td>
<td>MINF</td>
<td>5</td>
<td>2</td>
<td>669</td>
<td>40%</td>
</tr>
<tr>
<td>Business</td>
<td>Marketing</td>
<td>MKTG</td>
<td>4</td>
<td>2</td>
<td>696</td>
<td>50%</td>
</tr>
<tr>
<td>Education</td>
<td>Early Childhood Education</td>
<td>ECED</td>
<td>10</td>
<td>7</td>
<td>1,527</td>
<td>70%</td>
</tr>
<tr>
<td>Education</td>
<td>Kinesiology and Health Science</td>
<td>KNHS</td>
<td>8</td>
<td>6</td>
<td>2,933</td>
<td>75%</td>
</tr>
<tr>
<td>Education</td>
<td>Middle School Education</td>
<td>MGED</td>
<td>8</td>
<td>5</td>
<td>450</td>
<td>63%</td>
</tr>
<tr>
<td>Education</td>
<td>Secondary Education</td>
<td>SCED</td>
<td>6</td>
<td>3</td>
<td>252</td>
<td>50%</td>
</tr>
</tbody>
</table>
Distance Education

GRU currently offers five undergraduate degree programs via distance, all of which are taught primarily or entirely by faculty holding the appropriate terminal degree for the discipline. Table 3.5.4-b provides the list of these programs and the percent of credit hours taught by faculty with terminal degrees.

<table>
<thead>
<tr>
<th>Degree Programs</th>
<th>% Credit Hours Taught by Faculty with Terminal Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor of Science in Clinical Laboratory Science</td>
<td>100%</td>
</tr>
<tr>
<td>Bachelor of Science in Health Information Administration</td>
<td>100%</td>
</tr>
<tr>
<td>Bachelor of Science in Dental Hygiene</td>
<td>100%</td>
</tr>
<tr>
<td>Bachelor of Science in Respiratory Therapy</td>
<td>80%</td>
</tr>
<tr>
<td>Bachelor of Science in Radiologic Sciences with a major in Nuclear Medicine Technology</td>
<td>100%</td>
</tr>
</tbody>
</table>

Sources

- GRU Degrees and Certificates
- GRU Faculty Credentialing Manual (Page 10)
- GRU Faculty Rosters - College of Allied Health Sciences
- GRU Faculty Rosters - College of Business
- GRU Faculty Rosters - College of Education
- GRU Faculty Rosters - College of Nursing
- GRU Faculty Rosters - College of Science and Mathematics
- GRU Faculty Rosters - Pamplin College of Arts, Humanities, and Social Sciences
- GRU Policy Library - Course Numbering
3.6.1

Educational Programs: Graduate/Post-Baccalaureate: Post-Baccalaureate program rigor

The institution's post-baccalaureate professional degree programs, master's and doctoral degree programs, are progressively more advanced in academic content than its undergraduate programs.

**Judgment**

- Compliance  □ Non-Compliance  □ Not Applicable

**Narrative**

Georgia Regents University (GRU) offers graduate programs at the master's, educational specialist, and doctoral, and professional. \[1\]

**Policies and Procedures for Defining Content and Rigor of Post-Baccalaureate Programs**

GRU's policies and procedures, for developing courses and designing curricula, ensures that graduate programs contain progressively advanced course content above the undergraduate level and consistent with the expectations of higher education institutions. Program requirements for all of GRU degree programs are described in the GRU Catalogs:

- GRU Undergraduate Catalog [2]
- GRU Graduate Catalog [3]

As new requirements are vetted through the process, they are evaluated for clarity. The Vice President for Academic and Faculty Affairs (VP-AFA) reviews them for correctness before sending the requirements to the Registrar, who has responsibility for faithfully replicating the information from the Curriculum Approval Form into the Catalog.

The institution's Curriculum Approval Policy describes the institutional procedures for establishing changes to the curriculum that entail changes to the GRU Catalogs, including new programs or degrees [4]. As prescribed in that policy, GRU "faculty and administration both take part in developing and approving curricula for all academic programs."

An important step in the process is the requirement that "proposals with graduate education components must be approved by Graduate Council," which comprises representation of faculty and academic officers from each college. The Graduate Council’s purpose is to "conduct the business of faculty affairs, student affairs, program development and review, and to advise the Dean of The Graduate School on all issues related to The Graduate School." The Council is composed of faculty members who must have a graduate faculty appointment as well as graduate student members. Among the group’s responsibilities and duties is to "review and recommend for approval new and revised graduate curriculum," which are executed by the New Program, Course and Curriculum Revision Review Subcommittee. The Council's bylaws [5] and current membership [6] are provided.

Courses are sequenced to maximize the benefits of increasing rigor and understanding, and are numbered to represent that sequence. The Course Numbering Policy [7] describes the system by which courses are numbered to signify the progression of complexity in content and rigor in the curriculum:

"Georgia Regents University offers courses numbered from 1000 to 4999 to students at the undergraduate level. Generally, 1000 level courses are aligned to Freshmen level, 2000 level courses are aligned to Sophomore level, 3000 level courses are aligned to Junior level, and 4000 level courses are aligned to Senior level students. Post-baccalaureate, professional, and graduate courses are numbered from 5000 to 9999, depending on the relevant college or program. Certain courses are offered to undergraduate, graduate, and professional students jointly. Such courses are numbered appropriately for each class and degree program."

Some courses are cross-listed at the undergraduate and graduate level. When that is the case, the expectations for the graduate course are more rigorous. An example of such cross-listed courses is HIST 4381 and HIST 6381. This course on "Nineteenth Century Europe" is available to undergraduate and graduate students. Post-baccalaureate, professional, and graduate courses are numbered from 5000 to 9999, depending on the relevant college or program. Certain courses are offered to undergraduate, graduate, and professional students jointly. Such courses are numbered appropriately for each class and degree program."

In addition to these regulations, many of GRU’s degree programs have specialized accreditations which prescribe a course of study for the respective discipline. Maintaining these accreditations involve 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 GRU specialized accreditations is provided [9].

**Content and Rigor of Master's Degree Programs**

GRU offers master's level degree programs in business (MBA), psychology (MS), public administration (MPA), education (MED), and numerous health sciences disciplines (MS, MPH). All courses listed in the curriculum for master's level degree programs are at the 5000 level and higher. Per BOR policies [10], and in accordance with SACSCOC expectations, master's degree programs must include a minimum of 30 hours of coursework; all GRU master's level programs meet this requirement.

Rigor of the programs is further validated by the expectations that students earning these degrees have demonstrated mastery in the content by completion of a culminating scholarly experience. Such experiences include internships, practica, fieldwork, capstone projects, and research theses. Also, some applied master's programs require students to complete and pass professional licensure and certification examinations prior to earning the degree.

A recent example of a new master's level course being established as part of a curriculum revision is EDTD 5225 - Reading and Writing Across the Curriculum, a course in the Master of Arts in Teaching program. The syllabus included in the proposal materials demonstrates the rigor of this graduate level course [11].

**Content and Rigor of Specialist in Education Degree Programs**
GRU offers the specialist in education degree (EdS) in the major areas of counselor education, curriculum and instruction, and educational leadership. All courses listed in the curriculum for EdS degree programs are at the 6000 level and higher. In accordance with SACSCOC expectations, all of GRU’s EdS programs require a minimum of 30 hours of coursework.

EdS programs are more rigorous than their master’s level counterparts. For example, both the MEd and the EdS in Curriculum and Instruction require completion of 120 hours of Field Experience and an e-portfolio; however, the EdS also requires that students complete a research thesis. Other examples of more rigorous expectations at the EdS level include advanced internships and practica that provide more experience in supervising.

The attached syllabus for EDUC 7021 - Conducting Educational Research, a course in the Educational Specialist in Curriculum and Instruction program, demonstrates the rigor of the educational specialist programs [12].

Content and Rigor of Doctoral Programs

GRU offers two distinct types of doctoral degrees – doctor of philosophy (PhD) and professional doctorates. All doctorate courses listed in the curriculum are at the 5000 level and higher. In accordance with SACSCOC expectations, all of GRU’s doctoral programs require coursework that exceeds 30 hours of semester credit hours.

Doctor of philosophy degrees are offered in the areas of nursing, biostatistics, applied health sciences, and biomedical sciences. Completion of a comprehensive exam and research proposal are required to enter candidacy, and candidates must write and defend a dissertation to qualify for the degree.

A new doctoral degree, the Doctor of Philosophy with a major in Applied Health Sciences was approved by the Board of Regents in March 2015 [13]. The materials submitted as part of the program proposal, including syllabi, demonstrate the rigor of this degree program [14].

Professional doctoral degrees offered are in the health professions and education, and degrees include the Doctor of Education (EdD), Doctor of Nursing (DNP), Doctor of Medicine (MD), Doctor of Dental Medicine (DMD), and Doctor of Physical Therapy (DPT).

The EdD and DNP are advanced, applied research programs, and completion of these programs requires the intensive “action research.” EdD students must implement, report, and defend an approved Educational Innovation Dissertation in Practice research, and DNP students must complete a DNP Project as well as a DNP Residency prior to earning the credential.

The Board of Regents approved GRU’s first doctoral program that is not in the health sciences, the Doctor of Education in Educational Innovation in January 2015 [15]. The proposal materials for that program, including syllabi, provide evidence of the program’s rigorous curriculum [16].

The MD, DMD, and DPT programs are first professional doctoral programs that involve a rigorous, lock-step curriculum guided by national accreditation standards. Completion of these programs entails extensive training in clinical settings throughout the state and nation. For the MD and DMD programs, eligibility for graduation includes successful completion of professional certification and licensure examinations.

Comprehensive Program Review

All GRU graduate degree programs are subjected to cyclical program review as per the BOR Policy for Comprehensive Program Review [17]. This policy prescribes that all USG institutions must review their graduate programs for viability, quality, and productivity on a cycle of 10 years. As part of the evaluation of program quality, GRU’s process requires programs to consider their curricula compared to national benchmarks, such as accreditation requirements, professional association standards, or peer comparisons [18]. As result of the program review, programs may opt to recommend or discuss planned changes to curricula based on changing expectations or trends in the respective discipline. All program review information and report materials are published via Compliance Assist: Program Review [19].

Sources

- Board of Regents Academic and Student Affairs Handbook - 2.3.5 Degree Requirements
- Board of Regents Academic and Student Affairs Handbook - 2.3.6 Comprehensive Program Review (CPR)
- Board of Regents Meeting Minutes 2015 January - Approval of Doctor of Education with a Major in Educational Innovation (Page 7)
- Board of Regents Meeting Minutes 2015 March - Approval of Doctor of Philosophy with a Major in Applied Health Sciences (Page 6)
- GRU Catalog - Graduate
- GRU Catalog - Undergraduate
- GRU College-Level Bylaws - The Graduate School
- GRU Committee - Graduate Council Membership
- GRU Comprehensive Program Review (CPR) Template
- GRU Comprehensive Program Review Login Instructions
- GRU Curriculum Revision EDTD 5225
- GRU Degrees and Certificates
- GRU Policy Library - Course Numbering
- GRU Policy Library - Curriculum Approval
- GRU Program Proposal EdD in Educational Innovation
3.6.2

Educational Programs: Graduate/Post-Baccalaureate: Graduate curriculum

The institution structures its graduate curricula (1) to include knowledge of the literature of the discipline and (2) to ensure ongoing student engagement in research and/or appropriate professional practice and training experiences.

Judgment

☐ Compliance  ☐ Non-Compliance  ☐ Not Applicable

Narrative

Georgia Regents University (GRU) awards graduate degrees at the educational specialist, masters, and doctoral levels. In addition to conventional classroom experiences, students have the opportunity to explore the literature, conduct research, and experience practical training. Students in many programs must complete internships or, in the case of professional schools, clinical rotations and practica, all of which require practice and training experiences. Several graduate programs require a written and/or oral demonstration of the student’s understanding of the discipline-specific literature and the student’s independent research or practical training effort (examples include master's theses or doctoral dissertations). For research doctoral programs, a standardized rubric is used to evaluate written and oral demonstrations that include sound knowledge of literature in the area and of prior work on the specific research problem and the ability to make original contributions to the field [1].

Incorporation of Literature of the Discipline into Curriculum Requirements

The foundation of the GRU graduate curriculum is built on the literature and professional standards of the respective disciplines for which graduate degrees are conferred. This assurance begins with the appointment of qualified faculty who exercise a substantive role in determining the content, quality, and effectiveness of the GRU curriculum. The University Senate Bylaws specify that Colleges have a responsibility to implement a "faculty-selected structure designed to monitor and provide advice concerning College curriculum" [2]. As described in the response for Comprehensive Standard 3.7.1, all faculty teaching in graduate courses have the educational credentials and qualifications to provide instruction in their respective fields.

The GRU Curriculum Approval Policy describes the operationalization of the faculty’s role in designing graduate programs [3]. As prescribed in that policy, GRU "faculty and administration both take part in developing and approving curricula for all academic programs." The policy defines the procedures for both new program development as well as program modification, and both sets of procedures involve faculty input and approval.

The institution publishes the curriculum for all graduate programs in the GRU Graduate Catalog [4]. Descriptions for each course required for GRU graduate programs are provided for each degree program. As defined by the GRU Course Number Policy [5], graduate level courses are signified by the course number 5000 or above. While descriptions for all courses in all of GRU’s graduate programs are provided [6], Table 3.6.2-a, below, provides representative examples from the Graduate Catalog of course descriptions addressing knowledge of disciplinary literature from each of the GRU colleges; syllabi are also provided for each of these programs.
### Table 3.6.2-a: Representative Sample of Graduate Courses Incorporating Literature from the Respective Discipline

<table>
<thead>
<tr>
<th>College</th>
<th>Degree Program</th>
<th>Course Prefix, Number, Title</th>
<th>Course Description &amp; Syllabus</th>
</tr>
</thead>
<tbody>
<tr>
<td>College of Allied Health Sciences</td>
<td>MHS in Clinical</td>
<td>CAHS 6501 - Evidence-</td>
<td>&quot;Identification of a research project including the literature evaluation and review of current evidence in</td>
</tr>
<tr>
<td></td>
<td>Laboratory Science</td>
<td>Based Practice</td>
<td>the profession. Resources to conduct a course of scholarly investigation is initiated. Examination of</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>findings and the significance for practice is included. Prerequisite: Admission to the graduate MHS program.&quot; [7]</td>
</tr>
<tr>
<td>College of Dental Medicine</td>
<td>Doctor of Dental</td>
<td>RDCT 5001 - Research</td>
<td>This is a small group, problem-based learning course that gives students the tools they need to conduct</td>
</tr>
<tr>
<td></td>
<td>Medicine</td>
<td>Design and Critical</td>
<td>research, to develop into life-long learners and learn presentation skills. It is comprised of learning</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Thinking</td>
<td>modules, consisting of a brief orientation by the faculty followed by self-paced learning by the students</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>in randomly generated small groups. The assessments consist of module grades for the teams, based on</td>
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<td>performance on Module 1 (Conducting a literature search for each study design on the assigned topic and</td>
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<td>provide expert analysis in class.), Module 2 (Presenting a written literature search), Module 4 (Determining</td>
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<td></td>
<td></td>
<td>correct impact factor order); and Modules 10-15 (Quality of team presentations). In addition, all students</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>must complete online CITI training. [8]</td>
</tr>
<tr>
<td>College of Education</td>
<td>EdS in Curriculum and</td>
<td>EDUC 7021 - Conducting</td>
<td>&quot;This course prepares students in the application of descriptive and inferential statistics for planning and</td>
</tr>
<tr>
<td></td>
<td>Instruction</td>
<td>Educational Research</td>
<td>conducting quantitative research in education. Data analysis include: central tendency, variability,</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>correlations, hypothesis testing, group comparison methods, simple and multiple linear regression, and</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>chi-square analysis. Prerequisite(s): Admission to a graduate program. EDUC 6021 or equivalent.&quot; [9]</td>
</tr>
<tr>
<td>Medical College of Georgia</td>
<td>PhD, Cellular Biology</td>
<td>ANAT 8040 - Current Topics</td>
<td>&quot;This course will offer students an opportunity to familiarize themselves with recent discoveries in vision</td>
</tr>
<tr>
<td></td>
<td>and Anatomy</td>
<td>in Vision Science</td>
<td>research and ophthalmic disease. The forums for interaction and learning include: formal journal clubs,</td>
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<td>ophthalmology grand rounds, the Vision Discovery Institute (VDI) seminar series, and VDI monthly group</td>
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<td>meetings. The course will include interactive discussions of recently published vision science papers</td>
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<td></td>
<td>and current research. Students will develop their skills in reading the vision research literature</td>
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<td></td>
<td>critically and in effective presentations of scientific and clinical information. This course is team-taught</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td>by MCG Vision Discovery Institute.&quot; [10]</td>
</tr>
<tr>
<td>Hull College of Business</td>
<td>Master of Business Administration</td>
<td>BUSA 5000 - Analytical Tools for Executive Decision Making</td>
<td>&quot;This course introduces a number of quantitative models and tools that are commonly used for managerial decision making. The emphasis of this course is on the applications of these quantitative models and tools to business problems arising in diverse industries and functional areas including operations, finance, and marketing. The course will introduce subject matter in macro and micro-economic theory, finance, accounting information, and statistical inference as it relates to executive level decision making.&quot; [11]</td>
</tr>
<tr>
<td>Pamplin College of Arts, Humanities, and</td>
<td>Master of Public</td>
<td>PADM 6100 - Public</td>
<td>&quot;Offers conceptual and practical perspectives for understanding and managing organizations. A spectrum of</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>Administration</td>
<td>Organization Theory and Behavior</td>
<td>theories of organization will be examined. The concepts and issues to be discussed include mechanical</td>
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<td></td>
<td></td>
<td>and organicistic aspects of organizations, organizational culture and politics, organizational</td>
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<td></td>
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<td></td>
<td>psychodynamics, and recent theories of organizing including the use of networks and privatization.</td>
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<td></td>
<td></td>
<td></td>
<td>Prerequisite(s): Permission of the MPA Director.&quot; [12]</td>
</tr>
<tr>
<td>Medical College of Georgia</td>
<td>Doctor of Medicine</td>
<td>MEDI 5100 - Essentials of Clinical Medicine 1 (Part 1)</td>
<td>&quot;The Essentials of Clinical Medicine (ECM) is a four-semester curriculum designed to give medical students knowledge and skills that they will need to provide informed and compassionate patient- and population-centered care during their clinical years. ECM is organized into two sections during the first 2 years of medical school, ECM 1 and ECM 2, which are sequentially integrated and interwoven with core basic science modules. The ECM curriculum is designed to ensure a continuity of clinical education students across the Phase I and II years.&quot; [13]</td>
</tr>
<tr>
<td>College of Nursing</td>
<td>PhD, Nursing</td>
<td>NURS 8510 - Theory Development for Health Inquiry</td>
<td>&quot;In this course, students advance their knowledge of theory development relative to statements and questions about health topics. The student explores in-depth analysis and definition of concepts and examines approaches to theory. Emphasis is placed on the development of a conceptual design demonstrating links between theoretical concepts and research processes.&quot; [14]</td>
</tr>
<tr>
<td>College of Science and Mathematics</td>
<td>MS, Psychology</td>
<td>PSYC 6121 - Research Methods I</td>
<td>&quot;This course covers theory and application of experimental design in psychology. Topics include but are not limited to controlling confounding variables, hypothesis testing, APA style guidelines, and univariate statistics. The use of computers in psychological research will also be covered.&quot; [15]</td>
</tr>
</tbody>
</table>

### Evidence of Student Engagement in Research or Professional Training

GRU graduate students have numerous opportunities during their educational experience to apply the skills, knowledge, and competencies gained through exposure to the literature and professional standards of their chosen fields. For graduate students, Graduate Research Day provides an annual opportunity to present research or scholarly projects by a group of their peers and to faculty; for the most recent Graduate Research Day, held March 20, 2015, 90 graduate students participated in the event [16]. Students in the MD program have the opportunity to showcase their research during Medical Scholars Research Day, held annually for the last six years; 140 students participated in the most recent event that took place September 22, 2014 [17].

The Graduate School also helps to defray the costs for students who present their research or scholarship at national or regional meetings. In FY 2015, the Graduate School funded an average of $669 per student for 50 students attend meetings throughout the US and even the United Kingdom. The guidelines and request form for travel funds is provided [18] as well as a table showing funded students' programs and meeting locations and dates [19].

Additionally, programmatic expectations for student learning are continuously monitored, and such expectations for graduate programs include some aspect of applying literature and professional standards. All degree programs are institutionally required to establish the learning expectations of the program; for programs with specialized accreditations, learning outcomes are based on the competencies set forth by their accrediting bodies. For others, SLOs are determined by the literature of the field of study. The SLO assessment plans and reports for all GRU
graduate programs are provided in the institutional response to Comprehensive Standard 3.3.1.1.

This annual process of assessment is bolstered by the periodic program review. All GRU graduate degree programs are subjected to cyclical program review as per the BOR Policy for Comprehensive Program Review [20]. This policy prescribes that all USG institutions must review their graduate programs for viability, quality, and productivity on a cycle of ten years. As part of the evaluation of program quality, GRU's process requires programs to consider their curricula compared to national benchmarks, such as accreditation requirements, professional association standards, or peer comparisons [21]. As result of the program review, programs may opt to recommend or discuss planned changes to curricula based on changing expectations or trends in the respective discipline. All program review information and report materials are published via Compliance Assist: Program Review [22].

Sources

- Board of Regents Academic and Student Affairs Handbook – 2.3.6 Comprehensive Program Review (CPR)
- GRU Catalog - Graduate
- GRU Catalog - Graduate Course Descriptions
- GRU Comprehensive Program Review (CPR) Template
- GRU Comprehensive Program Review Login Instructions
- GRU Form - The Graduate School, Travel Request Form and Guidelines
- GRU Graduate Research Day Program
- GRU GReport - Medical Scholars Research Day
- GRU Policy Library - Course Numbering
- GRU Policy Library - Curriculum Approval
- GRU Rubric for Evaluation - MS Thesis or PhD Dissertation and Defense
- GRU Student Travel - The Graduate School (FY2015)
- GRU Syllabus - College of Allied Health Sciences Course, SAHS 6501
- GRU Syllabus - College of Dental Medicine Course, RDCT 5001
- GRU Syllabus - College of Education, EDUC 7021
- GRU Syllabus - College of Nursing Course, NURS 8510
- GRU Syllabus - College of Science and Mathematics Course, PSYC 6121
- GRU Syllabus - Hull College of Business, BUSA 5000
- GRU Syllabus - Medical College of Georgia, ANAT 8040
- GRU Syllabus - Medical College of Georgia, MEDI 5100
- GRU Syllabus - Pamplin College of Arts, Humanities, and Social Sciences, PADM 6100
- GRU University Senate Bylaws (Page 28)
3.6.3

Educational Programs: Graduate/Post-Baccalaureate: Institutional credits for a graduate degree

At least one-third of credits toward a graduate or a post-baccalaureate professional degree are earned through instruction offered by the institution awarding the degree. (See Commission policy "Collaborative Academic Arrangements".)

Judgment
☑ Compliance  □ Non-Compliance  □ Not Applicable

Narrative

University System of Georgia policy outlines overall degree requirements with which all units of the system must comply:

- BOR Academic and Student Affairs Handbook 2.3.5 – Degree Requirements [1]
- BOR Academic and Student Affairs Handbook 2.6 – Degrees [2]
- BOR Policy 3.8.3 – Residence Requirement for a Degree [3]

The GRU Graduate Catalog defines specific degree requirements for each degree offered by the university [4]. Georgia Regents University maintains very strict control over the transfer of graduate level credit at the University. All appeals for exception to published transfer credit policy must be made in writing to the department chair and forwarded to the appropriate dean who maintains final authority for approval. The full Transfer of Credit Policy is located in the GRU Policy Library [5].

The GRU transcript clearly delineates the specific courses transferred from another institution and the name(s) of such institution(s), as well as the total number of transfer credits accepted by the University [6]. The GRU Transfer Credit Policy in the GRU Policy Library outlines the process by which credit for coursework not taken at GRU is awarded to students, as well as very specific transfer credit requirements for the Medical College of Georgia, College of Dental Medicine, College of Education, College of Allied Health Sciences and The Graduate School.

The residency requirement at GRU ensures at least one-third of the credit hours required for the degree are earned through instruction offered by GRU. Graduate students who are nearing completion of their programs, submit applications for graduation through their major department to the Office of the Registrar. The Registrar’s Office staff compares the submitted graduation application materials against an automated degree audit process to determine that all degree requirements, including the amount of credit earned at Georgia Regents University, have been met. In addition to the degree audit system, graduation audit reports are used for an additional verification of grade point average and residency requirements for graduation. GRU does not offer any collaborative graduate or professional degrees.

Sources

- Board of Regents Academic and Student Affairs Handbook - 2.3.5 Degree Requirements (Page 3)
- Board of Regents Academic and Student Affairs Handbook - 2.6 Degrees
- Board of Regents Policy Manual - 3.8.3 Residence Requirement for Degree
- GRU Catalog - Graduate and Professional
- GRU Policy Library - Transfer Credit Policy
- GRU Transcript with Transfer Credit - Graduate
3.6.4

Educational Programs: Graduate/Post-Baccalaureate: Post-baccalaureate program requirements

The institution defines and publishes requirements for its graduate and post-baccalaureate professional programs. These requirements conform to commonly accepted standards and practices for degree programs.

Judgment

Compliance  ☐ Non-Compliance  ☐ Not Applicable

Narrative

Georgia Regents University (GRU) awards graduate degrees at the educational specialist, masters, and doctoral levels. The institution publishes the requirements for all graduate programs in the GRU Graduate Catalog [1]. All programs and revisions to programs go through an extensive multi-level approval process, which includes reviews at the University System of Georgia (USG) level, when indicated.

Publication of Defined Requirements for Each Graduate and Post-Baccalaureate Professional Program

Program requirements for all GRU graduate and post-baccalaureate professional programs are described in the GRU Graduate Catalog [1]. The GRU Graduate Catalog is managed by the Registrar and published online annually at catalog.gru.edu [2]. The catalog is accessible to students wherever they have internet access, and it can be reached by search or by using the A-Z index, which appears on the GRU Home Page. Archive copies of catalogs as far back as 2000 are accessible at the same location.

Students can navigate to the requirements of a specific program either by choosing the "Degrees and Majors" page [3] or by selecting the college where the program is offered. The link to the 2015-2016 GRU Graduate Catalog section for each college that offers graduate programs is provided:

1. Pamplin College of Arts, Humanities, and Social Sciences [4]
2. College of Allied Health Sciences [5]
3. Hull College of Business [6]
5. College of Education [8]
6. The Graduate School [9]
7. College of Science and Mathematics [10]
9. Medical College of Georgia [12]

All new graduate students are required to participate in program-specific orientation, where they are informed about academic program requirements and the GRU Graduate Catalog. Continuing students use DegreeWorks and the Graduate Catalog in partnership with their advisors in their academic departments to determine courses needed for their respective programs.

Conformity of Coursework to Commonly Accepted Standards and Practices

GRU's policies and procedures, including those set forth by the BOR, ensures a process for determining what coursework is included in the requirements for degree programs. The process ensures that coursework conforms to commonly accepted standards and practices in program requirements.

The institution's Curriculum Approval Policy describes the institutional procedures for establishing changes to the curriculum that entail changes to the GRU Graduate Catalog, including new programs or degrees [13]. As prescribed in that policy, GRU "faculty and administration both take part in developing and approving curricula for all academic programs." The University Senate Bylaws describes the role of the faculty in the curriculum by outlining the duties of the University Senate Curriculum and Academic Policies Committee (USCAPC) as follows [14]:

"The Curriculum and Academic Policies Committee oversees the evolution of the curriculum, ensuring it is academically sound and meets University goals and the educational needs of our students. The committee recommends appropriate policy to improve and develop academic programs in more than one college, including all undergraduate programs and matters pertaining to the Core curriculum. The committee also reviews all proposed courses, changes, and programs when those changes impact curriculum and academic issues in more than one college, the University as a whole, or all faculty members. The committee members are to mediate curricular problems within, between and among Colleges and oversee University policies and practices in areas such as admissions, classroom management, student retention, progression, graduation, and similar matters."

The Course Numbering Policy [15] describes the system by which courses are numbered to maximize the benefits of increasing rigor and understanding, and are numbered to represent that sequence.

Courses are defined by the faculty in the discipline. In accordance with the Curriculum Approval Policy, proposals only affecting one college and not affecting the undergraduate common core curriculum can undergo the Simple Approval Process, which only necessitates approval at the college level, then by the Vice President for Academic and Faculty Affairs, and finally by the Provost. Changes to programs that involve more than one college follow the Complex Approval Process, which is examined at multiple levels, including by the USCAPC.

Recent examples of such changes are provided:

- EDTD 5225, a new graduate course using the Simple Approval Process [16]
- OMFS 5901, a new post-baccalaureate professional program using the Simple Approval Process [17]
- EDEI 8000, a new graduate course using the Complex Approval Process [18]

Because post-baccalaureate professional programs follow specialized, lock-step curricula, program changes do not typically involve more than
one college. To date, no curriculum changes to post-baccalaureate professional programs have used the Complex Approval Process.

In addition to these regulations, many of GRU’s degree programs have specialized accreditations which prescribe a course of study for the respective discipline. Maintaining these accreditations involve 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 GRU specialized accreditations is provided [19].

**Comprehensive Program Review**

All GRU graduate degree programs are subjected to cyclical program review as per the BOR Policy for Comprehensive Program Review [20]. This policy prescribes that all USG institutions must review their graduate programs for viability, quality, and productivity on a cycle of 10 years. The process requires reflection on each program’s contribution to the institutional mission [21].

As part of the evaluation of program quality, GRU’s process requires programs to consider their curricula compared to national benchmarks, such as accreditation requirements, professional association standards, or peer comparisons [21]. As result of the program review, programs may opt to recommend or discuss planned changes to curricula based on changing expectations or trends in the respective discipline.

All program review information and report materials are published via Compliance Assist: Program Review [22].

**Distance Education**

GRU offers degree programs and courses through online technologies when appropriate for the discipline and the student. Per the GRU Curriculum Approval Policy:

“All proposed courses and programs offered at GRU go through identical approval processes. Consequently, new online courses and programs must meet the same requirements as classes offered through face-to-face instruction, and therefore must be approved through the processes previously described. Additionally, any new online or distance education degree requires the approval of the Board of Regents just as if it were any other new program or degree.”

GRU currently offers six graduate degree programs via distance, and students in these programs are held to the same program length requirements as students in traditionally delivered programs. Table 3.6.4-a provides the the curricula for programs offered at a distance; the information provided demonstrates that content for distance education programs does not differ from programs offered via traditional delivery.

<table>
<thead>
<tr>
<th>Degree Programs</th>
<th>Program Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master of Education in Curriculum and Instruction</td>
<td>[23]</td>
</tr>
<tr>
<td>Master of Education in Teacher Leadership</td>
<td>[24]</td>
</tr>
<tr>
<td>Master of Health Science in Clinical Laboratory Science</td>
<td>[25]</td>
</tr>
<tr>
<td>Master of Physician Assistant</td>
<td>[26]</td>
</tr>
<tr>
<td>Master of Public Health</td>
<td>[27][28][29]</td>
</tr>
<tr>
<td>Doctor of Nursing Practice</td>
<td>[30][31][32][33][34][35][36]</td>
</tr>
</tbody>
</table>

**Sources**

- Board of Regents Academic and Student Affairs Handbook – 2.3.6 Comprehensive Program Review (CPR)
- GRU Catalog - Doctor of Nursing Practice - Post MSN Track
- GRU Catalog - Doctor of Nursing Practice with a Concentration in Adult Gerontology Acute Care Nurse Practitioner - Post BSN Track
- GRU Catalog - Doctor of Nursing Practice with a Concentration in Adult Gerontology Acute Care Nurse Practitioner - Post MSN Track
- GRU Catalog - Doctor of Nursing Practice with a Concentration in Family Nurse Practitioner - Post BSN Track
- GRU Catalog - Doctor of Nursing Practice with a Concentration in Family Nurse Practitioner - Post MSN Track
- GRU Catalog - Doctor of Nursing Practice with a Concentration in Pediatric Nurse Practitioner - Post BSN Track
- GRU Catalog - Doctor of Nursing Practice with a Concentration in Pediatric Nurse Practitioner - Post MSN Track
- GRU Catalog - Graduate
- GRU Catalog - Graduate, College of Allied Health Sciences
- GRU Catalog - Graduate, College of Dental Medicine
- GRU Catalog - Graduate, College of Education
- GRU Catalog - Graduate, College of Nursing
- GRU Catalog - Graduate, College of Science and Mathematics
- GRU Catalog - Graduate, Degrees and Majors
- GRU Catalog - Graduate, Hull College of Business
- GRU Catalog - Graduate, Medical College of Georgia
- GRU Catalog - Graduate, Pamplin College of Arts, Humanities, and Social Sciences
Faculty: Faculty competence

The institution employs competent faculty members qualified to accomplish the mission and goals of the institution. When determining acceptable qualifications of its faculty, an institution gives primary consideration to the highest earned degree in the discipline. The institution also considers competence, effectiveness, and capacity, including, as appropriate, undergraduate and graduate degrees, related work experiences in the field, professional licensure and certifications, honors and awards, continuous documented excellence in teaching, or other demonstrated competencies and achievements that contribute to effective teaching and student learning outcomes. For all cases, the institution is responsible for justifying and documenting the qualifications of its faculty. (See the Commission guidelines "Faculty Credentials.")

Verification of Faculty Qualifications

The University also employs a systematic process for ensuring consistency between institutional, BOR, and SACSCOC policies, procedures, and guidelines. The faculty appointment process at GRU requires all faculty members to provide official copies of degree transcripts and/or other appropriate documentation to verify their credentials, experience, and training. All foreign degrees and degrees from US institutions that are not regionally accredited must go through a transcript review process. The Division of Human Resources maintains files for all faculty members. GRU, in accordance with BOR policies, has established policies and practices that govern recruitment, selection, appointment, evaluation, promotion, and tenure of all faculty members. These policies and procedures ensure that faculty members appointed at GRU have the characteristics, qualifications, and competency to ensure the institution can meet its mission and goals. These policies also ensure that faculty qualifications meet specialized accreditation standards when applicable; a list of GRU's specialized accreditations is provided [2].

The University Faculty Credentialing Manual outlines specific qualifications and teaching at each degree level [3]. The University also has clear recruitment and appointment processes for faculty members that ensure the collection and review of faculty credentialing materials. These processes involve use of the following documentation:

- Faculty Recruitment Guidelines [4]
- Full-time Faculty Appointment Checklist [5]
- Part-time Faculty Appointment Checklist [6]
- Adjunct Faculty Appointment (Summerville) [7]
- Clinical-Adjunct Faculty Appointment Checklist (Health Sciences) [8]
- Retired Retiree Faculty Appointment Checklist [9]

Through the application of the policies and checklists cited above, the academic department works with prospective faculty employees to collect the evidentiary documents needed to verify faculty credentials. These documents are transmitted to the college's dean's office and then to Human Resources (HR) for permanent storage. Copies of all documents are transmitted to the Vice President for Academic and Faculty Affairs for evaluation and review. The department and dean's office use the checklist provided by HR to ensure that all required credentialing documents have been received. Upon receipt of credentialing documents, such as transcripts, HR will conduct a review and make a determination about the sufficiency of the documentation provided.

If HR determines that the provided documentation is insufficient, they will inform the college of the need for additional action. A recent example of such an action included a review of documents for a prospective faculty member in Pediatrics who reportedly had arranged for an original transcript to be sent to the college; however, upon examination of the document transmitted from the college to HR, it was discovered that the document was marked as a "copy- Issued to Student." HR contacted the college and reviewed transcript management procedures with them and informed them that the requirements for faculty credentialing for this prospective faculty member had not been satisfied by the document provided. The college subsequently submitted a transcript transmitted directly from the faculty member's institution to GRU, and the faculty member was allowed to assume teaching responsibilities.

The University employs a systematic process for evaluating the qualifications of its faculty members at the time of appointment and on an ongoing basis. GRU has an established system for verifying the qualification of all its teaching faculty. In compliance with the requirements found in The University Faculty Credentialing Manual, all academic programs follow the procedures outlined in the GRU Faculty Credentialing Manual. This manual, vetted by each college at GRU, guides academic departments through the process of ensuring that all teaching faculty have credentials that meet or exceed the requirements of the Commission’s Faculty Credentialing Guidelines.

Following the process, as outlined in the Faculty Credentialing Department, Chair and program directors review the credentials of new faculty members prior to assigning classes as well as reviewing the credentials of all current faculty members before assigning them new course teaching responsibilities. To ensure the accuracy of these reviews, the Associate Vice President of Assessment publishes and reviews a teaching assignment report prior to the beginning of each semester as outlined in the next section of this report. Faculty members who are flagged by this report must have their cases resolved before the faculty member can begin teaching.

The manual outlines the base credentialing standards for each level of instruction [10] as well as the roles and responsibilities of each individual involved in the credentialing process [11]. Additionally, to facilitate and ensure the accuracy of this process, the manual includes a list of

Judgment

☒ Compliance  ☐ Non-Compliance  ☐ Not Applicable

Narrative

The mission of Georgia Regents University (GRU) is "to provide leadership and excellence in teaching, discovery, clinical care, and service as a student-centered comprehensive research university and academic health center with a wide range of programs from learning assistance through postdoctoral studies." GRU makes every effort to ensure the employment of competent faculty that support the current mission and goals of the institution. To this end, GRU follows the hiring procedures of the University System of Georgia Board of Regents (USG-BOR), the governing body of GRU. The BOR Policy Manual prescribes minimum qualifications for employment that ensure consistency with SACSCOC requirements, evidence of ability as a teacher, and evidence of ability as a scholar in all aspects of the faculty member’s assigned duties [1].
Classification of Instructional Programs Codes Used to Verify Appropriate Teaching Assignments

To ensure that the University has qualified faculty teaching all classes, the University conducts a faculty credentialing review each semester. The review process is overseen by the Division of Institutional Effectiveness and makes use of the National Center for Educational Statistics' Classification of Instructional Programs (CIP) codes [13] to match the qualifying degree of each faculty member to the identified subject field of the course being taught.

Each semester, the University runs a report that matches the primary CIP Code assigned to an individual course from the University Course Inventory Database, with the CIP code for each instructor's education credentials. This list is then cross checked with the list of qualified Terminal Degrees to identify faculty who are qualified by degree [14]. Since the University Course Inventory Database stores only one CIP code per course, the resulting CIP Code reports are reviewed by the Associate Vice President for Assessment. The reports are then evaluated by program officers (e.g., college deans and department chairs or program directors) to ensure that the instructors are credentialed to teach a course on the basis of the educational degrees they earned in closely related teaching disciplines. The appropriateness of faculty credentials is based on the determination of the respective department in conjunction with the Vice President of Academic and Faculty Affairs, as outlined in the Faculty Credentialing Manual.

If it is determined that an instructor's education credentials do not match the course CIP code, the college/school must further review the individual's backgrounds and credentials to determine if the faculty member is qualified to teach the listed course by virtue of one of the following conditions:

1. The faculty member already has an approved alternative justification on file for the course in question.
2. The academic program identifies an institutional error in the coding of the course or faculty degree CIP code.
3. The academic program identifies an error in the institutional records pertaining to the faculty member's degree.
4. The faculty member is found to be qualified by virtue of a "GRU Credentialing Rule" that has been approved by the Office of the Provost [15].

When a faculty member is not qualified through any of the above processes, the Chair or program director is notified and the following alternative justification procedure is initiated:

1. The program director works with the faculty member to develop an alternative justification using the GRU Alternative Justification worksheet [16].
2. The proposed alternative justification is sent for approvals from the following:
   1. College Dean, and
   2. Vice President of Academic and Faculty Affairs (acting for the Provost)
3. If approved as indicated above, the alternative justification is sent to the Division of Institutional Effectiveness to be permanently stored in institutional records.

By following the procedure outlined above, GRU ensures that all teaching faculty are qualified for all courses each semester.

Faculty with a Terminal Baccalaureate/Master's Degree

While the doctorate is the traditional terminal degree for faculty in most academic areas, GRU offers degrees in several fields where the terminal degree is a master's or even a baccalaureate degree. Some examples where the master’s degree is the terminal degree include the fine arts, medical illustration, and occupational therapy; examples of terminal baccalaureate degrees include dental hygiene and respiratory therapy. While faculty members with terminal baccalaureate degrees are qualified to teach in their field, they are encouraged to pursue a master's degree in a related field. Similarly, those with terminal master’s degrees are encouraged to pursue doctoral degrees. For this reason, it is not uncommon for the GRU Allied Health Sciences faculty, in particular, to have MBA's, MPA's, or Ph.D.'s in Health Care Administration in addition to the terminal degree which qualifies them to teach in their academic program.

Faculty Teaching Medicine and Dental Medicine Courses

At GRU, the Medical College of Georgia and the College of Dental Medicine frequently deliver course content through faculty teams that can range from five to 70 faculty members per course. In such instances, each faculty member teaches a different percentage of the course within his or her areas of expertise and qualification. For this reason, the GRU Faculty Credentialing Roster indicates the percentage of the course each faculty member is responsible for delivering. The percentage of course responsibility can range from 100 percent to a base low of 10 percent. In those instances where a faculty member is responsible for delivering less than 20 percent of the course's content, the faculty member’s credentials reflect his or her qualifications for teaching the academic content he or she delivers rather than the discipline of the class as a whole. For example, if a Dr. Smith, from the psychology department, is asked to deliver 10 percent of the course content in a Clinical Pediatrics class, her faculty credentials for that course will demonstrate qualifications to address the psychological issues surrounding the treatment of children, rather than clinical pediatrics in general.

Evidence of Faculty Qualifications

For the 2014-2015 academic year, all faculty members met credential standards either through earned degrees or through an assessment of the composite of their educational background and professional and academic accomplishments.

The GRU Faculty Rosters provide evidence that GRU employs competent faculty members. The rosters list faculty who taught courses during the Fall 2014 and Spring 2015 semesters. The rosters show the courses in which each faculty member participated, the percentage of the course taught by the faculty member, the level at which the course was offered, the transferability of undergraduate courses, and the formal educational qualifications of each faculty member. Where necessary, a narrative justification is included to outline the faculty member’s additional qualifications and serves to further explain their competence to teach the courses listed. Faculty in the Rosters below are organized by the college and department in which the faculty member has his or her primary teaching assignment:

- Pamplin College of Arts, Humanities, and Social Sciences [17]
- College of Allied Health Sciences [18]
- Hull College of Business [19]
Distance Education

Distance education courses are primarily taught by full-time faculty. In the spring term 2015, 124 faculty taught 247 courses through online educational technologies. With 90 percent of all distance education courses taught by full-time faculty, GRU applies the same credentialing processes to distance education faculty as it does to faculty teaching face-to-face courses [26].

Sources

- Board of Regents Policy Manual - 8.3.1.2 Minimum Qualifications for Employment
- GRU CIP Code Match Report for Academic Affairs
- GRU CIP Code Resource
- GRU Faculty Credentialing Manual
- GRU Faculty Credentialing Manual - Appendix B, Terminal and Closely Related Degrees
- GRU Faculty Credentialing Manual - Appendix C, Course Specific Faculty Credentialing Rules
- GRU Faculty Credentialing Manual (Page 3)
- GRU Faculty Credentialing Manual (Page 5)
- GRU Faculty Credentials - Alternative Justification Work Sheet
- GRU Faculty Recruitment Guidelines
- GRU Faculty Rosters - College of Allied Health Sciences
- GRU Faculty Rosters - College of Business
- GRU Faculty Rosters - College of Dental Medicine
- GRU Faculty Rosters - College of Education
- GRU Faculty Rosters - College of Nursing
- GRU Faculty Rosters - College of Science and Mathematics
- GRU Faculty Rosters - Graduate School
- GRU Faculty Rosters - Medical College of Georgia
- GRU Faculty Rosters - Pamplin College of Arts, Humanities, and Social Sciences
- GRU Faculty Teaching Distance Education
- GRU Form - Adjunct Faculty Appointment - Current Employee teaching at Summerville Location
- GRU Form - Clinical-Adjunct Faculty Appointment - Health Sciences Location Checklist
- GRU Form - Full-Time Faculty Appointment - Regular and Limited Term Checklist
- GRU Form - Part-time Faculty Appointment Checklist
- GRU Form - Rehired Retiree Faculty Appointment Checklist
- GRU Specialized Accreditations
Faculty: Faculty evaluation

The institution regularly evaluates the effectiveness of each faculty member in accord with published criteria, regardless of contractual or tenured status.

Judgment

☒ Compliance  ☐ Non-Compliance  ☐ Not Applicable

Narrative

The Georgia Regents University (GRU) mission is "to provide leadership and excellence in teaching, discovery, clinical care, and service as a student-centered comprehensive research university and academic health center with a wide range of programs from learning assistance through postdoctoral studies." For that reason, GRU strives to maintain faculty of the highest quality and therefore, regularly evaluates the effectiveness of each member in accord with published criteria, regardless of contractual or tenured status. The process of faculty evaluation examines performance, determines strengths, and provides areas of growth for all faculty. GRU evaluation methods are provided on a regular and consistent basis in order to clearly delineate expectations and to ensure quality academic programs. Annually, each faculty member is evaluated by his or her immediate supervisor (e.g., section chief, department chair, or dean) using a university-wide, standardized form. Additionally, each term (excluding summer), an evaluation of teaching by students is conducted for each course using five, university-wide, standard questions and optional, college-specific questions.

Faculty Evaluation Policies

The Board of Regents (BOR) of the University System of Georgia (USG) outlines minimal expectations for the evaluation of faculty in its policy on Evaluation of Personnel (Faculty) [3]. In that policy, the BOR requires its institutions to evaluate performance of each faculty member annually according to established criteria that integrates Regents’ policies, institutional statutes, and written evaluations by students. This policy also prescribes that pre-tenure reviews of faculty in their third year of progress shall be conducted using criteria that emphasizes excellence in teaching.

The GRU Evaluation of Faculty Policy [4] provides guidelines for annual assessment of faculty performance. Each academic year, the Division of Human Resources, in cooperation with the Vice President for Academic and Faculty Affairs (VPAFA), establishes the evaluation period to occur during the spring term; for academic year 2014-2015, this period took place March 1 and April 30 with the completed evaluations due to HR no later than May 15. The immediate supervisor (e.g., section chief, department chair, or dean) meets with the faculty member to discuss his or her faculty development goals and related progress.

In addition to the regular, ongoing evaluation, the GRU Pre-tenure Review Policy [5] also exists to ensure a comprehensive review is completed for those faculty who are in their third year of a tenure track position. These policies are supplemented by the promotion and tenure guidelines set forth in the GRU University Senate Bylaws [6].

Using the Annual Faculty Performance Evaluation form, faculty evaluations are scheduled to accommodate time requirements for decision-making and portfolio preparation of faculty who meet time-in-rank or time-in-service eligibility requirements, and who may wish to initiate the promotion and tenure process, using the guidelines stated in the Promotion and Tenure guidelines set forth by the GRU University Senate [7].

Faculty Evaluation Criteria

The GRU Annual Faculty Performance Evaluation form, which was adopted during the process of consolidation of Augusta State University and Georgia Health Sciences University for the spring 2013, was reviewed and modified by a faculty committee led by the VPAFA [8] prior to the spring 2015 administration.

The form facilitates the evaluation of faculty based on their assignment of effort in the five following categories:

1. TEACHING/INSTRUCTION: This category refers to teaching activities, curriculum development, or educational program development in a course or program. It may be supported by an extramural award or by internal funds. Effort will be captured for each funding source. It is important to note that patient care activities with learners present should be captured within the Clinical category.

2. RESEARCH: In addition to Research Administration, there are two research categories which are meant to include all activities specifically organized to expand, confirm or revise the body of knowledge, whether supported by an agency external to the institution or by institutional funds. Effort will be captured for each funding source.

3. CLINICAL: The clinical category refers to patient care activities that occur both with and without learners present.

4. SERVICE: Service is outreach or engagement by faculty for the purpose of contributing to the public good. Contributions to the public good may include faculty work that contributes to solutions to complex societal problems, to the quality of life of Georgia’s citizens, and to the advancement of public higher education (USG Document: Cases of faculty work in teaching, scholarship, and service).

5. ADMINISTRATION: Administration refers to activities which are required to support the management of the institution.

As stated in the GRU Faculty Evaluation Policy, for instances where areas of deficiency are noted on the faculty evaluation and further action is required, the immediate supervisor is responsible, in collaboration with the faculty member, for establishing a Faculty Improvement Plan (FIP) that directly relates to the findings of the annual review. The FIP will be reviewed at the next annual review unless an earlier review is deemed appropriate.

Below are recent examples of the types of documentation used for evaluating faculty:
Students have the opportunity to evaluate faculty teaching each course every fall and spring semester. Faculty members and their immediate supervisors (e.g., section chief, department chair, or dean) are provided the results of the evaluations for each course taught per fall and spring term. This information is available during the annual evaluation process described above and used in faculty members' portfolios during promotion and tenure review. [15]

Sources

- Board of Regents Policy Manual - 8.3.5 Evaluation of Personnel (Page 5)
- GRU Course Evaluation Questions and Mean Analysis - Spring 2015
- GRU Faculty Effort Definitions
- GRU Form - Annual Faculty Performance Evaluation
- GRU Guidelines for Faculty Promotion and Tenure
- GRU Policy Library - Evaluation of Faculty
- GRU Policy Library - Pre-tenure Review Policy
- GRU Project - Faculty Evaluations Form Redesign, Organization Chart
- GRU Sample - Annual Faculty Performance Evaluation with Course Evaluations
- GRU Sample - Annual Faculty Performance Evaluation with Faculty Improvement Plan
- GRU Sample - Annual Faculty Performance Evaluation, Graduate Program Faculty
- GRU Sample - Annual Faculty Performance Evaluation, Professional Program Faculty
- GRU Sample - Annual Faculty Performance Evaluation, Undergraduate Program Faculty
- GRU Sample - Faculty Member Performance Evaluation Input (Secondary Evaluation)
- GRU University Senate Bylaws
Faculty: Faculty development

The institution provides ongoing professional development of faculty as teachers, scholars, and practitioners.

Judgment

- Compliance
- Non-Compliance
- Not Applicable

Narrative

Georgia Regents University (GRU) provides ongoing professional development of faculty as teachers, scholars, and practitioners through programs that are available through the Office of Faculty Development and Teaching Excellence (OFDTE) and within individual colleges, schools, and departments. These programs align with the Board of Regents Policy on Faculty Development [1] which states,

"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 (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).”

Support for Faculty Professional Development

The OFDTE provides opportunities and support for professional development of faculty in their roles as educators, as scholars, as practitioners, and in the development of their careers [2]. The OFDTE serves faculty members on all campuses by "coordinating among and collaborating with units throughout the university that provide development opportunities, by informing the university community of professional development events and activities, [and] by acknowledging faculty engagement in development opportunities” [3]. In addition to the operating and personnel budgets of OFDTE, an additional $30,000 is allocated for academic year 2015-2016 to support special scholarly development opportunities requested by early-to-mid career faculty,

GRU colleges, the Division of Sponsored Program Administration, and Human Resources also offer faculty development opportunities designed to meet the specific needs of faculty members for professional and scholarly development. These efforts are guided by members of the OFDTE Faculty Development Coordinating Council, which includes members from each college [4].

Professional Development Activities

A variety of units offer development opportunities related to educator, scholar, and professional roles of faculty members. These opportunities are aligned with the criteria on which faculty are evaluated in their performance reviews. Multi-faceted development programs are offered at university and unit levels. While many activities are designed to develop a specific set of skills, others provide opportunities develop faculty in multiple areas.

Activities to Develop Faculty Educator Roles

Several programs are designed to support development of faculty as educators, including development of skills in teaching and use of educational technologies as well as development of subject matter. At the institutional level, OFDTE coordinates programs and events intended to reach a broad representation of faculty across programs. Some examples of activities coordinated or sponsored by OFDTE include:

- **Curriculum Design Academy** – A program of the GRU Complete College of Georgia plan that provides intensive training in instructional design and delivery to selected programs that offer core courses with high rates of student non-progression. This program has been offered two years, with 20 faculty members in attendance at each.

- **Course Design Workshop** – A four-day program first offered by the OFDTE in fall 2014 that was so successful, plans are to continue offering it at least twice a year. Twenty faculty members participated in the Course Design Workshop in December 2014; approximately two dozen plan to participate in the August 2015 sessions.

Faculty training in educational technology is provided by instructional designers embedded in each college, see Comprehensive Standard 3.4.12. As examples, the College of Education offers training through their Instructional Resource Center, and the College of Nursing includes "Technology & Design Notes" in its weekly newsletter for information technology updates and instructional design tips.

All Medical College of Georgia (MCG) faculty members are asked to complete a teaching development program, and the MCG Educational Innovation Institute offers several programs designed to support scholarly teaching, such as Health Sciences Education Grand Rounds; Educational Research and Teaching Scholars Fellowships; Education and Treats (EATS), a monthly journal club/discussion group; educational research workshops; and annual Education Week.

Activities to Develop Faculty Scholar Roles

Faculty scholarly development is supported by a variety of university-wide and unit-level programs. The new Scholarship of Teaching and Learning (SoTL) Fellowship will support faculty members’ efforts toward integrating scholarship and teaching, with the goal of developing research agendas and peer-reviewed products; seven faculty members from six units will participate in the SoTL Fellows program during the
2015-2016 academic year. Writing groups designed to support faculty preparation of scholarly products are sponsored by the College of Education and by the OFDTE. The College of Education offers an internal research colloquium. The College of Nursing supports a Center for Nursing Research.

Activities to Develop Faculty Professional Roles

GRU units offer activities that support faculty development of professional skills. At the university level, the OFDTE coordinates several programs designed to foster faculty development and faculty engagement. Faculty Development Day is a university-wide program of workshops and information sessions offered annually; 59 faculty members pursued development opportunities in the 10 individual workshops or information sessions.

At the college level, the MCG Faculty Development Office sponsors Career Development 101, a faculty retreat covering practical issues related to teaching, research, clinical service, and promotion and tenure; although this program targets junior MCG faculty, it is open to faculty across GRU Health Sciences colleges. The College of Nursing also sponsors a Faculty Development Day and a variety of seminars that are offered by synchronous distance technology on three campuses.

Policies and Procedures Dealing with Professional Development of Faculty

The activities described above as well as the development of future activities are governed by the University Senate Faculty Development Committee (USFDC) and the Faculty Development Coordinating Council (FDCC). The University Senate Bylaws state that the USFDC "will recommend, approve, and monitor university-wide policies and activities related to faculty development resources and management, including mentoring in the areas of teaching, research, scholarship, publication, creative activity, and service. The committee will also review and make recommendations toward all university-wide faculty recognition policies and applications for university-wide faculty recognition programs" [5]. The USFDC has representatives from all nine colleges and schools of the institution, and the Director of Faculty Development serves as a liaison. An example of their meeting minutes is provided [6].

The OFDTE enlists faculty members and administrators to serve on the Faculty Development Coordinating Council (FDCC). The FDCC is comprised of one representative from each college and school and other units that deal with faculty development such as information technology, leadership development, and human resources [4]. The council meets once a semester.

Publication of Faculty Development Opportunities

Information about professional development opportunities is disseminated through a variety of venues. The Director of Faculty Development meets regularly with Dean's Council and communicates directly with department chairs and program directors. Announcements are published in the OFDTE Newsletter [7], Facebook page [8], in the Educational Innovation Institute Bulletin [9], and in the Institutional Newsletter (GReport) [10]. The OFDTE and other college-level faculty development units also maintain websites that provide information about programs and initiatives. Announcements are also distributed through the Provost’s faculty email list and through the Friends of OFDTE email list, which includes over 300 faculty members who have selected to receive information from OFDTE.

Sources

- Board of Regents Policy Manual – 8.3.14 Faculty Development (Page 16)
- GRU Committee - Faculty Development Coordinating Council, Membership List
- GRU Committee - Faculty Development Coordinating Council, Minutes (2015.03.02)
- GRU Educational Innovation Institute (EII) Bulletin (2015.08.01)
- GRU GReport - An Ounce of Prevention (2015.03.02)
- GRU Office of Faculty Development and Teaching Excellence (OFDTE) Facebook
- GRU Office of Faculty Development and Teaching Excellence (OFDTE) Newsletter
- GRU Office of Faculty Development and Teaching Excellence Website
- GRU Office of Faculty Development and Teaching Excellence Website - Mission Statement
- GRU University Senate Bylaws (Page 23)
**Faculty: Academic freedom**

The institution ensures adequate procedures for safeguarding and protecting academic freedom.

**Judgment**

[ ] Compliance  [ ] Non-Compliance  [ ] Not Applicable

**Narrative**

Georgia Regents University (GRU) ensures adequate procedures for safeguarding and protecting academic freedoms of its faculty. As stated in the GRU Academic Rights and Responsibilities Policy [1]:

> "Academic freedom is a core value in the American community of higher education. Georgia Regents University encourages these elements in freedom of inquiry, discovery, and creativity in the pursuit of truth and understanding that benefits society, as outlined in our mission, vision, and values. To achieve these aims, Georgia Regents University subscribes to the central tenets outlined by the American Council on Education's Statement of Academic Rights and Responsibilities and the 1940 Statement of Principles on Academic Freedom and Tenure with 1970 Interpretive Comments of the American Association of University Professors."

Additionally, the University System of Georgia, Board of Regents (BOR) policy establishes a faculty shared governance body, the University System of Georgia Faculty Council (USGFC) which provides for faculty voice on academic and educational matters. [2]

> "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."

The USGFC passed a resolution in the Spring 2015 meeting, related to shared governance, resolving that "the BOR Policy manual paragraph establishing the USGFC (3.2.4.1) be changed to align more closely with the AAUP's Statement on Shared Government." [3]

**GRU Policies and Procedures for Safeguarding and Protecting Academic Freedom of Faculty**

The Academic Rights and Responsibilities Policy is the primary guidance regarding Academic Freedom at GRU. However, other policies that address issues related to Academic Freedom include the following:

- **Non-Discrimination/Anti-Harassment Policy**, protects academic freedom for faculty by stating that, "prohibited discrimination includes harassment by a co-worker, student, vendor, supervisor, etc." [4]

- **Faculty Grievance Policy** which addresses conciliation of intramural disputes, to advocate for mediation as a means to resolve disputes, to guarantee due process for and just settlement of otherwise irreconcilable grievances, to help ensure the institutional integrity of GRU, and to safeguard academic freedoms of the faculty. [5]

  Currently, the Faculty Grievance Policy and the University Senate Bylaws (Section III, 2.5.12) describing the Dispute Resolution and Grievance Committee are not consistent and are being reconciled. Work on reconciling these two documents that were developed during the consolidation process is an example of continuous improvement and the faculty role in governance.

The GRU University Senate Bylaws establishes processes and responsibilities for addressing issues involving Academic Freedom. As described in Section III, 2.4.7 of the Bylaws [6], the Ombudsperson, a member of the faculty, is nominated by the University Senate and is trained in conflict resolution through the University System of Georgia Consortium on Negotiation and Conflict Resolution or an equivalent program. The Ombudsperson serves to assist in resolving issues involving serious concerns of individual faculty members, such as Academic Freedom. The Ombudsperson serves as the initial contact and if the faculty member would like to proceed, he or she would begin a dispute or grievance with the Faculty Grievance Committee.

Key University Senate committees relating to academic freedom established by the Bylaws include:

- **Faculty Rights and Responsibilities Committee (Section III, 2.5.5):** "The Faculty Rights and Responsibilities Committee will collaborate with the administration on benefits, retirement, and faculty workload. They will work with and make recommendations to the administration on issues with adjunct faculty and graduate assistants, and other part-time and temporary teaching faculty. The Committee members will review and make recommendations as applicable on all policies and programs concerning ethics and faculty retention." [7]

- **Dispute Resolution and Grievance Committee (Section III, 2.5.12):** "The Dispute Resolution members of this committee will be involved if a faculty member requests to resolve a complaint through mediation. They will work jointly with the faculty member and the party involved to reach an amicable solution to the problem at hand without filing a formal grievance.

  The Grievance members will form two sub-committees, The Grievability Subcommittee will determine whether the faculty member’s complaint is considered grievable according to BOR policy, a separate Grievance Hearing Subcommittee will hear the faculty complaint and provide a recommendation to the President." [8]

**Publication of Policies on Academic Freedom**

Policies, including those listed above, are disseminated officially to faculty via the online GRU Policy Library, located on the Compliance and Enterprise Risk Management website [9]. This section of the institutional website is accessible both via search and the A-Z Index, linked from the GRU homepage.
The Policy Library is also referenced in the GRU Employee Manual [10], which is available online on the Human Resources website as well as accessible via search and the A-Z Index.

The Statutes of Georgia Regents University are published officially on the University Senate webpage, and indicate that faculty are “entitled to full academic freedom of expression guaranteed by the U.S. Constitution, federal, and state law.” [11] The University Senate Bylaws are also published officially on the University Senate webpage. This webpage is accessible via search or by visiting the A-Z Index.

Issues Involving Academic Freedom at GRU

The University Senate Bylaws, as described and provided above, outlines the procedures for faculty members to raise and discuss grievances through the Ombudperson and/or Dispute Resolution and Grievance Committee. If issues cannot be resolved through those mechanisms, faculty follow the Faculty Grievance Policy, also described and provided above. Since GRU was established in January 2013 [12], no written complaints regarding issues involving Academic Freedom have been submitted through the formal grievance process as evidenced in the log [13].

Sources

- Board of Regents Policy Manual - 3.2 Faculties (Page 2)
- Board of Regents Resolution on Consolidation
- GRU Compliance and Enterprise Risk Management Website
- GRU Employee Manual (Page 4)
- GRU Faculty Grievances and Appeals Log
- GRU Policy Library - Academic Rights and Responsibilities
- GRU Policy Library - Faculty Grievance Policy
- GRU Policy Library - Non-Discrimination Anti-Harassment Policy
- GRU Statutes (Page 11)
- GRU University Senate Bylaws (Page 14)
- GRU University Senate Bylaws (Page 22)
- GRU University Senate Bylaws (Page 25)
- USG Faculty Council Resolution
Faculty: Faculty role in governance
The institution publishes policies on the responsibility and authority of faculty in academic and governance matters.

Judgment
☐ Compliance  ☐ Non-Compliance  ☐ Not Applicable

Narrative

Georgia Regents University (GRU) embraces a system of representative participation in a university’s decision-making processes. GRU publishes policies that describe the role of the faculty in the institution’s academic and governance matters. Such faculty governance policies at GRU are described by the University Statutes [1] and the University Senate Bylaws [2], which are accessible through the webpage of the University Senate [3].

Shared governance within GRU is cited in the University Senate Bylaws [4], within Article I: Source of Authority and Purpose. Section 1 cites principles of shared governance from the Southern Association of Colleges and Schools Commission on Colleges and Section 5 cites the American Association of University Professors (AAUP). Section 6 below, states the University Senate Purpose within this context.

1.6. Purpose

Principles of shared governance strengthen all of the best higher education institutions in America today. Through a system of representative participation in a university’s decision-making processes concerning all key academic and faculty matter, the university is able to work as a cohesive body – empowering faculty at all levels to take part in the development of continued excellence in teaching, learning, outreach to the community, research, and scholarship, which all forward the mission of the institution. The University Senate is a vehicle through which faculty share in the operation and management of the university. The shared governance practice of consultative decision-making between the University Senate and the University Administration at every level underscores the belief that faculty are at the heart of the academic mission of teaching, research, and service. This concept is critical to maintaining a quality academic program and the mission of the university.

The responsibilities and authority of the faculty in academic and governance matters are mandated by the Board of Regents (BOR) of the University System of Georgia (USG) and are fully supported by Georgia Regents University (GRU) at both institutional and college levels. In keeping with the standards of the BOR and GRU mission, faculty are at the heart of the academic mission of teaching, research, and service. Faculty responsibilities and the authority to govern are published in the University Statutes [5] and instituted in the Senate Bylaws [6]. The GRU Bylaws were approved by the faculty on February 8, 2013.

Definitions

The Faculty

As defined by the University Senate Bylaws II.3, the faculty is "composed of Administrative Officers and the Corps of Instruction who are full time and on an annual contract." As defined in the Bylaws II.4.1, Administrative Officers are "all those who hold academic rank and serve as academic department chairs, division chairs or directors, academic deans, academic vice-presidents, presidents, and regional branch administrators—including all persons with direct line authority over faculty as described above." [5]. As defined by the Board of Regents Policy Manual 3.2.1.1, "the Corps of Instruction includes professors, associate professors, assistant professors, instructors, senior lecturers, lecturers, and teaching personnel with such other titles as may be approved by the Board. Research and extension personnel and duly certified librarians will be included in the Corps of Instruction on the basis of comparable training. Persons holding adjunct appointments or other honorary titles shall not be considered to be members of the faculty" [7].

Faculty Assembly

The Faculty Assembly is defined by the University Senate Bylaws II.2 as "a meeting of the whole faculty and administrative faculty," both of which are defined above. Regular Assembly meetings are scheduled each academic year, may be held regardless of the number in attendance, and require a 25 percent quorum to conduct business per the Bylaws (Section III, 1.2.7). If a quorum is not present, a provision for voting electronically is in place. [8]

"III, 1.2.7 Meeting of the Assembly and Quorum. Regardless of the number in attendance, the meeting may be held.

If a quorum of 25 percent of the faculty as defined in II, 3 and II, 4 is not present at an Assembly meeting, then no official Assembly business may be conducted; however, at any time a petition signed by 10 percent of the GRU faculty will be sufficient to require an expedient electronic vote by the faculty on any issue.

Quorum of Whole Faculty for Electronic Voting. Twenty-five percent of the membership of the whole faculty as defined in II, 3 and II, 4 also constitutes a quorum for the electronic vote, except as noted in Article V, 1.2"

Given the size of the faculty and the diversity of schedules, a quorum has not been established at these meetings since consolidation. Official business requiring voting has been conducted electronically as provided for in the Bylaws. This is an issue the University Senate is sensitive to and determining how best to address.

The functions of the Assembly are defined by the Bylaws III.1.3:

III, 1.3.1. The Assembly will vote on important matters of curriculum brought to the Assembly’s attention by the President, Provost, Senate Chair, Executive Committee, or University Senate.
III. 1.3.2. The Assembly will assist in the orderly conduct of the affairs of GRU, facilitate the performance of faculty duties and obligations, protect academic integrity, seek excellence in student outcomes, and protect the rights and privileges of the faculty of the GRU.

III. 1.3.3. The Assembly shall present matters of concern to the University Senate for consideration and appropriate action and direct the Senators (Article III, 2.4.10) to report back to the Assembly. The Assembly through the University Senate and the Senate Executive Committee shall foster effective lines of communication and interaction among faculty members of GRU, the administration, and the student body. The Assembly shall communicate through the University Senate and the Senate Executive Committee faculty viewpoints to the administration of GRU.

III. 1.3.4. The whole faculty shall elect to the University Senate all Members-At-Large and Officers.

III. 1.3.5. The Assembly shall receive reports from the University Senate of the University Senate’s actions and activities and act on all questions that come before the Assembly, including, but not limited to, voting on important matters of curriculum brought to the University Senate's attention by the President, Chair, or University Senate.

III. 1.3.6. The whole faculty shall exercise final authority on all relevant GRU business (except as noted in Article V., 1.2), including vetoes of University Senate actions with a simple majority of at least 25 percent of the faculty as defined in II, 3 and II, 4.

**University Senate**

As defined in the University Senate Bylaws III.2.3.1, "The University Senate is a vehicle through which faculty share in the operation and management of the university. The shared governance practice of consultative decision-making between the University Senate and the University Administration at every level underscores the belief that faculty are at the heart of the academic mission of teaching, research, and service. This concept is critical to maintaining a quality academic program and the mission of the university" [9].

As stated in Bylaws III.2.2.1, "The University Senate is a representative body of the GRU faculty that serves to conduct the business of the whole faculty, such as approving or forwarding to the Assembly or appropriate parties business pertaining to academic policies, curriculum, promotion, tenure, faculty rights and privileges, faculty development, communication, educational goals, and other strategic matters. The Senate also advises the university administration on budgetary and other university resource matters. The University Senate communicates with the President and Provost on all important matters impacting the GRU faculty and students" [10].

The Bylaws III, 2.2.7 states that "Quorum of the Senate will be a minimum of 51 percent of the voting membership of the Senate." Although there have been occasional difficulties in having a quorum present when Senate meetings begin, all but one scheduled Senate meeting has met the required quorum.

**University Senate Structure**

The University Senate has an Executive Committee composed of the President of the University, the University Senate Chair, Immediate Past-Chair, Vice-Chair, and Secretary-Treasurer. This body sets the dates and the agenda for University Senate meetings and the Assembly meetings. The Chair of the University Senate conducts the Executive Committee meetings and the University Senate meetings [9]. The Secretary-Treasurer of the University Senate ensures that all administrative records of the activities of the Faculty Senate are in order, such as ensuring agendas are posted in advance and minutes for all meetings are maintained [11].

Senators represent faculty at all Senate meetings and Assembly meetings. The Executive Committee assigns a Senator to liaise with each of the University Senate Committees. Senators assigned as liaison attend committee meetings, as ex-officio and non-voting, to ensure communication between the Senate and its committees. Senators are elected by faculty and serve two-year terms [12].

As stated in University Senate Bylaws II.2.5.1.1, "The University Senate Committees shall support the functions of the University Senate, encourage participation by faculty in shared governance, and work with the administration to support the GRU mission, vision, and Strategic Plan. All committee meetings will be open to the faculty unless there are concerns regarding potential conflict of interest or confidentiality." Committee membership, elected by the colleges, is defined by the Bylaws II.2.5.1.2. Standing Committees include University Senate Executive Committee, Curriculum and Academic Policies Committee, Promotion and Tenure Committee, Faculty Rights and Responsibilities Committee, Budget Advisory, Information Technology, University Resources Committee, Faculty Development Committee, Governance and Communication Committee, Community Service Committee, Student Affairs Committee, Athletics Committee, and Dispute Resolution and Grievance Committee. Standing Committee membership requirements, duty descriptions, and status reports are described in the University Bylaws and available on the University Senate Website. [13]

**Evidence of GRU Faculty Role in Governance**

Examples of faculty governance throughout this process can be found in the minutes of the monthly University Senate meetings [14]. Some specific instances in which the University Senate acted on academic and governance matters since GRU was established in January 2013 are described below:

- December 2, 2013 – The University Senate approved the Wellness requirement for all undergraduate students and amended and approved the GRU Posthumous Degree Policy. [15]
- December 1, 2014 – The University Senate approved the provision of a distinction cord for graduating senior student athletes. [16]
- March 2, 2015 – The University Senate approved the GRU Admissions Policy. [17]

**College Level**

As described in the University Senate Bylaws IV.1, each college and the Libraries keeps Bylaws that specify their internal governance structure. As further described, "These governing bodies—whether a body of the whole with elected leadership or a representative group—ensure a voice for all faculty members (including part-time faculty), organizing the nominations and elections in the college (including selecting college representatives to University-wide committees), and collect the information needed for the election of their Senators, as well as the nominations for at-large Senators, and any nominations for the Vice-Chair and Secretary-Treasurer of the University Senate. The colleges’
faculty-selected structure is designed to monitor and provide advice concerning college curriculum, faculty development, strategic planning, work assignments, scheduling, evaluation and assessment of faculty, research, grievances of faculty and students, and elections. So long as each college has elected officers and representative bodies to oversee functions outlined in Article IV.1 of the University Bylaws, the structure—whether a governance of the whole or a more formalized and detailed structure—is left to the individual colleges’ faculties to determine and maintain. An exception to this policy is the University Promotion and Tenure Committee, which for consistency across the university, has a mandated committee structure.” [18]

The bylaws kept by each college and the Libraries are provided below:

- College of Allied Health Sciences [19]
- Pamplin College of Arts, Humanities, and Social Sciences [20]
- Hull College of Business [21]
- College of Dental Medicine [22]
- College of Education [23]
- Graduate School [24]
- College of Nursing [25]
- College of Science and Mathematics [26]
- Medical College of Georgia [27]
- GRU Libraries [28]

Publication and Dissemination of Policies Related to Faculty Governance

The University Senate Bylaws and the University Statutes, which provide primary institutional guidance for ensuring faculty role in governance, is published officially on the University Senate webpage [3]. This webpage is accessible via search or by visiting the A-Z Index.

Sources

- GRU Statutes
- GRU University Senate Bylaws
- GRU University Senate Bylaws (Page 1)
- GRU University Senate Bylaws (Page 10)
- GRU University Senate Bylaws (Page 13)
- GRU University Senate Bylaws (Page 17)
- GRU University Senate Bylaws (Page 2)
- GRU University Senate Bylaws (Page 28)
- GRU University Senate Bylaws (Page 3)
- GRU University Senate Bylaws (Page 4)
- GRU University Senate Bylaws (Page 6)
- GRU University Senate Bylaws (Page 7)
- GRU University Senate Bylaws (Page 8)
- GRU University Senate Bylaws (Page 9)
- GRU University Senate Minutes - Approval of GRU Admissions Policy (2015.03)
- GRU University Senate Minutes - Approval of Provision of a Distinction Cord for Graduating Senior Student Athletes (2014.12) (Page 2)
- GRU University Senate Minutes - Approval of Wellness Requirement (2013.12) (Page 2)
- GRU University Senate Website
- GRU University Senate Website - Meeting Minutes
3.8.1

Library and Other Learning Resources: Learning/information resources
The institution provides facilities and learning/information resources that are appropriate to support its teaching, research, and service mission.

Judgment
☐ Compliance  ☐ Non-Compliance  ☐ Not Applicable

Narrative

Georgia Regents University's (GRU) Libraries provide learning resources and facilities to support the institutional mission "to provide leadership and excellence in teaching, discovery, clinical care, and service as a student-centered comprehensive research university and academic health center with a wide range of programs from learning assistance through postdoctoral studies." The libraries' mission statement sets the tone for its resources and services, ensuring that its work ties into that of the University:

"The Libraries lead the enterprise in providing comprehensive information resources and services in support of the teaching, discovery, and clinical care mission of our student-centered research university and academic medical center (Georgia Regents University Libraries, 2015, Mission)."

The Libraries' strategic plan, updated in June 2015, [1], provides the framework for how the Libraries continue to meet the resource and service needs of its user communities and underpins the Libraries' contributions to the current University strategic plan, Transition Forward [2].

University Libraries Facilities

The University operates two main libraries, Robert B. Greenblatt, M.D., Library at the Health Sciences location and Reese Library at the Summerville location, both accessible to students and faculty from all locations. There is also a small library at the GRU/UGA Medical Partnership in Athens, Georgia, and a library service point in the J. Harold Harrison, M.D., Education Commons Building at the Health Sciences location. The Libraries are overseen by a Director of Libraries [3] who operates with a single funding source and reports to the Vice President for Academic and Faculty Affairs.

Greenblatt Library serves students and faculty in programs focused on health professions and biomedical sciences. These include the College of Allied Health Sciences; College of Dental Medicine; Graduate School; College of Nursing; and Medical College of Georgia, as well as the majority of the University's doctoral programs.

Housed in the center of the Health Sciences location, the two-story, 70,967-square-foot Greenblatt Library, built in 1963, is open 98 hours a week for research, stacks access, work, study, and meetings. Study tables, open study carrels, lounge furniture, conference rooms, individual study rooms, and small-group rooms meet the study needs of Greenblatt Library users. Recent upgrades include new whiteboards, booths, and noise zones, requested by students.

The library partners with Information Technology to maintain three electronic classrooms on the first floor, with a total of 59 workstations for training, instruction, and online testing. An additional 33 workstations are maintained in open labs with productivity software and internet access for general use. An 86-seat room with video conferencing and lecture capture capabilities is available for instruction and assembly. Greenblatt Library has wireless access throughout the building. The Library is open to the public and provides information to the public on its website.

Reese Library serves the students and faculty in the Colleges of Arts, Humanities, and Social Sciences; Business; Education; and Science and Mathematics. While most of the students served are undergraduate students, the library also serves students in masters level programs as well as Educational Specialist and Doctor of Education programs.

Reese Library, built in 1976, is a three story, 85,000-square-foot building, located at the Summerville location and adjacent to the Jaguar Student Activity Center. The library is currently open 85.5 hours a week. Extended hours will begin in the fall 2015 semester, based on data from the 24/7 pilot requested by students, increasing the hours to 109.5. Reese Library has 78 workstations for GRU affiliates use as well as four workstations for general public use and three kiosk stations for quick catalog look-ups. Study tables and comfortable seating is located throughout the building. Group and individual study rooms, including three presentation rooms, are also available. Wireless access is available throughout the building. An instruction classroom with 24 computers is located on the third floor. A major renovation project to update the HVAC system and lighting began in early 2015.

The J. Harold Harrison, M.D. Education Commons building, is a three-story 175,000 square-foot building with classroom and group learning space for Medical College of Georgia and College of Dental Medicine. The building holds an interprofessional state-of-the-art simulation center. A designated library space is available for students on the second floor, hosting a consultant desk and an integrated Mediascape workstation to encourage collaboration. The Greenblatt Library faculty and Library staff offer assistance in finding full text articles, searching research databases, applying evidence-based medicine principles, and using the bibliographic software Endnote. The service point is staffed for 12 hours each week based on student suggested scheduling.

In addition, as a part of the Georgia Regents University/University of Georgia (GRU/UGA) Medical Partnership campus in Athens, GA, there is a small library space that serves the students, faculty and staff of the Medical Partnership. The 676 square foot space is open 24 hours a day/ seven days a week with card swipe access for medical students, partnership faculty and staff. The space houses a 357 reference book collection and several study aids such as anatomical models, with the librarian's office in the adjoining room. The library space includes study tables and comfortable seating to complement the small group rooms that are also used for studying. The GRU/UGA Medical Partnership campus students, faculty and staff have access to the online resources at the GRU Libraries.

Resources
The Libraries have a consolidated web site as well as individual web sites [4] that focus on the needs of their particular clientele. The Greenblatt Library's web site features quick links to critical resources such as AccessMedicine, CINAHL Full Text, Micromedex, Ovid, PubMed, UptoDate, and Web of Science, as well as providing links to other available library resources, research guides, and services. Reese Library makes available the GALILEO discovery tool on its home page [5]. This tool can be used for quick searching as well as more refined searching such as narrowing to just articles, the book catalog, journal titles, and research guides. Like the Greenblatt page, links are also included to other resources and services.

The Libraries' collection development policy [6] provides detailed guidance on purchasing decisions, collection types, and weeding priorities. Recommendations from faculty, liaison librarian evaluation, and funding availability are also part of the resources addition/deletion process. The Libraries' collections remain current and meet the curricular needs of the University through a variety of methods [7]. Recommendations come from faculty, liaison librarian evaluation, and input from the active Library Advisory Committee, composed of faculty representing all GRU colleges and the Cancer Center. Funding availability and comparability in holdings in peer institutions are also critical decisions factors.

The University Libraries support the curriculum and research needs of the University's affiliates by providing access to resources covering a wide variety of discipline areas. These resources include research databases containing thousands of full text articles as well as reports, statistics, book chapters, etc.; e-books, including subject-specific reference books; print and electronic journals; government information, both in paper and electronic formats; audiovisual collections; manuscript collections; rare books; clinical care decision tools; mobile applications; and locally produced digital collections. The databases, e-books, and e-journal are made available through consortial and individual subscriptions. The Libraries participate in consortial and other agreements to make these resources and services available to GRU affiliates [8].

Electronic resources are available 24 hours a day, seven days a week. GRU students, faculty, and staff have access to adequate information resources in a variety of formats. Resources include print books (327,007 titles and 345,538 volumes), 99,320 e-journals, and 81,044 e-books. Additional resources include research databases, government documents, audiovisual materials, manuscripts, rare books, clinical care decision tools, mobile applications, and locally produced digital collections. E-book collections include Access Medicine, Ebrary, eBooks on EBSCOHost, ScienceDirect, SciFinder, and SpringerLink. Table 3.8.1-a (below) illustrates the GRU Libraries' holdings as of June 30, 2015.

<table>
<thead>
<tr>
<th>Type of Information Resource</th>
<th>Holdings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper Format Books</td>
<td>327,007 titles and 345,538 volumes</td>
</tr>
<tr>
<td>Serials</td>
<td>5,569 titles and 169,356 volumes</td>
</tr>
<tr>
<td>Audiovisual Materials</td>
<td>11,953 pieces</td>
</tr>
<tr>
<td>Microforms</td>
<td>78,820</td>
</tr>
<tr>
<td>E-books</td>
<td>81,044</td>
</tr>
<tr>
<td>E-journals</td>
<td>99,320</td>
</tr>
<tr>
<td>Government Information</td>
<td>174,077 paper pieces and 45,786 digital items</td>
</tr>
<tr>
<td>Special/Historical Collections</td>
<td>906.02 linear feet of processed collections</td>
</tr>
<tr>
<td>Public Access Workstations</td>
<td>145</td>
</tr>
</tbody>
</table>

The GRU Libraries provide access to electronic materials through GALILEO (Georgia Library Learning Online) and other information portals [9]. GALILEO is the University System of Georgia's (USG) consortial, online portal to authoritative, primarily subscription-only information across all disciplines. Participating institutions access hundreds of databases, thousands of scholarly journals, and multiple other publication types. Many journal titles are provided in full-text. Continuous assessment-based improvements are regularly made to GALILEO. Assessments include annual user surveys to determine user satisfaction and user habits and vendor performance. The Regents Academic Committee on Libraries (RACL) [10], comprised of librarian representatives from every USG institution, provides oversight for GALILEO, ensuring the information needs of the state are met.

Among the GALILEO offerings for GRU are general key academic resources, including Academic Search Complete, ProQuest Research Library, as well as a wide variety of discipline-specific databases, such as Education Resources Information Center (ERIC), Business Source Complete, and MLA International Bibliography. Academic Search Complete, for example, indexes full-text, peer-reviewed journals as well as providing full text access to conference proceedings, books, reports, etc., in the sciences, social sciences, and humanities discipline-areas. ERIC, a discipline-specific database, provides digital access to education-related materials including books, research syntheses, conference papers, and full-text journal articles.

GALILEO offers a discovery tool (EBSCO Discovery Service), which both Libraries make available on their web sites. This tool simultaneously searches the databases within the GALILEO collection as well as individual subscription resources and Libraries' catalog which have been integrated in the tool.

Both libraries maintain historical collections consisting of manuscripts, books, and other research materials. The Reese Library focuses on local history for Augusta and surrounding areas, while Greenblatt Library collects in the area of health sciences history. The Libraries make some of these collections available through the online catalog and the institutional repository for research by GRU affiliates as well as non-affiliated researchers.

Greenblatt Library provides additional access to critical clinical resources for evidence-based patient care, teaching, and research. The premier biomedical database, MEDLINE, provides links to full-text articles in the fields of medicine, nursing, dentistry, veterinary medicine, the health care system, and pre-clinical sciences. Web of Science provides access to science and other multi-disciplinary resources beyond MEDLINE. Discipline-specific resources include Cumulative Index to Nursing and Allied Health (CINAHL) and PsycInfo.

Point-of-care clinical tools are also part of Greenblatt's online offerings and include UpToDate®, Essential Evidence Plus, and JAMAevidence®. UpToDate® is a decision support resource that reviews medical literature to help medical professionals formulate clinical recommendations. Essential Evidence Plus synthesizes topic reviews, guidelines, calculators, and research summaries. JAMAevidence® provides guides to best
available evidence by reviewing the systematic consideration of the validity, importance, and applicability of claims about the assessment of health problems and the outcomes of health care.

Reese Library provides a number of electronic resources to meet student and faculty scholarly needs related to the programs offered at the Summerville location. JSTOR and Project Muse are two examples of multidisciplinary resources. JSTOR provides electronic access to back issues (from the date of first publication) of selected, core journals in a variety of discipline areas while Project Muse focuses on digital humanities and social sciences content. Discipline-specific resource examples include Oxford Music Online, ARTstor, IOPScience (Institute of Physics journals), and Cambridge Histories Online.

Distance Learning

All off-site instructional sites and distance education students have access to web-based library resources via individual user authentication. A single username and password allows for quick authentication to most library licensed resources from off campus using the EZproxy server, making site specific authentication possible. In addition, GRU Libraries developed webpages for mobile device access and a guide to selected mobile applications for multiple user platforms as aids for distance users.

GRU faculty requested that Libraries’ resources be made available through the learning management system, Desire2Learn (D2L). Offerings include Echo360 and YouTube lectures and tutorials, course LibGuides, and screenshot tutorials. Some live, real-time Echo360 lectures have also been provided.

Memberships

The Greenblatt Library is a member of the Association of Academic Health Sciences Libraries (AAHSL), which develops library measurement and assessment tools and publishes benchmark academic health sciences library statistics. In addition, Greenblatt is a member of:

- Consortium of Biomedical Libraries of the South (CONBLS), which includes 18 academic health centers in Alabama, Florida, Georgia, Mississippi, Puerto Rico, South Carolina, and Tennessee
- National Network of Libraries of Medicine, Southeastern/Atlantic Region (NNLM/SEA)

Reese Library reports annual statistics to the Association of College and Research Libraries (ACRL), which can be accessed online through the ACRL site and compared against other reporting institutions.

Other regional, national, and international resource-sharing memberships, including those that facilitate resource-sharing and consortia purchasing discounts include:

- Regents Academic Committee on Libraries (RACL), a council of library directors representing the institutions of the University System of Georgia
- Georgia Library Learning Online (GALILEO), the statewide consortium of University System of Georgia libraries
- LYRASIS, an organization offering free and discounted rates on services to library members from the East to the Midwest
- Online Computer Library Center (OCLC)

Assessment

Ensuring that the University Libraries resource and service offerings continue to be of the highest quality needed to support the teaching, research, and service mission of GRU, evaluation is conducted through a variety of means. The Library Advisory Committee (LAC) was established in 2013 and consists of faculty representatives from the different GRU colleges and Cancer Center, who meet on a regular basis. The LAC provides feedback and generates ideas regarding the Libraries’ resources, services, and other projects relevant to the education, research, and clinical missions of the University. During the past year, the LAC contributed useful feedback on such topics as the Libraries databases, which support research and curricular needs; the Libraries’ Research Services handout for faculty; the Reese Library extended hours pilot; the LibQUAL+ survey of library quality; scholarly communication initiatives; and various faculty librarian searches.

In collaboration with GRU Institutional Effectiveness (IE), the University Libraries Leadership Team selected five peer institutions independent of institutional peer and aspirational institutions for inclusion in IE data reporting. The reports was generated in IE and will include comparative benchmarking data for the University Libraries.

Also in 2014, the University Libraries administered the Association of Research Libraries LibQUAL+®, a nationally-normed survey of library service quality, sent out to all faculty, students, and staff of GRU. The survey data showed that customer service received the highest ranking. A comprehensive plan to address the identified resource gaps is being compiled by the Libraries [11].

The Libraries are recruiting an Assessment Librarian to move the Libraries’ assessment program forward. This position will provide leadership in assessment initiatives needed to aid in the continual evaluation of the Libraries resources and services as well as provide assistance in identifying and securing grants needed to support the Libraries’ work.

Sources
Library and Other Learning Resources: Instruction of library use

The institution ensures that users have access to regular and timely instruction in the use of the library and other learning/information resources.

Judgment

☒ Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

Librarians on all GRU campuses play a central role in student learning by incorporating information literacy effectively into degree programs. Librarians collaborate with GRU faculty to develop tailored instruction for all levels of students from undergraduates to doctoral students. The instructional program of the Libraries supports the goals of the university. To support the delivery of "excellent education and training throughout our expanding footprint," GRU Libraries offer in-person and virtual instruction in the use of the library and other learning and information resources, meeting learners where they are. The instructional program is led by the department chairs of each library to provide customized service for specific campus populations. The Chair or Research and Education Services at Greenblatt Library [1] and the Chair of Reference and Education Services at Reese Library [2] mentor new faculty, guide the development of instructional goals, and evaluate instructional faculty performance. All instructional faculty hold a Master's of Library Science degree, the terminal degree in the field for the profession. Professional development is required for all instructional faculty and student and faculty feedback concerning the instructional program is incorporated into curriculum design.

Faculty, staff, and students are offered numerous learning opportunities regarding the services and resources that the libraries have to offer. For example, the Libraries participate in New Faculty Orientation; offer webinars and participate in Research Day for nursing faculty; provide instructional seminars for Clinical and Translational Science faculty; and conduct individual research consultations for all library users. The focus of curriculum-based library instruction is to develop students' information literacy skills in finding, evaluating, and ethically and legally integrating information into their knowledgebase.

The embedded/ liaison services model used by the Libraries ensures that each college has a librarian to provide targeted instruction and assistance [3]. Library faculty provide in-depth services to students, including individual consultations, assistance with class assignments, capstone research project guidance, and information literacy training. This personalized approach to assistance and instruction has resulted in an increase in information assistance requests and number of students receiving library instruction [4] [5].

Access to Instruction

Point-of-need instruction is provided by librarians and staff at each library’s service point and in the clinical setting. Library faculty attend hospital rounds to provide urgent patient care information for clinical decision-making. Students and faculty schedule individual consultation sessions with a librarian or reference assistant. Consultations are customized depending on the type of assistance needed and specific assignment requirements. Consultations may be single sessions or a series of ongoing meetings to support a research project.

Instruction is offered at all campuses and at distant sites. Library faculty provide regular in-person instruction and create tutorials and instructional materials that are embedded into the GRU learning management system for distance students. GRU Libraries provide support for distance education nursing programs at both the undergraduate and graduate levels. The GRU/UGA Medical Partnership campus in Athens has a site library with a dedicated library faculty member providing integrated instruction in evidence based information searching and evaluation. The Medical Partnership Campus Librarian actively participates in curriculum development, provides individualized assistance, and serves as a small group facilitator. The Athens campus instructional program incorporates technology, active learning, and group projects.

Course-related and customized instruction is offered every semester at all locations. [6] Classroom instruction is designed to focus on key resources for each discipline and incorporates best practices such as clinical scenarios, hands-on exercises, interactive discussions, and active learning tools. Librarians have begun to incorporate the flipped method of instruction with the dental medicine curriculum as a pilot program.

The Libraries provide a variety of reference service options to support students both on and off campus, including students engaged in distance learning classes. Instruction and reference service is provided in person and virtually through email, by telephone, texting, and through chat service. These services are featured on the library webpage and are linked to resource guide course assignments. In FY 2015, a total of 9,732 reference queries were answered by library staff. [5]

Instruction Methods

Librarians collaborate with teaching faculty to build innovative approaches to instruction and continually evaluate the library role in student learning. Greenblatt Library faculty serve on Health Sciences curriculum committees and serve as instructors for multiple sessions within research-focused courses. Reese Library faculty create customized LibGuides (research guides) and create active learning exercises to meet the needs of individual courses [7].

Classes often include active-learning exercises that require students to practice use of library resources. The exercises are designed to demonstrate mastery of learning objectives and information literacy concepts. Examples of these instructional training sessions include introduction to Library Resources, Library Resources for Communications (and other subject areas), Resources for Research Methods, Evidence-Based Practice Principles, and Bibliographic Software. Conference rooms and four electronic classrooms are available for training sessions in the library buildings. In FY 2015, the libraries taught a total of 305 course-related classes across the disciplines to 7,846 students, and increase of eight percent in number of classes and an increase of 39 percent in number of students taught from FY 2014 [4] [5].

GRU Libraries play a vital role in the virtual learning environment for students as they partner with GRU teaching faculty to provide instruction to distance students and participate in online course development. Library faculty incorporate technology solutions and utilize best practices to provide instruction and assistance in a multi-modal approach. Librarians and reference assistants develop customized guides and tutorials for
specific curriculum needs. Research guides are linked from the Libraries' webpage or available through the GRU classroom learning management system for 24/7 guidance to the research discovery process [7].

Library faculty participate in new faculty orientation sessions, the summer Student Educational Enrichment Program, or SEEP (a pipeline program for high school and undergraduate students interested in a biomedical career), continuing education courses, Area Health Education Centers training sessions, Freshman Retreat Week, and tutorial development. GRU Libraries also provide faculty development sessions focused on research skills and interdisciplinary resources [8].

Assessment of Library Instruction

The Libraries use several diverse tools to assess the value of library instruction and assistance to students, faculty, and staff. Library faculty provide classroom activities and exercises to measure student learning of information literacy concepts and techniques. Graded class assignments are incorporated into the student curriculum to assess student skills and knowledge retention. Greenblatt Library faculty incorporate graded search exercises and quiz questions within their curriculum. Many research and evidence based courses feature information seeking questions on class exams. Student performance is another method to gauge learning and is assessed using in-class exercises. [9]

Students evaluate library faculty who serve as course instructors using their affiliated college’s standard procedures. GRU Libraries initiated a peer review program and developed a rubric [10] to assess individual faculty teaching strengths and areas for improvement. Faculty and students provide feedback on class instruction and curriculum design. Several library faculty members were selected to attend the GRU Educational Innovation Institute Teaching Scholars Fellowship and the Scholarship of Teaching and Learning Fellowship Program (SoTL). The Teaching Scholars Fellowship is a rigorous training program for health science educators seeking to enhance their expertise in teaching, curriculum and program development, learner evaluation, and mentoring. The SoTL program is designed to help GRU faculty members develop research skills in the context of their teaching activities.

The Libraries seek to respond to faculty and student feedback regarding reference and instruction services provided. In spring 2013, the GRU community responded to a campus survey of library resources and services. In response to this survey, the Libraries made changes to the website to improve ease of use for our remote and distance students and faculty. For example, the libraries now use the same catalog search interface, have integrated LibGuides for both campuses, and created a single service point at Reese Library [11].

Library faculty incorporated comments regarding issues with finding specific resources or subjects into instructional sessions. In fall 2014, GRU initiated the national LibQUAL+® survey to identify areas of improvement based on the GRU community response. The data and qualitative responses from this survey inform library planning for instruction and assistance initiatives. For example, the Libraries continue to develop the embedded and liaison programs through the recruitment of additional specialized library faculty who will engage in instruction as part of their responsibilities. [See Comprehensive Standard 2.9]

Sources

**Curriculum Vitae - Davies (Chair, Greenblatt Library)**
**Curriculum Vitae - Verburg (Chair, Reese Library)**
**GRU Libraries Instruction Assessment Examples**
**GRU Libraries Instruction List (Fall 2014 & Spring 2015)**
**GRU Libraries Liaison List**
**GRU Libraries LibGuides Website**
**GRU Libraries Patron Satisfaction Survey Response**
**GRU Libraries Reference Research and Instruction Statistics (FY2014)**
**GRU Libraries Reference Research and Instruction Statistics (FY2015)**
**GRU Libraries Teaching Evaluation Form**
**GRU Syllabus - Student Educational Enrichment Program**
Library and Other Learning Resources: Qualified staff

The institution provides a sufficient number of qualified staff - with appropriate education or experiences in library and/or other learning/information resources - to accomplish the mission of the institution.

**Judgment**

- Compliance
- Non-Compliance
- Not Applicable

**Narrative**

The University Libraries at Georgia Regents University (GRU) employ a sufficient number of qualified faculty and staff to lead and support learning resources for faculty and students in all programs.

**Universities Libraries**

The University operates two main libraries accessible to the students and faculty from all locations. The libraries are overseen by the Director of Libraries. Reese Library, located at the Summerville location, primarily serves the students and faculty in the Colleges of Arts, Humanities, and Social Sciences, Business, Education, and Science and Mathematics. Greenblatt Library at the Health Sciences location primarily serves students and faculty in the programs focused on health professions and biomedical sciences, including the majority of the University’s doctoral programs. Students and faculty have appropriate access to library resources and services, regardless of location. Procedures, programs, workflow, collections, and services that are identified as unique to and in the best interests of each library’s primary clientele are maintained. The Director of Libraries reports to the Vice President for Faculty and Academic Affairs.

The GRU Libraries employ qualified faculty and staff to provide and support learning resources for faculty and students in all programs. Further, both library programs adhere to standards of the Association of College and Research Libraries (ACRL) and the Association of Academic Health Sciences Libraries (AAHSL), both of which require a master’s degree in library and information science from an institution accredited by the American Library Association (ALA) for any person employed as an academic or health sciences librarian [1] [2].

GRU’s University Libraries are adequately staffed by faculty with library science degrees from American Library Association-accredited institutions. Official transcripts are on record in GRU’s Human Resources Faculty Support Services department and in Library Administration.

The University Libraries are led by the Director of University Libraries, Dr. Brenda Seago. Dr. Seago joined GRU in 2012 as the Director of Robert B. Greenblatt, M.D. Library. She came to GRU from Virginia Commonwealth University (VCU), where she served as the Administrative Director of the Center for Human Simulation and Patient Safety. Prior to that, she ran the VCU School of Medicine Computer Based Instruction Lab/Learning Resource Center and served as a Clinical Medical Librarian in the University’s Tompkins-McCaw Library for the Health Sciences. She has been active with the Association of American Medical Colleges Group on Information Resources and the Medical Library Association. She holds master’s degrees in English and Library Science from Virginia Polytechnic Institute and State University and the University of Maryland, respectively, and a doctorate in Public Policy and Administration from VCU. Dr. Seago has 28 years of professional experience in her field.

The staff is composed of 19 full-time faculty librarian positions and three part-time faculty librarian positions [3] [4] [5], including the director, 26 full-time support staff and 11 part-time support staff [6]. Of the 37 full- and part-time support staff, one has a master’s degree in library science (the discipline’s terminal degree), two have related master’s degrees, one is enrolled in a library science master’s degree program, 20 have bachelor’s degrees, and others have various college experience. All are either professionally or technically trained in the specialized needs of their roles (curriculum vitae for Dr. Brenda Seago, Director of University Libraries [7], Barbara Mann, Head Librarian of Reese Library [8] and Kathy Davies, Chair of Research and Education Services, Robert B. Greenblatt, M.D. Library [9]. Annual GRU performance evaluations ensure competency in the faculty’s and staff’s responsibilities. Copies of all annual performance evaluations are available in the Library Administration offices and are forwarded to the GRU Human Resources Division.

Library faculty positions have been adapted to reflect an increased need for customized instruction and assistance. Reese Library transitioned tow existing faculty positions from User Engagement and Government Documents to Reference and Instruction Librarians. Greenblatt Library created a position of Allied Health Sciences Librarian to ensure each college is fully served by a library faculty member. The new Scholarly Communications Librarian facilitates the GRU discovery process by collaborating to create, disseminate, and preserve scholarly works.

Both libraries have created an Access Services faculty position to coordinate library services at a single point of user access and provide basic reference assistance. Reese Library conducted a pilot study to evaluate the potential need for 24/7 building access; results were integrated into a plan for extended hours beginning fall 2015.

All GRU Libraries staff engages in professional development opportunities on an ongoing basis including GRU Human Resources training, online webinars, continuing education courses, and attend state, regional, and national conferences. Librarians publish peer-reviewed papers and book chapters, and present at national library meetings. Faculty and staff serve on campus committees and participate in national, regional, and state professional associations, including as officers and editors of said organizations. The libraries support continuing education and training, providing the funding and time to participate [10].

To achieve research library status, the Libraries are successfully applying for grants, including the $1.7 million contract with the National Library of Medicine to provide training in Biomedical Informatics awarded in 2014. The Greenblatt Library embedded librarian model and the establishment of a formal liaison program for Reese Library have contributed to successful outreach of library services throughout the GRU community. Librarians worked with individual researchers to achieve 96 percent compliance with the NIH Open Access mandate. Facilitated by the recent addition of a Scholarly Communications Librarian, University Libraries is hosting an open access journal, Transforming Education (published by the College of Education), in Scholarly Commons (institutional repository) with the first volume scheduled for publication in December 2014. Librarians led the University in adapting an Open Access resolution in the University Senate, and in educating faculty regarding open access.

Georgia Regents University
GRU Libraries continually review the libraries structure and redefine faculty and staff roles to address evolving information needs of the institution. Greenblatt Library faculty coordinated with deans and library administration to establish individual college office hours. The creation of on-site office spaces strengthens opportunities for librarians to serve as partners for student learning and faculty research. Reese Library created a single service point for all in-person information assistance requests and developed a cross-training program for staff working the centralized information access desk. Greenblatt Library has established a new service point on the second floor of the Harrison Medical Education Commons building and staff hours selected by the Medical College of Georgia.

Sources

- Association of College and Research Libraries (ACRL) - Statement on the Terminal Professional Degree for Academic Librarians
- Board of Regents Policy Manual - 3.2 Faculties
- Curriculum Vitae - Davies (Chair, Greenblatt Library)
- Curriculum Vitae - Mann (Head Librarian, Reese Library)
- Curriculum Vitae - Seago (Director, University Libraries)
- GRU Libraries Peer Analysis
- GRU Libraries Professional Growth and Training
- GRU Libraries Roster and CVs of Qualified Officers
- GRU Organizational Chart - Libraries
- GRU Organizational Chart - Library Faculty
3.9.1

Student Affairs and Services: Student rights

The institution publishes a clear and appropriate statement of student rights and responsibilities and disseminates the statement to the campus community.

Judgment

☐ Compliance  □ Non-Compliance  □ Not Applicable

Narrative

Georgia Regents University (GRU) publishes annually clear and appropriate rights and responsibilities for all of its students, regardless of their programs’ and courses’ location or mode of delivery. The stated rights and responsibilities are published annually in the GRU Student Manual [1]. Each student receives a copy of the Student Manual electronically via their official GRU email address, and the document is available online on the Division of Enrollment and Student Affairs’ webpage [2].

Housing and Residence Life also provides a Residence Life Handbook that outlines the rights and responsibilities of residents living in University managed housing [3]. Additionally, residential students are governed by a contractual lease which is an agreement between the student and the University [4]. Upon moving into a University-managed residence, all student residents are provided a copy of the Resident Handbook.

The GRU Student Manual is updated each year and includes a a cover design that is different from the previous year. Included in the Student Manual is the GRU Code of Conduct that includes students’ responsibilities regarding behavior and appropriate decorum [5]. The Code of Conduct covers an exhaustive list of prohibitions, rights, and responsibilities of students. Procedures for alleged violations of the Code of Conduct, including students’ rights during the non-academic conduct process also are printed in the Student Manual. Many of the policies and procedures regarding alcohol and other drugs, and sexual misconduct are discussed at first-year student orientation.

In addition to the policies and procedures covered by the Code of Conduct, the Student Manual includes both expectations and students’ rights regarding academic conduct [6]. The policy language regarding academic conduct includes not only expectations of academic honesty, but also the procedures for resolving allegations of violations of academic expectations.

Additionally, the Student Manual is a resource that contains in one publication information that includes but is not limited to the following: the Office of Testing and Disability Services, which is responsible for GRU’s compliance with The Americans with Disabilities Act (ADA) and Section 504 of The Rehabilitation Act of 1973; Counseling Center; Student Health; Department of Public Safety; Parking Services; student organizations; Residence Life; Information and Technology Services (ITS) including the email and computer usages policies, and various auxiliary functions of the University such as campus bookstores and campus dining.

GRU takes the educational and developmental needs of its students seriously. The Dean of Student Life communicates to the University community information regarding the rights and responsibilities of students through multiple media. Ways in which the information is disseminated includes but is not limited to the following: email, web sites, faculty and student publications, new student orientations, and housing orientations. Policies and procedures regarding students’ rights and responsibilities are reviewed annually.

Sources

GRU Division of Enrollment and Student Affairs Website
GRU Student Manual (2015-2016) (Page 42)
GRU Student Manual (2015-2016) (Page 48)
GRU Student Manual (2015-2016) (Page 9)
3.9.2

Student Affairs and Services: Student records

The institution protects the security, confidentiality, and integrity of student records and maintains security measures to protect and back up data.

Judgment

☐ Compliance  ☐ Non-Compliance  ☐ Not Applicable

Narrative

Georgia Regents University (GRU) has multiple processes and procedures in place to ensure security, confidentiality, and integrity of its student records, regardless of programs’ and courses’ location or mode of delivery. GRU uses the BANNER student information system from Elucian as the institution-wide student information management system to store and manage electronic student information. BANNER is a widely used system for managing student records and is compliant with related laws and regulations. Levels of access to BANNER tables, forms, and processes is granted based on job function within the University.

GRU is committed to protecting the security, confidentiality, and integrity of student academic records in all units regardless of physical location or technology used. Physical facilities may include secured rooms or file cabinets for paper records. Technologies may include imaging systems or computer databases.

Physical Security and Back Up of Student Records

The BANNER student system at GRU includes integrated modules for student admissions, student records, registration, financial aid, student billing, student accounts receivable, document imaging, and degree-audit records. The Oracle database servers that house electronic student records are located in the Annex 1 Building, Room 2222 at the Health Sciences location [1]; this room is a locked and restricted server room controlled by a key card access system. Access to the locked server room is limited to authorized Information Technology Services (ITS) personnel.

The BANNER production database is backed up, nightly, at 3:00 AM. The database remains online during this process. Files reside on a SAN mount point from which a daily/nightly TIVOLI process backs them up to tape. There is also a standby database of BANNER Production that resides on a non-production server, also located in the Annex 1 Building, Room 2222 at the Health Sciences location.

As an outcome of the GRU BANNER disaster recovery project, conducted in 2010, the institution has detailed, specific instructions as to how to rebuild each of the necessary components for the full BANNER environment. These instructions include details for setup and configuration of the operating system, database, web server application, data recovery, and validation tasks. Banner production database backups are stored off campus at Augusta Data Storage, 3122 Mike Padgett Highway, Augusta, Ga. The GRU Summerville location is the recovery location for the Health Sciences location.

Any academic records still preserved in paper and/or microfiche are stored in a vault in the basement of Payne Hall [2] and the vault in Fanning Hall, both located at the Summerville location [3]. Access to the secured storage area is protected, and only staff in the appropriate office of record have permission to enter the area.

Confidentiality and Integrity of Student Records

The University complies with the Family Educational Rights and Privacy Act (FERPA) of 1974, which prevents the release of information without the student’s written consent and protects the privacy of educational records.

The Registrar’s Office at GRU is responsible for maintaining student academic records. The Registrar’s Office outlines student rights and responsibilities related to FERPA on their website [4], in the GRU Catalogs [5], and in the Student Manual [6]. Students at GRU are also informed about FERPA during annual compliance training. Overall, the Registrar’s Office allows students to inspect and review their education records upon request; challenge the content of the records they consider misleading, inaccurate, or in violation of privacy or other rights; and control disclosures from their education records except in the case of written permission or FERPA exception [7].

GRU makes a concerted effort to educate faculty, staff, and students about FERPA [8] through the GRU Catalogs and Student Manual as well as the Registrar [4] and Compliance and Enterprise Risk Management [9] websites. Faculty, staff, and students are also informed about FERPA during annual compliance training, coordinated by the GRU Division of Human Resources. Annual training and compliance is mandatory and is assigned through individual courses containing lessons and quizzes/attestation statements on a variety of topics, one of which is FERPA.

If a student believes that GRU has failed to comply with the requirements of FERPA, the student has the right to file a complaint of the alleged violation with the U.S. Department of Education.

Logical Security and Access

Access to confidential student information is granted on a need-to-know basis. The University uses a data management structure to ensure proper handling of institutional data. Data trustees have overall responsibility for data maintained by units reporting to them. Institutional data trustees include the Provost, GRU vice presidents, and the Chief Information Officer (CIO). Individually, data trustees are accountable for all data within their divisions. The CIO has the additional responsibility of ensuring an adequate and appropriate technical infrastructure to support the data needs of the institution across all divisions [10].

Access to student records is granted on a need-to-know basis for legitimate educational interest. The GRU student information system, BANNER, has a password-driven security system. Faculty, staff, and student employees requesting access must complete a BANNER Access Request Form [11], outlining the business-related reasons they need access to the student information system (SIS), obtain supervisor
Georgia Regents University

staff have restricted access to MEDICAT based on their job descriptions and need-to-know. The faculty does not have access to MEDICAT unless Accountability Act (HIPAA) and FERPA. Health and psychological care providers have access to clinical care information. Student Health Services begins forwarding health records. The records are treated as private and confidential, per the Health Insurance Portability and Student Health Services maintains records in MEDICAT, an electronic health records system, where a user ID is assigned to GRU enrollees once

they begin forwarding health records. The records are treated as private and confidential, per the Health Insurance Portability and

Student Health Services

the Summerville location in Bellevue Hall [17]. After five years of storage, the injury records are moved to the vault in Payne Hall at the Summerville location [2]. After ten years of storage, the injury records are destroyed in accordance with the University System of Georgia's retention and disposal guidelines [12].

The Department of Athletics maintains all other student records in both paper and electronic formats. Paper records are stored in a locked file cabinet in the locked office of the Assistant Athletic Director for Compliance and Academic Services, as well as that of the Faculty Athletics Representative. The records, both current and former, are kept in these locations for up to five years. After five years of storage, the student records are moved to a filing storage room that is locked. Access to this storage room is limited to authorized personnel. After ten years of storage, the student records are destroyed following the University System of Georgia's retention and disposal guidelines. Electronic records are stored in the NCAA Single-Source Sign-On Maintenance System (Single-Source) online data management system. Data custodians oversee the authorization process for access to records stored in Single-Source; individuals who act in this role include the Assistant Athletic Director for Compliance and Academic Services (primary), the Director of Athletics (secondary), and the Assistant Athletic Director for Student-Athlete Services/Senior Woman Administrator (secondary). Users are granted one of several levels of access based on the individual's need to know, generally grouped from limited to broad access, as view-only, update, or a combination of both depending on job role and function. Individuals permitted access to Single-Source must log in through a single secure login process using a login profile created by the user. Single-Source is backed up nightly by the NCAA [18].

The Department of Athletics emphasizes staff responsibility for the maintenance of student record confidentiality. These principles are discussed during the athletics retreat held each August for all staff within the department and those outside of the department having athletics compliance-related duties [19] [20].

Office of the Dean of Students

The Office of the Dean of Students manages the non-academic student conduct process, and maintains the disciplinary records of non-academic conduct violations. The Office also manages the behavioral intervention team, formally known as the Campus Assessment, Response, and Evaluation Team (CARE Team). Incidents and related student records are kept and maintained by the Office in a secure location at the Summerville location in Bellevue Hall [14]. Student Conduct records, as well as CARE Team records, are considered student educational records. Access to student educational records follows the law and guidelines set forth by FERPA. The retention and disposal of, as well as responses to, requests for confidential records, follows appropriate federal guidelines and any other applicable University policies and procedures, such as the Code of Conduct [22]. The campus community is made aware of the policies regarding disciplinary records through the Student Manual [23]. The GRU Student Manual is emailed to all students at the beginning of fall semester and made available on the GRU Enrollment and Student Affairs web site.

Student Health Services

Student Health Services maintains records in MEDICAT, an electronic health records system, where a user ID is assigned to GRU enrollees once they begin forwarding health records. The records are treated as private and confidential, per the Health Insurance Portability and Accountability Act (HIPAA) and FERPA. Health and psychological care providers have access to clinical care information. Student Health Services staff have restricted access to MEDICAT based on their job descriptions and need-to-know. The faculty does not have access to MEDICAT unless providing direct patient care. No individuals have total access to both electronic medical records and billing. The level of access is determined by the Director of Student Health. Data or information can be shared only if the student authorizes it and signs a release of medical information

Other Units Maintaining Student Records

University Housing

University Housing maintains student records for the leasing of student housing and for housing-related disciplinary issues. All hard copy files are stored in a locked room at GRU University Village Leasing Office, located at the Forest Hills location [13]; access is limited to only full-time staff. Electronic records utilized by the housing software management system, RESIDENCE by Symplify, are established and consistent with all University guidelines and policies. Student housing disciplinary records are stored in a locked file cabinet in the Bellevue Annex building [14]; access is limited to only housing professional staff. Annual training to recognize, document, and adjudicate disciplinary action is done in accordance with the Council for the Advancement of Standards in Higher Education (CAS) standards. Additional requests for student information/records from those outside this group are handled in accordance with the FERPA requirements and University public records policies. USG policies regarding disposal of records are followed [12].

Athletics Department

The Department of Athletics maintains student records for medical assessment and treatment, injury surveillance and reporting, drug testing, eligibility monitoring and certification, athletics grants-in-aid processing, and correspondence with the National Collegiate Athletic Association (NCAA) and the Peach Belt Conference (PBC). Annually, each student-athlete consents to the release of information by signing consent documents related to each of these areas [15].

Injury records are maintained both on paper and on a hosted electronic solution called Athletic Trainer System (ATS) by Keffer Development Services [16]. ATS maintains a physically secured data center. Databases are backed up daily and user access is restricted to rights assigned by the data administrator. Injury records on paper are kept in a locked file cabinet in the training room. Once a student is no longer classified as a student athlete, the injury records are moved to a locked file cabinet in a single locked room located on the first floor of Christenberry Fieldhouse at the Forest Hills location [17]. After five years of storage, the injury records are moved to the vault in Payne Hall at the Summerville location [2]. After ten years of storage, the injury records are destroyed in accordance with the University System of Georgia's retention and disposal guidelines [12].

The Department of Athletics maintains all other student records in both paper and electronic formats. Paper records are stored in a locked file cabinet in the locked office of the Assistant Athletic Director for Compliance and Academic Services, as well as that of the Faculty Athletics Representative. The records, both current and former, are kept in these locations for up to five years. After five years of storage, the student records are moved to a filing storage room that is locked. Access to this storage room is limited to authorized personnel. After ten years of storage, the student records are destroyed following the University System of Georgia's retention and disposal guidelines. Electronic records are stored in the NCAA Single-Source Sign-On Maintenance System (Single-Source) online data management system. Data custodians oversee the authorization process for access to records stored in Single-Source; individuals who act in this role include the Assistant Athletic Director for Compliance and Academic Services (primary), the Director of Athletics (secondary), and the Assistant Athletic Director for Student-Athlete Services/Senior Woman Administrator (secondary). Users are granted one of several levels of access based on the individual's need to know, generally grouped from limited to broad access, as view-only, update, or a combination of both depending on job role and function. Individuals permitted access to Single-Source must log in through a single secure login process using a login profile created by the user. Single-Source is backed up nightly by the NCAA [18].

The Department of Athletics emphasizes staff responsibility for the maintenance of student record confidentiality. These principles are discussed during the athletics retreat held each August for all staff within the department and those outside of the department having athletics compliance-related duties [19] [20].
form. Each form is individualized and must specify what information goes to whom. Security and tracking protocols prevent unauthorized access to student health records.

Student health records stored in MEDICAT may be converted to paper documents. All student health and counseling center charts are kept at the Student Health Center, located at the Health Sciences location [24], separate from all other patient files and on a free-standing computer system unconnected to the hospital system. No other students or faculty members may view a student’s charts without the student’s written consent. Privacy rights are further explained in a patient bill of rights, in accordance with USG standards [25]. All student health information is stored on a server backed up by Information Technology Services and sent offsite each day to Augusta Data Storage, 3122 Mike Padgett Highway, Augusta, Georgia. Old paper records are also stored off-site at Augusta Data Storage. Records are kept for 10 years following the date of graduation, and then disposed of in accordance with USG records management policy.

Counseling Center

The Counseling Center adheres to the professional, legal, and ethical standards and guidelines of confidentiality as set forth by the American Counseling Association [26] and the American Psychological Association [27]. No information may be released to any other institution or individual without written consent, except in situations where there is legal obligation to protect a client or others from harm. All staff and trainees are informed and must understand that information concerning clients is confidential. Professional staff are bound by the ethical standards of their profession to abide by the confidentiality guidelines. Trainers sign a confidentiality agreement as part of their training in the Center. Clients’ paper files/records are maintained safely in locked file cabinets within locked rooms in the Counseling Center, located on the second floor of the Central Utilities Building Annex at the Summerville location, that are accessible to authorized individuals only [28]. Electronic files are securely maintained in an encrypted Titanium Schedule management system for University counseling centers that is backed up nightly.

Testing and Disability Services

Testing and Disability Services (TDS) [29] ensures privacy, security, and confidentiality of testing and disability records. Medical documentation, intake information, scholarship applications, letters of accommodation, and requests for individualized testing accommodations for students with disabilities are deemed confidential under the Americans with Disabilities Act and Section 504 of the Rehabilitation Act and are maintained in the TDS Office. All staff members, professional and administrative, are instructed about confidentiality in their initial training. Paper records are stored in locked file cabinets inside a room that is either under staff supervision or locked within the TDS suite, room 117 in Galloway Hall at the Summerville location [30]. Only authorized staff members have access to this area. Electronic records are kept on a secure system, SAM by the Alternative Media Access Center (AMAC), for which access is only granted to TDS staff. SAM is a disability services management system that provides a centralized portal for students using disability services. All of AMAC’s products have been screened and approved by Information Technology Services (ITS) for security requirements. Individual release statements are required for each request for records. Disability Services also requires permission from any student with a disability to notify instructors of appropriate accommodations. This permission is secured when a student completes the GRU Testing and Disability Services intake form [31].

GRU Career Services

Student records maintained by GRU Career Services are managed via Career Link, an online career-services system powered by Symplicity Corporation. The system stores and secures student-profile information entered directly by users, student-directory information from a secure BANNER feed through ITS, career counseling notes specific to the student and analytics on system usage. Symplicity, the vendor, is routinely audited by ITS to ensure the organization meets the security standards for the University and the state. A copy of their security document is attached [32].

GRU Career Services implements strict procedures and storage to comply with FERPA’s confidentiality requirements. Access to student records in CareerLink is restricted to staff, faculty, and administrators who have a legitimate career-services interest, as determined by the Director of Career Services. Access to the online files, including career-counseling notes, is password-protected and assigned by specific user level. GRU Career Services emphasizes staff responsibility for the maintenance of student information and confidentiality. In addition to annual FERPA campus-wide training, the staff follows the Principles for Career Services Professionals guidelines, published by the National Association of Colleges and Employers [33].

Student records pertaining to cooperative education or internship experiences facilitated by Career Services are stored for internal purposes only, secured in the Advisor’s office, and destroyed in accordance with the USG’s records management policy [12].

Sources

- American Counseling Association
- American Psychological Association
- Athletic Trainer System (ATS)
- Georgia Crime Information Center
- GRU Athletics Retreat Agenda (2014)
- GRU Athletics Retreat Agenda (2015)
- GRU Campus Map - Forest Hills, Christenberry Fieldhouse
- GRU Campus Map - Forest Hills, University Village
- GRU Campus Map - Health Science, Annex I
- GRU Campus Map - Health Science, Student Health Center
- GRU Campus Map - Summerville, Beluve Hall
- GRU Campus Map - Summerville, Central Utilities Building Annex
- GRU Campus Map - Summerville, Fanning Hall
3.9.3

Student Affairs and Services: Qualified staff

The institution provides a sufficient number of qualified staff - with appropriate education or experience in the student affairs area - to accomplish the mission of the institution.

Judgment

☐ Compliance  ☐ Non-Compliance  ☐ Not Applicable

Narrative

Georgia Regents University (GRU) employs a sufficient number of qualified staff in student affairs who have appropriate experience and education that qualifies them to provide effective services which meet the needs and goals of the students. The Division of Enrollment and Student Affairs mission is to create transformative and inclusive opportunities for all students through co-curricular experiences, exceptional services, and welcoming environments. The Division facilitates intellectual, spiritual, social, career, and cultural development through campus collaborations that promote competence, integrity, and compassion. The Division is led by a Vice President and incorporates three primary units led by officers to oversee programs and services in the areas of enrollment services, student life, and student services [1]. Each of these officers holds the appropriate qualifications and experience to provide the services described in Core Requirement 2.10.
<table>
<thead>
<tr>
<th>Title</th>
<th>Name</th>
<th>Term Service at GRU</th>
<th>Term Service in Current Position</th>
<th>Degrees</th>
<th>Experience</th>
</tr>
</thead>
</table>
| Vice President for Enrollment and Student Affairs | Mark Allen Poisel      | 2013 - Present      | 2013 - Present                   | Ed.D., Higher Education, Florida State University, 1998  
       |                                        |                     |                                  | Ed.S., Higher Education, Florida State University, 1996  
       |                                        |                     |                                  | M.S., College Student Personnel Work, Indiana State University, 1991  
       |                                        |                     |                                  | B.S., Accounting, Indiana State University, 1988                                                                                               | Mark Allen Poisel joined GRU as the chief student services officer and adviser to the President and Provost on matters relating to student life and activities. Dr. Poisel came to GRU from Pace University, where he was Associate Provost for Student Success [2]. |
| Associate Vice President of Enrollment Services | David Barron           | 2015 - Present      | 2015 - Present                   | M.A., Theological and Historical Studies, Oral Roberts University, 1996  
       |                                        |                     |                                  | B.A., Theological and Historical Studies, Oral Roberts University, 1994                                                                                                                                     | David Barron joined GRU in July 2015 to oversee admissions, financial aid, military and veteran services, and other enrollment services. Formerly the Executive Director of Enrollment Management for Rogers State University, Barron brings 18 years of higher education experience to GRU, including five years at Rogers State and five at Oklahoma State University Center for Health Sciences in various student affairs leadership positions. He received his bachelor’s and master’s degrees in Theological and Historical Studies at Oral Roberts University. [3] |
       |                                        |                     |                                  | M.A., Higher Education, The University of Mississippi, 2005  
       |                                        |                     |                                  | B.S., Business Administration, University of Tennessee, 2003                                                                                                                                         | Scott Wallace began his role as Dean of Student Life at GRU in June 2014. The areas he supervises are integral to the college experience and include student conduct, student life and engagement, counselling and testing services, and student government. Prior to joining GRU, he was the Assistant Dean of Students at the University of Mississippi. While at "Ole Miss," he earned his PhD in Higher Education. [4] |
| Assistant Vice President of Student Services | Dale Hartenburg        | 2002 - Present      | 2014 - Present                   | Ed.D., Higher Education Leadership, Georgia Southern University, 2010  
       |                                        |                     |                                  | M.Ed., Education Administration, Bowling Green State University, 1997  
       |                                        |                     |                                  | B.S., History, Eastern Michigan University, 1995                                                                                                                                                    | Dale Hartenburg first joined GRU in 2002 as the Director of the University’s Wellness Center and, after five years in that position, he became the Director of Student and Auxiliary Services. In 2013, he was named Director of Student Services in which he managed a $5 million budget as well as developed strategic plans for new service facilities including housing, recreation, and dining. In his current role, Hartenburg oversees housing, student health, the performing arts theater, and campus recreation. He received his master’s degree from Bowling Green State University and an Education Specialist degree from Georgia Southern University. [5] |

**Staffing**

Leaders within the Division of Enrollment and Student Affairs routinely evaluate the number of qualified staff to ensure the functional areas can successfully meet the mission of the Division. Since January 2014, the Division has established and filled new positions such as, Director of Housing, Dean of Student Life, Associate Vice President for Enrollment Services, Assistant Director of Financial Aid, and two staff psychologists who work with the mental health professionals in the Division. These positions have provided necessary support to meet the University’s mission to “provide service as a student-centered comprehensive research university.”
The Division has established hiring, evaluation, and professional development opportunities designed to enhance the expertise of all personnel. All staff members are employed using GRU hiring policies and guidelines mandated by the Department of Human Resources, which are in compliance with policies of the University System of Georgia Board of Regents (BOR) Policy Manual, Section 8, titled Personnel [6]. All hiring decisions for positions in Enrollment and Student Affairs are considered carefully to ensure the quality and effectiveness of all its programs and services.

The Division of Enrollment and Student Affairs employs 112 staff members including 102 full-time staff and 9 graduate assistants. A leadership team consisting of a Vice President, Associate Vice President, Assistant Vice President, Dean of Student Life, and Assistant Dean of Student Life manages the day to day operations of the Division and provides a strategic direction for each of the departments within the Division. All five members of the leadership team possess advanced degrees with two members possessing terminal degrees. An organizational chart is provided which delineates the reporting structure of the Division. [1]

**Professional Involvement and Development**

The Division of Enrollment and Student Affairs supports employees by providing them with opportunities to excel in their professional duties through annual performance evaluations during which professional development activities from the previous year are reviewed and new goals are established for the coming year.

To further enhance knowledge and understanding in the field, professional staff members are encouraged to participate in state, regional, and/or national professional conferences and organizations. Funds for travel to professional meetings and other professional development opportunities are budgeted in each department.

Division of Enrollment and Student Affairs staff members regularly share their content knowledge by conducting class presentations and workshops on campus for students, faculty, and staff. Workshops for faculty and staff are designed to provide professional knowledge in critical areas within Enrollment and Student Affairs such as Campus Assessment Response and Evaluation (CARE) reporting and mental health awareness.

To ensure staff are abreast of work being completed within the Division and with the intent of building collaboration between the units, the Vice President for Enrollment and Student Affairs invites all Division employees to a professional development program twice each year. The State of the Division Celebration (annually in December) and the Year in Review Celebration (annually in May) are gatherings of all staff to participate in strategic planning activities and learn about progress within the Division [7]. This event provides an opportunity for all employees to meet new staff, review the previous year’s successes, and learn about the Division’s vision for the upcoming year.

**Sources**

- Board of Regents Policy Manual - 8.0 Personnel
- Curriculum Vitae - Barron (Dean, Enrollment Services)
- Curriculum Vitae - Hartenburg (Assistant VP, Student Services)
- Curriculum Vitae - Poisel (VP, Enrollment and Student Affairs)
- Curriculum Vitae - Wallace (Dean, Student Life)
- GRU Organizational Chart - Academic Affairs (Page 7)
- GRU Presentation - Division of Enrollment and Student Affairs
3.10.1

Financial Resources: Financial stability
The institution's recent financial history demonstrates financial stability.

Judgment
☒ Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

Georgia Regents University (GRU) has a sound financial base and demonstrated financial stability. The University's financial stability is reflected in the audited financial statements prepared by the State of Georgia's Department of Audit and Accounts for fiscal years ending on June 30 in 2012, 2013, and 2014. (Please note that, as of the publication of this Compliance Certification Report, the financial audit for the fiscal year ending June 30, 2015, 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 On-Site Review Committee in a Focused Report as well as during the On-Site Review.) The University has exercised due diligence in ensuring that financial operations are congruent with the financial needs of its mission and strategic plan and that sufficient resources are allocated appropriately.

Key Management Qualifications and Experience

The GRU financial management team is composed of two executive officers and three senior officers. Collectively, these individuals manage and sustain GRU's financial stability. The two Assistant Controllers and Director of Budget Planning and Analysis report to the Vice President for Finance who in turn reports to the Executive Vice President for Administration and Finance/Chief Business Officer. The following position descriptions specify the qualifications and expectations of the key officers:
<table>
<thead>
<tr>
<th>Title</th>
<th>Name</th>
<th>Term Service at GRU</th>
<th>Term Service in Current Position</th>
<th>Degrees</th>
<th>Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Executive Vice President for Administration and Finance</td>
<td>Anthony E. Wagner</td>
<td>2013 - Present</td>
<td>2013 - Present</td>
<td>M.Ed, Educational Leadership, Temple University, 2013 B.A., Political Science, Pennsylvania State University, 1987</td>
<td>Anthony E. Wagner leads responsibility for all financial and control activities and administrative operations for the entirety of the GRU enterprise, which encompasses the GRU health system as well as the University. He provides strategic and operational leadership over the Enterprise’s financial and administrative management, including planning, administering, monitoring, and controlling the overall financial plans, policies, and programs. Mr. Wagner joined GRU in July 2013, having recently served as Chief Financial Officer at Temple University. He previously was Deputy State Treasurer for Investments with the Commonwealth of Pennsylvania Treasury Department and the Deputy Secretary of Budget in the Commonwealth of Pennsylvania’s Governor’s Office. Mr. Wagner earned a Bachelor’s degree in Political Science with a minor in Business Administration and a Master’s degree in Education [1].</td>
</tr>
<tr>
<td>Vice President for Finance</td>
<td>Lee Fruitticher</td>
<td>2014 - Present</td>
<td>2014 - Present</td>
<td>MBA, Georgia College &amp; State University, 2005 B.B.A., Accounting, Georgia Southern University, 1994</td>
<td>Lee Fruitticher is responsible for effective management of financial accounting, financial operations and budgets, planning and analysis and auxiliary services of the campus in support of the University’s mission of instruction, research, and public service. In his oversight of budget, planning and analysis, he provides campus executive management with objective, accurate, and timely information and analyses to inform central decision-making and strategic planning. He is responsible for ensuring that campus budgetary policy and practice complies with federal, state, and local regulations. This position facilitates the flow of information among central administration and campus units and responds on behalf of the Executive Vice President to internal and external requests for information about the institutional financial characteristics of the University and its units and provides oversight and assistance for the financial management of special projects. In his oversight of financial accounting and operations, he is responsible for the operation, supervision, and administration of the University’s accounting division including financial accounting, payroll, accounts payable, travel and employee expense reimbursement, accounts receivable, internal and external financial reporting, cash and invoice management, and Bursar’s office functions. This position is responsible for maintaining and assuring the integrity of the financial information systems, including financial internal controls, and for the interpretation of and compliance with state and federal regulations and GAAP and GASB standards. In his oversight of auxiliary services, he is responsible for ensuring the fiscal viability of all auxiliary enterprises by budgeting in accordance with published budget instructions and submitting annual budgets to the Board of Regents in accordance with the schedules established by board policy. Mr. Fruitticher has more than 19 years of experience in a university setting including positions at Gordon State College, Macon State College, and Board of Regents for the University System of Georgia. He has also held a position with the Georgia Department of Audits and Accounts. He holds a Bachelor’s degree in Accounting and a Master’s degree in Business Administration [2].</td>
</tr>
<tr>
<td>Assistant Controller for Financial Accounting and Reporting</td>
<td>Pamela L. Newman</td>
<td>2014 - Present</td>
<td>2014 - Present</td>
<td>MBA, Georgia Regents University, 2013 B.B.A., Accounting, Georgia Regents University, 1994</td>
<td>Pamela L. Newman is responsible for the day to day operations of financial accounting. This position is primarily responsible for the integrity of the institution’s accounting records, as well as interpretation of and compliance with state and federal regulations and generally accepted accounting principles. She has 12 years’ experience in a university setting and 9 with the Georgia Department of Audits and Accounts. She holds a Bachelor's degree in Accounting and a Master's degree in Business Administration [3].</td>
</tr>
<tr>
<td>Assistant Controller for Financial Operations</td>
<td>Corrina Warner</td>
<td>2013 - Present</td>
<td>2013 - Present</td>
<td>MBA, Georgia Regents University, 2005 B.B.A., Business Administration, Georgia Southern University, 1998</td>
<td>Corrina Warner is responsible for the day to day operations of payroll, accounts payable, travel and employee expense reimbursement, accounts receivable, internal and external financial reporting, cash and invoice management, and Bursar’s office functions. She has more than 15 years’ experience in a university setting including a position at Georgia Southern University. She holds a Bachelor's degree in Business Administration and a Master's degree in Business Administration [4].</td>
</tr>
<tr>
<td>Director Budget, Planning, and Analysis</td>
<td>Vacant</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>The Director’s role is to lead a team to prepare, maintain, monitor, and report on all annual institutional budgets according to established campus and USG policies; to assist budget staff and administrative heads of schools, departments and other units in executing the approved annual budget; to provide assistance to executive staff in long-term budgeting and planning; and to provide support to executive staff in maximizing the university’s use of resources to fulfill its mission. The job posting for this position is provided [5].</td>
</tr>
</tbody>
</table>
**Current Sources of Revenue**

As shown in the schedule of the GRU Annual Financial Report for FY 2014 [6], two major sources of funding account for 85 percent of GRU total revenues: state appropriations (23 percent) and restricted funds/grants (62 percent). The remaining funds come from tuition and fees (10 percent), auxiliary funds (2 percent), gifts, royalties, investments, and other minor sources (3 percent). In FY 2014, capital gifts of $1.8 million accounted for less than one percent of total revenues and represented on-going construction projects funded by the Georgia State Financing and Investment Commission. No projects were completed and transferred to GRU during FY 2014. Total state appropriations increased from $152.6 million in FY 2012 to $173.4 million in FY 2014. Research expenditures decreased slightly from $50.9 million in FY 2012 to $47.3 million in FY 2014. (See FY 2014 [7] and FY 2013 [8] GRU Annual Financial Reports sections “Revenue by Source” referenced above.)

Grant and contract revenue is GRU’s single largest revenue source. In FY 2014, $53.1 million in grant and contract revenue came from the federal government, the single largest supporter of sponsored research on campus. Various state of Georgia sources provided a total of $185.4 million. Two patient-care functions represent $172.6 million of this total: an amount of $161.7 million was received on a continuing contract with the Georgia Department of Corrections whereby GRU provides health care services to the state prison population, and Georgia’s Department of Veterans Affairs provided $10.9 million to fund the Georgia War Veterans Home, a public nursing home managed by GRU that serves qualifying military veterans.

Other grants and contracts comprised $220.1 million in revenues in FY 2014. $38.1 million comes from private organizations to support sponsored programs. Georgia Regents Health System, which oversees GRU’s clinical operation, provided $71.0 million for medical residency programs and other contracted services; Medical Associates (the Physicians Practice Group), also a GRU component, provided $97.6 million for clinical faculty support; the Dental Practice Group, another GRU component, provided $5.8 million for clinical support; and private foundations provided $3.2 million to support various GRU programs. Shown as non-operating grant and contract revenue is a revenue source called “MCGHI Margin,” which represents a contractually determined percentage of the MCG Health System’s net surplus that is annually transferred to GRU as a non-lapsable revenue source to be allocated at the GRU president’s discretion. This amount was $4.4 million in FY 2014.

GRU does not derive a significant portion of funding from those areas hardest hit by the economic downturn of the past few years, such as endowments, interest income from investments, and gifts. As of FY 2014, GRU controlled only $2.1 million in endowments. GRU total revenues decreased from $791.5 million in FY 2012 to $755.0 million in FY 2014. However, total revenue in FY 2012 included capital gifts of $92.6 million for a GSFIC managed project that was completed and transferred to GRU. Operating and non-operating revenues increased from $698.5 million in FY 2012 to $753.2 million in FY 2014 (see chart below regarding revenue sources).

GRU overall growth in clinical care increased from $269.9 million in FY 2012 to $311.7 million in FY 2014. MCG Health system, a separate component of the University System of Georgia and the clinical arm of the GRU enterprise, operates the facility where most clinical care is overseen by Medical College of Georgia faculty. The College of Dental Medicine faculty operates various clinics under GRU’s masthead. Most of GRU’s clinical revenue ($161.7 million in FY 2014) comes from an interagency agreement with the Georgia Department of Corrections by which GRU provides health care services for prisoners of the State of Georgia correctional system.

Because GRU derives the bulk of its revenue from state appropriations and restricted funds/grants, the impact of tuition increases on the institution’s operating revenues is negligible compared to that of other USG institutions with larger student bodies. Nonetheless, GRU tuition revenues have grown from $73.9 million in FY 2012 to $77.8 million in FY 2014.

| Table 3.10.1-b: Revenue Sources (in thousands) | Georgia Regents University | Page 303 / 370 |
Long-Term Debt

The Georgia State Financing and Investment Commission, created by constitutional amendment in 1972, oversees the proper application of proceeds from general obligation debt and the issuance of all public debt by the State. The commission oversees the planning, scheduling, selling, and delivery of general obligation bonds and the investment and accounting of all proceeds from the issuance of such bonds or from other amounts appropriated by the Legislature for capital outlay purposes. The commission also disburses bond proceeds and manages all capital outlay projects funded, all or in part, with bond proceeds. When an approved capital project is completed, the asset is transferred to the appropriate agency and recorded as a capital gift from the State on that agency’s records. GRU has no bond-related debt on their books.

GRU's long-term debt is composed of various capitalized leases for equipment and space. The most significant lease is for portions of the Cancer Research Center, which was funded by Physicians Practice Group, the professional billing arm of the Medical College of Georgia faculty, and leased to the USG Board of Regents on GRU's behalf. Because it is research space, GRU funds the annual cost of this lease from facilities and administrative recoveries from federal and other research grants.

Other significant leases include two leases with the Augusta State University Foundation for a student housing complex and a student activities center. The student housing complex lease is funded by student rent payments, and the student activities center lease is funded by student fees and food services rent. Note 11 in the annual audit report addresses lease obligations [9]. The total balance for long-term lease obligations was $55.1 million as of June 30, 2014.

Component Units

The Office of Advancement seeks philanthropic support through strategic fundraising programs including events, annual or special solicitation mailings, and individual solicitations of major, planned and corporate gifts. In FY 2014, $61,007,309 was received in cash and pledge payments through the three 501(c)(3) philanthropic nonprofit foundations of Georgia Regents: Augusta State University Foundation, Georgia Health Sciences Foundation and the Medical College of Georgia Foundation.

The FY 2014 total includes $47.8 million from the estate of J. Harold Harrison, MD, the namesake of our newly opened (fall 2014) Education Commons Building serving College of Medicine and College of Dental Medicine students. New cash and new pledges for FY 2014 totaled more than $8.9 million. The institution remains focused on building alumni participation and supporting campaign initiatives in cancer, scholarship, capital and endowment projects; the combined support raised benefits the long-term health and stability of the institution.

Additionally, advancement strategies are focused on a unified set of philanthropic goals that are aligned with GRU's strategic priorities, including education, research, clinical, and athletics; growing student support; and building the necessary infrastructure to support GRU's strategic initiative as Georgia's second National Cancer Institute-designated Cancer Center. The enterprise is currently in the quiet phase of a comprehensive fund-raising campaign; with an effective date beginning fiscal year 2012. As of June 30, 2015, more than $135 million of the projected $250 million has been received in gifts and commitments [10]. The majority of the cash received to date supports the institution's most pressing priorities, including the recently dedicated J. Harold Harrison, MD, Education Commons [11], endowed scholarship and a state-of-the-art cancer facility. A critical component of this campaign and GRU's long-term fundraising goals is the growth of the annual giving programming. In 2015, the institution launched a new, re-branded campus and community campaign, which raised a million dollars in 2015 and is expected to do so again in 2016 [12].

For more information regarding the activity within these component units please refer to the audited financial statements tabulated below.
### Unrestricted Net Position

State of Georgia regulations provide for limited “carry forward” of unexpended revenues to build unrestricted net position. Unspent operating funds (state appropriations, tuition and other general revenue) are for the most part “lapsed” back to the state’s general operating funds. Accordingly, under these policies, there are few opportunities to build unrestricted net position. Currently, the only unrestricted funds that are not lapsable are continuing education, indirect cost recoveries under facilities and administrative rate negotiations, auxiliary enterprises, departmental sales (as defined by the National Association of College and University Business Officers) and up to 3 percent of tuition revenues. These permissions were subject to “sunset” by June 30, 2013, but were extended through July 1, 2016 by the Georgia General Assembly.

As more fully described in GRU’s FY 2014 Financial Report, Note 1: Summary of Significant Accounting Policies [6], specifically the section on Compensated Absences, employee vacation pay was accrued at year-end for financial statement purposes. As a “pay-as-you-go” expense for state budget reporting, it was not considered in calculating the “lapsable” balance to be returned to the state. Accordingly, after the lapsing of funds to the state, this accrual may result in a negative balance in unrestricted net position for financial statement purposes.

A summary of total unrestricted net position along with the related compensated absences total for the last three years follows and FY 2013 and FY 2012 illustrate this situation.

<table>
<thead>
<tr>
<th>Fiscal Year Ended</th>
<th>Total Unrestricted Net Assets</th>
<th>Total Compensated Absences Accrual</th>
</tr>
</thead>
<tbody>
<tr>
<td>30-Jun-14</td>
<td>$3,732,764</td>
<td>$36,086,146</td>
</tr>
<tr>
<td>30-Jun-13</td>
<td>($2,257,594)</td>
<td>$34,227,730</td>
</tr>
<tr>
<td>30-Jun-12</td>
<td>($4,610,702)</td>
<td>$33,665,409</td>
</tr>
</tbody>
</table>

FY 2014 unrestricted net position balance represents non-lapsable resources as permitted by the Georgia General Assembly as described above such as student tuition and fees, sales and services of education departments, and auxiliary enterprises (including intercollegiate athletics) which were substantially self-supporting activities that provided services for students, faculty, and staff.

### Sources

- ASU Foundation Audit (FYE 2012)
- ASU Foundation Audit (FYE 2013)
- ASU Foundation Audit (FYE 2014)
- Curriculum Vitae - Fruitticher (VP, Finance)
- Curriculum Vitae - Newman (Assistant Controller, Finance)
- Curriculum Vitae - Wagner (Chief Business Officer)
- Curriculum Vitae - Warner (Assistant Controller, Finance)
- Georgia Department of Audits and Accounts - GRU Report on Audit of the Financial Statements (FY2013) (Page 12)
- Georgia Department of Audits and Accounts - GRU Report on Audit of the Financial Statements (FY2014) (Page 12)
- Georgia Department of Audits and Accounts - GRU Report on Audit of the Financial Statements (FY2014) (Page 22)
- Georgia Department of Audits and Accounts - GRU Report on Audit of the Financial Statements (FY2014) (Page 33)
- GHS Foundation Audit (FYE 2012)
- GHS Foundation Audit (FYE 2014)
- GRU Campaign Case Short Version
- GRU Harrison Ed Commons Opening Fact Sheet
- GRU IGRU Webpage
- GRU Job Posting - Director of Budget, Planning, and Analysis
- MCG Foundation Audit (FYE 2012)
- MCG Foundation Audit (FYE 2013)
- MCG Foundation Audit (FYE 2014)
Financial Resources: Financial aid audits

The institution audits financial aid programs as required by federal and state regulations.

Judgment

☐ Compliance  ☐ Non-Compliance  ☐ Not Applicable

Narrative

Georgia Regents University (GRU) is in compliance with this standard as the University System of Georgia (USG), GRU and the State of Georgia have all audited the university since consolidation as discussed in more detail below. Currently GRU is undergoing a United States Department of Education (US DoED) desk audit as a result of a self-disclosure letter mentioned later in this response.

GRU was formed in 2012-2013 from the consolidation of Augusta State University (ASU) and Georgia Health Sciences University (GHSU). However, the federal government required that GRU report and award financial aid under the separate institutions until summer of 2013. As such GRU has audited the financial aid records of ASU and GHSU for the 2012-2013 year in accordance with a University System of Georgia (USG) requirement for all system institutions.

Institutional/University System Review Process

During the 2014-2015 academic year, the USG directed all institutions to conduct internal compliance audits as part of an overall University System audit. Given that the GRU Office of Internal Audit (OIA) had recently completed a general audit of financial aid at GRU in 2013, it was used as a basis for meeting some of the requirements for the 2014 USG audit taking prior work into consideration in two areas: Satisfactory Academic Progress (SAP) and Return to Title IV (R2T4) policies [2] [3]. The GRU OIA financial aid audit report [4] was sent to the USG Office of Audit to be included in the system wide audit report [1].

The audit report provided by the GRU Office of Internal Audit (OIA) identified opportunities for improvement within student financial aid operations, including three that could potentially lead to a return of over awards of federal aid (72 percent of which was in federal loans).

Excerpts from the audit report are below to indicate the areas of concern noted by the auditor with more details in the complete report [4].

1. "Out of over 18,000 records, OIA identified two ineligible students who received financial aid during the four semesters under review. One student dropped below the minimum GPA while the other was determined not to be making the appropriate academic progress. These two students received a total of $5,130 in federal aid."

2. "We (OIA) observed 27 students that lacked a proper appeal request, as indicated by institutional policy. These students received a total of $259,499 in federal dollars. Based on professional judgment, OIA concluded that 132 students submitted an appeal that did not meet the conditions as determined by US DoED. Federal aid awarded as a result of these student appeals totaled $1,105,446. However, it is important to note that US DoED gives financial aid professionals the latitude to exercise management discretion and professional judgment, which can vary from person to person. During the review, OIA found 98 students who prepared a financial aid appeal without sufficient documentation. Federal aid in the amount of $871,983 was disbursed to these students."

3. Several students were identified as receiving financial aid without an attempt for credit hours. "It was determined that advisement from regulating agencies is needed for four students who collectively received federal aid in the amount of $13,134 without any record of academic coursework during the associated term." It should be noted that several of these students were transient at another institution, but their financial transcript was never received at GRU, and the students did not enroll for a future term.

Finally, the audit reviewed the Return to Title IV based on the premise that students "earn" financial aid for each calendar day they attend class. Funds are returned to the US DoED when a student has withdrawn from classes or when a student chooses to decline loan funds for which they were eligible and had already been awarded. The Office of Student Financial Aide (OSFA) and Chief Business Office (CBO) are involved in the Return to Title IV process. OIA reviewed the methodologies of both departments to determine compliance with US DoED rules.

Based upon the findings from the internal audit, former GRU President Ricardo Azziz sent a self-disclosure letter to the US DoED asking for guidance on the recommendations and findings of the audit [5].

State Compliance Review Process

The Georgia Department of Audits and Accounts performs a financial audit at GRU each year. The audit is conducted in accordance with generally accepted governmental auditing standards and financial aid is a part of this audit. These annual audits may include tests of compliance with the applicable federal laws and regulations and review of internal controls used in administering federal financial assistance programs. These procedures were conducted during the fiscal years of 2013 and 2014 audit engagements. Each year a copy of the audit is submitted to the US DoED. Audit reports indicating an unqualified opinion for FY 2013 and FY 2014 are linked here for reference [6] [7].

In addition, all USG institutions are reviewed at least once every three years at the discretion of the Georgia Student Finance Commission (GSFC) to conduct a compliance review on state programs for the previous three years. ASU’s most recent GSFC compliance review was completed in September 2012 [8]. GRU will be audited by the GSFC in September 2015 through an on-site compliance review. A final report may not be available at the time of the focus report response. GSFC normally issues an initial report within 45 days of the on-site review, with correspondence sent to the Financial Aid, Admissions, Business, and Registrar’s Offices. The institution has 45 days to respond to the report. A final report is sent to the President within 30 days of the institution’s response to the report.

Federal Compliance Review Process

In Fall 2014, the US DoED reviewed a single audit report of the USG/State of Georgia prepared by the Department of Audits and Accounts in
accordance with the Office of Management and Budget Circular A-133 for the period of July 1, 2012 through June 30, 2013. During this time period GRU financial aid programs were audited under both ASU and GHSU as required by the US DoED. GRU, under the consolidation code (the former GHSU code was adopted for GRU), was determined to have one finding of over award of $2,303 in excess eligible need in Federal Direct Subsidized Loan (FDL) program funds. GRU concurred with the auditor findings and was required to return the excess FDL funds of $2,303 for the identified student. GRU has implemented procedures to monitor exceptions that may affect students’ eligibility for financial aid after initial awarding has been completed. GRU provided supporting documentation to the Department to confirm that the over awarded funds were returned [9].

The Office of Financial Aid at GRU has not received any limitations, suspensions, or termination by the US DoED in regard to student financial aid or other financial aid programs since consolidation, nor had the other two institutions in the three years prior to consolidation.

A federal desk audit in regard to Return to Title IV and Satisfactory Academic Progress is currently being conducted based upon a self-disclosure letter sent to the US DoED [10]. Beginning on June 22, 2015, a representative of US DoED, conducted a program review of GRU's policies and procedures as they pertain to satisfactory academic progress (SAP) and the return of Title IV funds. The US DoED program Review Report is attached [11]. GRU is currently reviewing the report and providing responses to their findings as well as all action the university is or has taken to comply with the required statues and regulations. The report is due to the US DoED on September 26, 2015.

Sources

- Georgia Department of Audits and Accounts - GRU Report on Audit of the Financial Statements (FY2013)
- Georgia Department of Audits and Accounts - GRU Report on Audit of the Financial Statements (FY2014)
- Georgia Student Finance Commission 2012 Final Report
- GRU Internal Audit - Student Financial Aid (FY2013)
- GRU Internal Audit - USG Systemwide Student Financial Aid Audit
- GRU Letter to US DoED - Self Disclosure on IA Findings (2015.3.23)
- Return of Title IV Funds Policy
- Standards of Satisfactory Academic Progress (SAP) Policy (2015-2016)
- US DoED - Letter to Governor Deal, Final Audit Determination (2015.03.25)
- US DoED Letter to GRU - Announced Off-Site Program Review (2015.5.22)
3.10.3

**Financial Resources: Control of finances**

The institution exercises appropriate control over all its financial resources.

**Judgment**

- Compliance
- Non-Compliance
- Not Applicable

**Narrative**

Georgia Regents University (GRU) maintains a comprehensive network of internal controls to ensure compliance with federal, state, and local requirements. Procedures are in place to assess risk, deter noncompliance, and detect violations at the earliest opportunity. Key institutional components involved in controlling institutional finances and monitoring compliance include the University System of Georgia (USG) Board of Regents (BOR), the USG Internal Audit function, the GRU Office of Internal Audit, the GRU Office of Compliance and Enterprise Risk Management, and GRU fiscal officers and staff. The GRU organizational chart illustrates the institution’s compliance and financial officers’ reporting structures within the University [1].

**Board of Regents**

The BOR 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 to the Board, each of whom serves a seven-year term. Five of the Board’s eighteen members are appointed from the State at-large, and one is appointed from each of Georgia’s fourteen congressional districts. The Board elects a Chancellor who serves as its chief executive officer and the chief administrative officer of the University System of Georgia.

The Board oversees 30 colleges and universities: 4 research universities, 4 comprehensive universities, 9 state universities, and 13 four-year state colleges.

The Board’s comprehensive policy manual [2] includes finance and business policies covering the following topics:

- 7.1 General Policy [3]
- 7.2 University System of Georgia Budget [4]
- 7.3 Tuition and Fees [5]
- 7.4 Private Donations to the University System of Georgia and its Institutions [6]
- 7.5 Fund Management [7]
- 7.6 Travel [8]
- 7.7 Purchasing [9]
- 7.8 Insurance [10]
- 7.9 Contracts [11]
- 7.10 Auditing [12]
- 7.11 Miscellaneous (includes sale of institutional products, business enterprises, use of institutional names, motor vehicles, farming operations, housing, trademarks, and home or off-campus use of equipment for business) [13]
- 7.12 Information Security [14]
- 7.13 BOR Retiree Health Benefit Fund Investment [15]
- 7.14 Identify Theft [16]
- 7.15 Risk Management [17]
- 7.16 Compliance [18]

This policy manual is supplemented by the Business Procedures Manual enumerating detailed procedures to implement the Board’s fiscal policies [19].

**Board of Regents Internal Audit**

The BOR Policy 7.10.2 details the internal audit function for the University System of Georgia as follows:

"The Board of Regents shall establish and support an internal audit function to assist the Board, the Chancellor, and institution presidents in the effective discharge of their responsibilities. The internal audit function shall be governed by an audit charter approved by the Board, which shall describe the purpose of an internal audit, reporting requirements, responsibility, authority and scope of work. Responsibility for approving an annual audit plan, reviewing audit results, reports and recommendations, and approving the Chancellor’s appointment and termination of the USG chief audit officer shall be assigned to the Committee on Internal Audit, Risk and Compliance of the Board of Regents.

All directors of internal audit at institutions having an internal auditor or internal audit department shall have a direct reporting relationship to the president of that institution and the USG chief audit officer. The president of each institution having an internal auditor shall determine the organizational and operating reporting relationships of the internal auditors at their institution and exercise oversight of institutional risk management as defined in Section 7.15 of this BOR Policy Manual [17]. However, the USG chief audit officer shall have the authority to direct the internal auditors to audit specific functions at their institutions as needed to address system-wide issues or directives. The president of each institution having an internal auditor shall consult with the USG chief audit officer on significant personnel actions involving the institutional internal auditor to include appointment and termination. The president may also consult with the Committee on Internal Audit, Risk, and Compliance as to proposed personnel actions involving the institutional internal auditor.

The director of internal audit of each USG institution with an internal auditor shall meet at least annually with the USG chief audit officer to discuss audits, audit findings, audit department independence and a proposed audit schedule.
The USG chief audit officer is responsible for internal auditing and the directors of internal audit for USG institutions with an internal auditor. The USG chief audit officer shall provide a system-wide annual report to the Committee on Internal Audit, Risk and Compliance of the Board of Regents.* [12]

**GRU Office of Compliance and Enterprise Risk Management**

The Office of Compliance and Enterprise Risk Management (CERM) oversees the institution's compliance and risk management activities. The office:

- Ensures GRU anticipates and manages business risks effectively and efficiently
- Ensures the integrity of operational and financial information
- Ensures management accountability at all levels
- Supports GRU’s compliance and risk management initiatives
- Coordinates Enterprise policy development, approval, and dissemination.

The CERM office is led by Mr. James Rush, GRU's Chief Integrity Officer, who reports to the President, but works closely with all GRU leaders. This reporting structure [20] maintains the department's independence, promotes broad audit/review coverage, and enhances consideration of audit recommendations. The CERM staff includes the Chief Integrity Officer, a privacy officer, and three compliance/privacy associates.

<table>
<thead>
<tr>
<th>Table 3.10.3-a: Chief Integrity Officer</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Title</strong></td>
</tr>
<tr>
<td>-----------</td>
</tr>
<tr>
<td>Chief Integrity Officer</td>
</tr>
</tbody>
</table>

| B.A., History, Fordham University, 1986 |

**GRU Office of Internal Audit**

Internal auditing is an independent, objective assurance and consulting activity designed to add value and improve an organization's operations. It helps an organization accomplish its objectives by bringing a systematic, disciplined approach to evaluate and improve the effectiveness of risk management, control and governance processes.

At GRU, the Office of Internal Audit (OIA) conducts audits, advisory services, and departmental reviews. The OIA also conducts investigations that involve allegations of fraud, waste, and/or abuse by employees and/or contractors or vendors that may be performing work for the institution. These investigations may be performed in a coordinated effort with GRU's departments of Public Safety and/or Legal Affairs.

Most audits and departmental reviews are chosen based on an annual risk assessment which uses such factors as management identified risks, audit sensitivity, internal control structure, last audit performed, public disclosure implications, etc. The USG, institutional management, or the Georgia Regents Health System Audit Committee may also request specific audits and reviews. An annual report of all audits performed by OIA is provided to the USG chief audit officer [22]. The audits may include:

- Examination of financial transactions for accuracy and compliance with institutional policies;
- Evaluation of operations and enterprise policies and procedures for control and risk assurance;
- Determination of the level of compliance with state/federal laws and government regulations;
- Ensuring assets are safeguarded;
- Operational and cost-efficiency evaluations.

The OIA has developed a template for use in departmental reviews and/or self-assessment departmental reviews. This comprehensive template provides information that assists departments to:

- Determine levels of control;
- Determine the level of communication provided by departmental management to employees regarding policies, procedures, and business practices;
- Evaluate the adequacy of monitoring financial records, the effectiveness of divisional processes, and determine compliance with policy and procedures;
- Make recommendations in areas that may need minor or significant improvement.

The OIA also performs advisory services to institution management. These services are usually requested by a department and are intended to assist management in solving specific problems, designing control systems, monitoring new systems development, process improvement, or business re-engineering.

The OIA staff includes a Chief Audit Officer, associate director, audit manager, a mix of senior and staff auditors, and an administrative assistant. The office is led by Clay Sprouse. GRU's auditor's hold memberships in the associations pertaining to their profession [23].
### Table 3.10.3-b: Chief Audit Officer

<table>
<thead>
<tr>
<th>Title</th>
<th>Name</th>
<th>Term Service at GRU</th>
<th>Term Service in Current Position</th>
<th>Degrees</th>
<th>Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chief Audit Officer</td>
<td>Clay Sprouse</td>
<td>2012 - Present</td>
<td>2012 - Present</td>
<td>MBA, Georgia Regents University, 1987</td>
<td>Clay Sprouse provides leadership for the University’s internal audit services, assuring senior leadership that appropriate standards, processes, and controls are in place and functioning properly. The division follows the standards of the Institute of Internal Auditors. Mr. Sprouse joined the University following more than 25 years as an internal auditor in multiple sectors [24].</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>B.B.A., Accounting, Georgia Regents University, 1985</td>
<td></td>
</tr>
</tbody>
</table>

#### Financial Risk Assessment

As required by good business practices, the Finance Division maintains internal control processes and procedures over GRU transactions. A Financial Risk Assessment is completed/updated at least annually and documented by the Controller’s Office. This assessment examines the nature of possible risks and mitigating controls procedures. New procedures are implemented as necessary by this analysis.

GRU has its own locally hosted instance of the PeopleSoft accounting system and uses the budget-checking functionality that precludes any expenditure being committed should sufficient budgeted funds not materialize.

#### Qualifications and Expectations of GRU Fiscal Officers and Staff

The GRU financial management team is composed of two executive officers and four senior officers. Collectively, these individuals manage and sustain GRU’s financial stability. The two Assistant Controllers and Director of Budget Planning and Analysis and Director of Auxiliary administration Operations report the Vice President for Finance who in turn reports to the Executive Vice President for Administration and Finance/Chief Business Officer. GRU's financial management team holds memberships in the associations pertaining to their profession [25]. The following position descriptions describe the qualifications and expectations of the executive key officers.
TABLE 3.10.3-c: Executive Vice President for Administration and Finance

<table>
<thead>
<tr>
<th>Title</th>
<th>Name</th>
<th>Term Service at GRU</th>
<th>Term Service in Current Position</th>
<th>Degrees</th>
<th>Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Executive Vice President for Administration and Finance</td>
<td>Anthony E. Wagner</td>
<td>2013 - Present</td>
<td>2013 - Present</td>
<td>M.Ed, Educational Leadership, Temple University, 2013 B.A., Political Science, Pennsylvania State University, 1987</td>
<td>Anthony E. Wagner leads responsibility for all financial and control activities and administrative operations for the entirety of the GRU enterprise, which encompasses the GRU health system as well as the University. He provides strategic and operational leadership over the Enterprise’s financial and administrative management, including planning, administering, monitoring, and controlling the overall financial plans, policies, and programs. Mr. Wagner joined GRU in July 2013, having recently served as Chief Financial Officer at Temple University. He previously was Deputy State Treasurer for Investments with the Commonwealth of Pennsylvania Treasury Department and the Deputy Secretary of Budget in the Commonwealth of Pennsylvania’s Governor’s Office. Mr. Wagner earned a Bachelor’s degree in Political Science with a minor in Business Administration and a Master’s degree in Education [26].</td>
</tr>
</tbody>
</table>
| Vice President for Finance                                          | Lee Fruitticher  | 2014 - Present      | 2014 - Present                  | MBA, Georgia College & State University, 2005 B.B.A., Accounting, Georgia Southern University, 1994 | Lee Fruitticher is responsible for effective management of financial accounting, financial operations and budgets, planning and analysis and auxiliary services of the campus in support of the University’s mission of instruction, research, and public service.  
In his oversight of budget, planning and analysis, he provides campus executive management with objective, accurate, and timely information and analyses to inform central decision-making and strategic planning. He is responsible for assuring that campus budgetary policy and practice complies with federal, state, and local regulations. This position facilitates the flow of information among central administration and campus units and responds on behalf of the Executive Vice President to internal and external requests for information about the institutional financial characteristics of the University and its units and provides oversight and assistance for the financial management of special projects.  
In his oversight of financial accounting and operations, he is responsible for the operation, supervision, and administration of the University’s accounting division including financial accounting, payroll, accounts payable, travel and employee expense reimbursement, accounts receivable, internal and external financial reporting, cash and invoice management, and Bursar’s office functions. This position is responsible for maintaining and assuring the integrity of the financial information systems, including financial internal controls, and for the interpretation of and compliance with state and federal regulations and GAAP and GASB standards.  
In his oversight of auxiliary services, he is responsible for assuring the fiscal viability of all auxiliary enterprises by budgeting in accordance with published budget instructions and submitting annual budgets to the Board of Regents in accordance with the schedules established by board policy.  
Mr. Fruitticher has more than 19 years of experience in a university setting including positions at Gordon State College, Macon State College, and Board of Regents for the University System of Georgia. He has also held a position with the Georgia Department of Audits and Accounts. He holds a Bachelor’s degree in Accounting and a Master’s degree in Business Administration [27]. |
| Assistant Controller for Financial Accounting and Reporting          | Pamela L. Newman | 2014 - Present      | 2014 - Present                  | MBA, Georgia Regents University, 2013 B.B.A., Accounting, Georgia Regents University, 1994 | Pamela L. Newman is responsible for the day to day operations of financial accounting. This position is primarily responsible for the integrity of the institution's accounting records, as well as interpretation of and compliance with state and federal regulations and generally accepted accounting principles. She has 12 years’ experience in a university setting and 9 with the Georgia Department of Audits and Accounts. She holds Bachelor's degree in Accounting and Master's degree of Business Administration [28]. |
| Assistant Controller for Financial Operations                        | Corrina Warner   | 2013 - Present      | 2013 - Present                  | MBA, Georgia Regents University, 2005 B.B.A., Business Administration, Georgia Southern University, 1998 | Corrina Warner is responsible for the day to day operations of payroll, accounts payable, travel and employee expense reimbursement, accounts receivable, internal and external financial reporting, cash and invoice management, and Bursar’s office functions. She has more than 15 years’ experience in a university setting including a position at Georgia Southern University. She holds a Bachelor's degree in Business Administration and a Master's degree in Business Administration [29]. |
| Director Budget, Planning, and Analysis                              | Vacant           | N/A                 | N/A                             | N/A                                                                      | The Director’s role is to lead a team to prepare, maintain, monitor, and report on all annual institutional budgets according to established campus and USG policies; to assist budget staff and administrative heads of schools, departments and other units in executing the approved annual budget; to provide assistance to executive staff in long-term budgeting and planning; and to provide support to executive staff in maximizing the university’s use of resources to fulfill its mission. The job posting for this position is provided. [30] |
The positions comply with GRU [31] and USG [32] Code of Ethics policies, stating in part, "We will carry out our official duties for the benefit of our institution and the public. Our duty as faculty and staff at the Georgia Regents University is to serve our students, our patients, and the public. We will not use our office, title, or institutional influence for unofficial purposes. We will adhere to the laws, rules, regulations, and policies that apply to us." Employees receive and sign an ethics policy acknowledgement form upon employment at GRU that outlines the university's code of ethics. Also, the university periodically provides a refresher of GRU's ethics policy to its employees.

**Staff Training**

The GRU finance and departmental user community must be trained in the use of their financial systems to adequately control finances. These users have various training opportunities available to include: departmental training, GRU Division of Human Resources, and PeopleSoft Financials Training. The GRU Division of Human Resources coordinates a continual training process for the GRU community in numerous areas including the use of the financial system and various financial and purchasing procedures. A semi-annual course catalog is available describing this process as well as periodic notices by e-mail and in the GReport campus newspaper. In addition to general professional development courses, blocks of courses are available for computer courses (Access, Excel, Word, etc.), PeopleSoft Financials training, and GRU procedures courses.

**Deposits and Investments**

The BOR requires the board treasurer to approve all bank accounts [33]. This policy also describes the direction of interest earned on bank accounts. Funds belonging to the State of Georgia (and thus GRU) cannot be placed in a depository paying interest longer than ten days without the depository providing a surety bond to the State. In lieu of a surety bond, the depository may pledge as collateral any one or more securities as enumerated in the Official Code of Georgia Annotated Section 50-17-59 [34]. The Board treasurer oversees all details relative to furnishing the required depository protection for all System units.

**Management of Investments**

The BOR requires GRU to maintain an investment policy that fosters sound and prudent asset management [35]. All investments are consistent with donor intent, BOR policy, and applicable federal and state laws. All investments are maintained in pooled investment funds approved and monitored by the Board. Per the BOR expectations [36], the GRU investment policy [37] is updated at least every two years and submitted to the Board treasurer and GRU submits an annual investment performance report to the Board.

**Safeguarding of Cash Reserves**

GRU’s cash reserves are deposited in bank accounts at SunTrust Bank. At June 30, 2014, the carrying value of GRU’s deposits was $43,637,363 and the bank balance was $50,649,304. Of the University's deposits, $50,399,304 were uninsured. Of these uninsured deposits, $4,153,111 were collateralized with securities held by the financial institution's trust department or agent in the University’s name, $46,246,193 were collateralized with securities held by the financial institution, by its trust department or agency, but not in the University’s name, and none were uncollateralized.

**Controlling Expenditures**

GRU's "zero-budget-tolerance" approach to expenditures means no expenditure can be made that exceeds the budget category by department or project. Budget categories include personal services, travel, operating supplies and expenses, and equipment/capital outlay. Budget checking is required on each transaction before it can be entered into GRU’s financial system. Categories have budgeted amounts established during the annual budget cycle. If additional funds are needed, funds must be identified by reducing funds in another category and increasing the funds in the needed expense category within the financial system [38].

GRU uses three expenditure methods: purchase order, purchasing card, or check request. A "How to Purchase" matrix informs campus users how to make expenditure requests [39]. The Supply Chain Division's comprehensive manual includes detailed purchasing procedures [40]. Purchase order and check request expenditures require matching ordering, receiving, and invoicing data before checks are processed. Purchase card expenses require a second approval by a departmental budget official and are subject to periodic audits by Supply Chain Division's Purchasing Card Office.

**Budget Reporting**

The Board of Regents (BOR) is constitutionally required to approve an annual budget for the University System of Georgia (USG). This budget is prepared within the limits of revenue available from legislative appropriations from the state of Georgia and estimated local and other funds. The budget is constructed along organizational lines using appropriate fund groupings required by state law or recommended by the state auditor's office. Policies and procedures documenting budget reporting to appropriate constituencies are described in detail in Core Requirement 2.11.1, Financial Resources and Comprehensive Standard 3.10.1, Financial Stability.

In addition to the original budget, each institution is required to submit a quarterly budget to the BOR. Institutions are also required to submit reports for first, second, and third quarters of each fiscal year that represent quarterly budgets to actuals information. These reports are reviewed and signed by the president and chief business officer. The quarterly reports available for GRU at the time of submission are tabulated below.

<table>
<thead>
<tr>
<th>Quarter 1</th>
<th>Quarter 2</th>
<th>Quarter 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY 2014</td>
<td>[41]</td>
<td>[42]</td>
</tr>
<tr>
<td>FY 2015</td>
<td>[44]</td>
<td>[45]</td>
</tr>
</tbody>
</table>

**Sources**
3.10.4

Financial Resources: Control of sponsored research/external funds
The institution maintains financial control over externally funded or sponsored research and programs.

Judgment
☐ Compliance  ☐ Non-Compliance  ☐ Not Applicable

Narrative

Georgia Regents University’s (GRU) Division of Sponsored Program Administration, in conjunction with Georgia Regents Research Institute, Inc. (GRRI), maintains financial control of external sponsored funds, including those contractual agreements for clinical research and services (including IPAs from the VA), research, and other sponsored agreements which stipulate research compliance and management of funds. GRRI was established in 1980 to enhance GRU’s mission of excellence in research, teaching, and service. [1]

As a private, non-profit 501c(3) organization, GRRI can maintain a budgetary flexibility, notably with regard to multi-year grants and contracts, that is not permitted for State institutions. The Institute is managed by an Executive Committee reporting to a 10-member Board of Directors. The President serves as the Chair of the Board of Directors, the Senior Vice President for Research is the Vice Chair, and the Associate Vice President for Research Administration serves as the Executive Director and is an ex officio non-voting member. The remaining membership of the GRRI Board is comprised of the Provost, three individuals appointed by the President, and three faculty members appointed faculty senate. All appointed members serve a three year term. GRRI functions are described in its bylaws [2].

Division of Sponsored Program Administration

DSPA serves as the principal interface between GRU and external agencies providing sponsored program support, including Georgia Regents Research Institute, Inc. The division is part of the Office of Research Administration, directed by the Associate Vice President for Research Administration, who reports to the Senior Vice President for Research [3].

The Division oversees sponsored program management, including pre-award activities for identifying funding opportunities and providing assistance in proposal preparation including interpretation of solicitation requirements, as well as coordinating proposal routing, review and negotiation of terms to be consistent with University policies and procedures, and institutional approval of proposals and applications; award receipt and account establishment; re-budgeting and institutional prior approval; and account closeout activities.

The Division also oversees the development and negotiation of the institution’s federal Facilities and Administrative Cost Rate Agreement, effort reporting, service centers, subrecipient monitoring, and coordination of the routing of institutional agreements not involving funding for approval and presidential signature. It maintains files and records, produces periodic and ad hoc reports concerning funding and regulatory matters, develops policies for the conduct of research, and supports the Associate Vice President for Research Administration and Georgia Regents Research Institute, Inc., intramural research programs including the Intramural Grants Program, the Research Incentive Program, and the Bridge Funding Program.

Day-to-day operations are led by the Director of Pre-award Services and a Director of Post-award Services, who report to the Associate Vice President for Research Administration/Executive Director of the GRRI. The Division of Sponsored Program Administration oversees the administrative function of extramural funds from pre-award submission through post-award financial reporting. The Division supports GRU staff and faculty who are seeking or who have obtained external funding for sponsored projects and helps acquire and maintain grant and contract funding for GRU research, education, public service, and training projects. Proposals for external funding must be submitted through GRU and all awards received for sponsored activities must be processed by the Division of Sponsored Program Administration. Specific responsibilities for each area are as follows:

Pre-award staff members provide information and assistance to faculty and administrators to develop sponsored project proposals, receive sponsored program awards on behalf of GRU and the GRRI, Inc., and transmit the appropriate project information to Post-award staff for account establishment and expense monitoring. The Pre-Award staff:

- Review program guidelines prior to the review of the of sponsored program applications;
- Help develop proposals related to sponsor, institutional, and compliance requirements ;
- Review proposals and provides institutional sign-off, including:
  - Verifying application budgets to ensure completeness and accuracy (including F&A);
  - Verifying administration portions of the applications (cover pages, biographical sketches, resources pages, etc.);
  - Ensure compliance with the institutional conflict of interest policy;
- Ensures routing sheet is received and complete: e.g. checks for compliance information, ensures that all certifying signatures (PI/section/department/dean) are received.;
- Verify that all applicable compliance approvals (IRB, IACUC, Radioactive Materials, Chemicals, Biohazardous, etc.) are in place prior to account establishment;
- Serve as liaison with the Legal Office when needed in the contract review process;
- Receive and reviews the notice of awards from sponsor;
- Requests account establishment;
- Approve/disapprove the establishment of residual balance account requests;
- Provide guidance on prior approval requests (extension requests, carryover of non-obligated funds, etc.);
- Coordinate correspondence to sponsors;
- Provide institutional quarterly report and annual report data; and
- Provide institutional training on all aspects of Sponsored Programs related to Pre-award activities.

Post-award (Sponsored Accounting) staff members monitor funds awarded to GRU by an extramural sponsor once account establishment has been approved by Pre-award Services. The Post-Award staff:
Establish sponsored accounts and enter the budget for the award into the general ledger;
Review and approve re-budgeting and cost-transfer requests for conformance to agency and GRU policies and procedures;
Manages the accounts receivable process, including invoicing, letter of credit cash draw, collections, and deposits;
Develop and submit expenditure reports to funding agencies;
Oversee subrecipient monitoring;
Manage FFATA reporting;
Oversees close-out activities, including establishing residual accounts and transferring unallowable expenditures;
Ensure compliance with OMB Circular A-81 Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards in addition to institutional and Board of Regents policy regarding the administration of sponsored program funding;
Oversees effort reporting and cost-sharing activities;
Coordinates responses to audit reports and/or recommendations of disallowance of expenditures under grant and contract awards;
Develops and negotiates Federal Facilities & Administrative Cost Rate Agreements for the Health Sciences and Summerville locations;
Assists campus with:
  • Systematic accounting issues, as well as the
    General management of grant and contract funds, and;
  • Provide formal and informal training to faculty and departmental administrative research staff regarding accounting and compliance procedures.

The institution adheres to Board of Regents funding policies [4] and maintains its own policies associated with compliance management and expenditure of external funds:

- Cost Transfer Policy [5]
- Effort Reporting [6]
- Policy on Cost Sharing or Matching [7]
- Clearing Unallowable Expenses [8]
- Facilities and Administrative Cost [9]
- Direct Charging Policy [10]

These policies reflect generally accepted accounting principles, the U.S. Office of Management and Budget (OMB) Circular A-81 Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards, and the financial conditions of funding agencies. Roles and responsibilities of principal investigators, chairmen, directors, and deans are detailed at the division’s website [12].

GRU uses the PeopleSoft financial system to account for externally funded sponsored programs. Module customizations to PeopleSoft are also used to track reporting requirements associated with sponsored projects. A representative example of a PeopleSoft report used to fulfill reporting requirements is the Grant Administrator Report [13]. This report provides demographic information regarding the project as well as a summary of the budget status and a detail of expenditures for the specified time period. The report allows individuals to monitor the budget availability and the appropriateness of the expenditures posting to the sponsored account.

The Division of Sponsored Program Administration ensures compliance in all aspects of a research project. As such, research compliance is part of GRU’s risk assessment planning and evaluation. The Division participates in the institutional Self-Assessment Program initiated through the Office of Internal Audit [14]. Additionally, through participation in the Council on Compliance, the office identifies and mitigates research program management risks and participates in internal audits to review various aspects of research fund management to ensure compliance with relevant policies and procedures.

GRU also is subject to audit by the State of Georgia Department of Audits and Accounts under OMB Circular A-81 Uniform Guidelines. Georgia Department of Audits completes an on-site Research and Development audit annually at state institutions of higher education. The most recent year audited was FY 2014 [15]. GRU currently has no outstanding external audit findings for research related expenditures.

Facilities and Administrative Costs

GRU submits a Facilities and Administrative (indirect cost or overhead) rate agreement as required by the federal government. The agreement determines the rate at which the federal government will reimburse GRU for facilities and administrative costs associated with the grants and contracts it awards to GRU.

The Department of Health and Human Services Division of Cost Allocation (Dallas office) is the cognizant agency responsible for reviewing and negotiating the Facilities and Administrative rate agreement.

GRU has current rate agreements for the Health Science and Summerville locations.

The rate agreement for GRU – Health Science was approved in December 2013, with a base year (fiscal year) of 2012. The predetermined rates are effective July 2013 through June 2017 with a base of Modified Total Direct Costs. The previous rate agreement (with a 2008 base year) was for July 2009 through June 2013.

- Federal research rates on campus: FY14: 50%, FY15: 51%, FY16: 52%, FY17: 52%
- Federal instruction rate on campus: FY14 – FY17: 38%
- Federal other-sponsored activities rate on campus: FY14- FY17: 31%
- Federal Intergovernmental Personnel Agreements: FY14 – FY17: 8.7%
- Federal off-campus rate – all activity types: 26% all years

The rate agreement for GRU – Summerville was approved October 2014, with a base year (fiscal year) of 2012. The predetermined rates are effective July 2013 through June 2017 with a base of Salaries and Wages (including all fringe benefits).

- Federal Programs on campus rate: FY14 – FY17: 47.8%
- Federal off campus rate: FY14 – FY17: 14.6%

The off-campus rate is applied to federally sponsored projects that are not conducted in space owned or controlled by GRU.

GRU also must submit a Disclosure Statement to the Division of Cost Allocation. The statement describes the entity’s cost accounting practices.
for measuring, assigning and allocating its costs to segments performing under federally sponsored agreements. GRU submitted the Disclosure Statement in January 2008. It was approved without amendment or findings in September 2009.

<table>
<thead>
<tr>
<th>Table 3.10.4-a: Extramural Funding</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Submissions</strong></td>
</tr>
<tr>
<td>Count</td>
</tr>
<tr>
<td>-------</td>
</tr>
<tr>
<td>FY 2011</td>
</tr>
<tr>
<td>FY 2013</td>
</tr>
<tr>
<td>FY 2014</td>
</tr>
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<table>
<thead>
<tr>
<th>Awards</th>
</tr>
</thead>
<tbody>
<tr>
<td>Count</td>
</tr>
<tr>
<td>-------</td>
</tr>
<tr>
<td>FY 2010</td>
</tr>
<tr>
<td>FY 2011</td>
</tr>
<tr>
<td>FY 2012</td>
</tr>
<tr>
<td>FY 2013</td>
</tr>
<tr>
<td>FY 2014</td>
</tr>
</tbody>
</table>

**Audit**

GRU is audited annually by state auditors from the Georgia Department of Audits and Accounts and audited every three to four years by University System of Georgia Board of Regents auditors. These audits include specific site audits of the Division of Sponsored Program Administration activities, and GRU audits have been clean. Additionally, GRU Division of Internal Audit’s two recent audits of the Division of Sponsored Program Administration (most recently in August 2015) identified “no findings considered significant to the institution.”

Georgia Regents Research Institute, Inc. must engage external auditors annually. As a result of sustained unqualified (clean) audits, the institute has for several years qualified as a low-risk auditee. Cherry Bekaert conducted the FY14 audit [16].

**Sources**

- Board of Regents Policy Manual - 7.2 USG Budget
- Georgia Regents Research Institute, Inc., Audit (FY2014)
- Georgia Regents Research Institute, Inc., Mission
- GRU Division of Sponsored Program Administration Roles & Responsibilities Overview
- GRU Grant Administrator Report
- GRU Organizational Chart - Sponsored Programs Administration
- GRU Policy Library - Clearing Unallowable Expenses
- GRU Policy Library - Cost Sharing or Matching
- GRU Policy Library - Cost Transfer
- GRU Policy Library - Direct Charging
- GRU Policy Library - Effort Reporting
- GRU Policy Library - Facilities and Administrative Cost
- GRU Policy Library - Management and Administration of Sponsored Projects
- GRU Research Institute Bylaws and Articles of Incorporation
- Office of Internal Audit Website - Departmental Self-Assessment
- State of Georgia Department of Audits and Accounts (FY2014)
3.11.1

Physical Resources: Control of physical resources

The institution exercises appropriate control over all its physical resources.

Judgment

☐ Compliance  □ Non-Compliance  □ Not Applicable

Narrative

Georgia Regents University (GRU) exercises appropriate control over all its physical resources. The Vice President for Facilities Services has primary responsibility for control over the University's physical resources. Facilities Services responsibilities include emergency preparedness, construction and space management, environmental services, interior and exterior facilities support, and maintenance. Responsible management extends to the care for its physical assets by obtaining, sustaining, and maintaining them for achieving its mission [1].

Physical Inventory

Asset Management, under the direction of the Office of the Controller, is responsible for the inventory and management of the fixed and capital assets of Georgia Regents University (GRU). The Property Control Department, under the direction of the Director of Supply Chain Management, assists with tagging, placement, and disposal of assets. Key policies that guide the control of physical inventory include:

- 7.1.1 Asset Management Policy [2]
- 7.1.2 Surplus Property Distribution and Disposal Policy [3]
- 7.1.3 State “Property” Insurance Program Policy [4]
- 7.1.4 Surplus Personal Computers/Electronic Property Policy [5]
- 7.1.5 Moving-Surplus Property Services Policy [6]
- 15.1.1 Criteria to Surplus Vehicle and Request Fleet Policy [7]
- 15.1.2 Utility Vehicles and Motorcycles Policy [8]

The Board of Regents (BOR) of the University System of Georgia (USG) uses the PeopleSoft Asset Management system to track, maintain, and report fixed and capital assets to the BOR. In accordance with the BOR Business Procedures Manual, Section 11.1 [9], assets costing $3,000 or more and all firearms will be maintained in the PeopleSoft Asset Management module. Additionally, while there is no policy or law requiring GRU to do so, Information Technology Services (ITS) maintains a record of computers, tablet computers, and other devices in a separate tracking system. The Capital Assets account reconciles the capital ledger monthly to ensure accuracy of the Financial Statements. The PeopleSoft Asset Management module automatically assigns a unique asset identification number based on input from the requisitioning process or from items entered manually. The system also tracks the physical location of each item. The Property Control department places a unique tag on each fixed or capital asset with a corresponding reference in the PeopleSoft Asset Management module. An Asset Management website is available with all appropriate forms, procedures, and manuals for completing asset transactions [10]. Facilities also works with the Property Control Department by ensuring the correct value is placed on Building Leased, Land, and Inventoried Property (BLLIP) list. The BLLIP report is reviewed and updated yearly by Supply Chain and Facilities. The Planning, Design, and Construction department coordinates with Supply Chain throughout the year so that assets are added to the BLLIP database, as they are completed [11].

The BOR requires a physical inventory be conducted annually. Each GRU department has a designated Assistant Property Control Officer who is responsible for completing and attesting to an annual departmental inventory audit, as well as maintaining the assets in their department by completing the appropriate form. Key forms used in managing physical inventory include:

- Lost or Stolen Equipment Report [12]
- Asset Custodian Form [13]
- Equipment Loan Agreement [14]
- Request for Moving Services Form [15]
- Decontamination Form [16]

Key Control

University locks at most campuses are maintained under the Keso lock system, and each key distributed is numbered and signed for by the employee [17]. In coordination with physical keys, an electronic lock system is used in many locations, on the external doors, to gain access to facilities and areas within facilities after-hours. The on-line access system verifies in real time that a card holder has sufficient rights to access a building or room depending on his or her role within the institution. Student access is granted automatically to certain facilities based upon the particular course in which a student is enrolled. Electronically monitored doors have the ability to produce reports with detailed lists of when a card was presented at the lock. Email alerts can be activated under certain conditions such as a door force or prop. [18]

Facilities Inventory Report

The Facilities Inventory Report is a report that details all physical spaces on campus by square footage, building locations, and usage codes. Usage codes include offices, classrooms, study spaces, laboratories, hallways, restrooms, practice rooms, mechanical space, residential space, and auxiliary space. This report is generated by the BOR and opened only twice a year for updates. The Facilities Services Division uses Archibus software to maintain all of the data related to space usage. The program allows continuous updates throughout the year. Archibus corresponds with other software at the institution, such as Banner, PeopleSoft HRMS, Event Management System (EMS – classroom scheduling software), and Maximo (work order software). The USG Facilities office extracts data from Banner (containing information from Archibus) twice a year.

Facilities Services Division

The Facilities Services Division is responsible for the operation and maintenance of all Georgia Regents University facilities. The Vice President
for Facilities Services serves as the University's Chief Facilities Officer. The organization of this division places emphasis on maintenance, repair, and operation of campus buildings and infrastructure, plus the provision of facility services to the entire campus community. The Facilities Operation Department is organized into two support centers: one center provides maintenance, repair, and operation support to the Health Sciences, Gracewood, and Riverfront locations and the other center, the Summerville support team, to the Summerville and Forest Hills locations. Facility Conditions Indexes (FCI) for each of the campus buildings, were conducted during the Master Plan process. The FCI evaluated the building on its infrastructure, aesthetic condition, and general ability to serve the institution's needs. Each building is being weighted to determine the short term tactical plan including prioritization of and funding for annual facility related projects and the long term capital needs.

The strategic facilities goals in turn will determine short-term tactical plans including prioritization of, and funding for, annual facility-related projects, thus strengthening the Facilities Services Division.

Environmental Services

Environmental Services' mission is to provide quality services resulting in a clean, attractive environment for external customers using the facilities as well as students, faculty, and staff. Services provided are general cleaning, pest control, trash removal, regulated waste removal, window cleaning, recycling activities, and various set-ups for programmed events. These services are primarily rendered on Monday through Friday and during off hours upon special request. The Environmental Health and Safety Division (EHS) provides annual training for Environmental Services' for the safe handling and removal of regulated medical and bio-hazardous waste.

Work Order Process

The basic work control system of the Facilities Services Division is the work order process. All work is initiated by the issuance of work orders that can be broken down into several categories. First, standing or preventative maintenance work orders are based on hours of use, mileage, or periodicity. Included in this group is work done by the custodial or in-house janitorial staff. This recurring work is a key component to the long-term functionality of University equipment and infrastructure. The second group is emergency/service work orders. These work orders are initiated on an individual basis due to the inoperability of some element of a facility. This work can be requested by either a facility user or a member of Facilities Operations. The third group of work orders involves specific work, ranging from minor renovations or event support. This work is completed by a combination of outside contractors including the Project Request and/or the in-house workforce. During the consolidation of Augusta State University (ASU) and Georgia Health Sciences University (GHSU) in July 2013, the Facilities Operations department updated their work order software to Maximo Asset Management software. This software is used for all campus locations and assets.

Preventative and Routine Maintenance

Preventative and routine maintenance is scheduled through the work order system. Preventative maintenance is developed to support the continuing operation of buildings systems, including dynamic equipment and the campus utilities infrastructure. Its proper implementation reduces systems and equipment failure, extends the life expectancy of buildings and infrastructure systems, and maximizes the availability of campus facilities' support of the University's mission. It also minimizes breakdown maintenance and repair by replacement. This work receives the highest priority after emergency repairs when scheduling the Facilities Operations shops' workforces. Routine maintenance involves cyclic or scheduled periodic maintenance such as painting and light fixture replacement. When this work is done in a predicted and scheduled manner, it is more cost effective and efficient. Routine maintenance can also be planned and budgeted on a long-term/multi-year basis. Copies of preventative and routine maintenance work orders and associated reports are maintained in the Facilities Operations front office.

Deferred Maintenance

"Deferred maintenance" is defined as an existing or imminent building maintenance-related deficiency from prior years that needs to be corrected, or scheduled preventative maintenance tasks that were not performed because other tasks funded within the budget were perceived to have higher priority status.

The University's approach to deferred maintenance is that each building has a Building Coordinator who is responsible for ensuring Facilities Operations is notified of any deficiencies by submitting a work order or calling facilities. In addition, maintenance technicians and teams from Facilities Operations are assigned the task of performing routine maintenance within each facility. Repairs required to satisfy safety requirements, continuity of utility services and operational requirements are completed first. Preventive maintenance work is routinely scheduled and accomplished by Facilities Operations crews. Other maintenance, repair, and minor new construction projects greater than $5,000 are placed on a deferred maintenance list if funds are not available in Facilities Operations’ operating budget to complete the work. These work items are included as a component of the institution’s unfunded requirements list developed by the Facilities Operations office. Work requirements are then prioritized based on established priorities of work effort and supported as funds and/or manpower are available. Decisions on the priority of deferred maintenance projects are recommended to the Vice President of Facilities Services. Generally, the University philosophy for making facility repairs is to correct any safety deficiencies, then provide a leak-free building envelope, and ensure HVAC and electrical services are operating at optimum efficiency and effectiveness. Projects and equipment that promote energy efficiency are evaluated and funded to the extent possible.

Additional information and accomplishments associated with reducing deferred maintenance requirements are included in the GRU Major Repair and Renovation (MRR) list. This document reflects the University's top capital improvement priorities [19]. GRU also routinely identifies and requests funding in this document to reduce deferred maintenance requirements.

Sources

- Board of Regents Business Procedures Manual - 11.1 State Requirements for Equipment Inventory
- GRU Division of Facilities Services Mission
- GRU Enterprise Supply Chain Website
- GRU Facilities Services - MRR (FY2015)
Physical Resources: Institutional environment
The institution takes reasonable steps to provide a healthy, safe, and secure environment for all members of the campus community.

Judgment
[ ] Compliance  [ ] Non-Compliance  [ ] Not Applicable

Narrative
Georgia Regents University (GRU) takes all reasonable steps to ensure a healthy, safe, and secure environment for students, faculty, staff, and all other individuals who access the university’s physical resources. The health, safety, and security of the institution’s constituents is assured through the organizational infrastructure that includes key units to oversee the adherence to the policies and procedures that contribute to effective risk management. This assurance is best illustrated through the units that comprise the organizational infrastructure to provide a safe environment as well as through key policies that protect the safety of the campus community.

Organizational Infrastructure for Protecting the Institutional Environment
As a research university with an emphasis on biomedical and health sciences located in an urban environment, ensuring the health, safety, and security of all members of the campus community requires comprehensive effort. The GRU physical environment includes the traditional spaces such as classrooms, offices, and laboratories as well as the streets, sidewalks, and greenspaces used by members of the community as thoroughfares and even recreation. The units primarily responsible for implementing the policies and procedures in place to ensure a secure environment include:

- Public Safety Division
- Office of Critical Event Preparedness and Response
- Facilities Services Division
- Environment Health and Safety Division
- Student Health and Employee Health Services
- Institutional Review Board

Public Safety
The Public Safety Division (PSD) [1] reports to the Executive Vice President for Administration & Finance/CBO. Law enforcement and physical security is provided by the GRU Police Department, a full-service State of Georgia Law Enforcement Agency staffed with 48 certified police officers, 14 communication/service officers, a records supervisor, and two physical security staff. The campus-wide, community-oriented department provides comprehensive law enforcement services through activities such as safety orientations, 24-hour escort services, vehicle assists, and self-defense training. The Division’s Investigative Unit investigates all criminal incidents reported to the agency. Interagency Memoranda of Understanding are in place with local law enforcement agencies, including Richmond County, Augusta’s county seat, and Fort Gordon, a US Army installation located in Augusta, to provide specialized law enforcement services. These services include Special Weapons and Tactics (SWAT) and Police K9 bomb detection services with the Richmond County Sheriff’s Office; suspicious package or bomb disposal from Fort Gordon; and Child Abuse Investigations through Richmond County.

On September 10, 2008, the GRU Police Department was awarded the State of Georgia’s Law Enforcement Agency Certification. The Certification Program gives an agency a set of operating policies and procedures that ensures high professional standards are maintained. Adherence to these standards is met by certification inspections on a three-year rotation.

Safety and security are further assured through strict procedures and guidelines for badging and key control operations. Background checks and criminal history screening of all employees and contractors requesting permission to work on campus is vital towards maintaining a safe and secure environment. Through a combination of annual driver history checks and a thorough vehicle maintenance program, the drivers who operate GRU’s vehicles and their passengers are safe and secure.

Other institutional efforts also enhance campus safety and security, including emergency phones that directly connect to Public Safety; extensive lighting, monitored by monthly campus-wide night surveys; regular inspections of community and parking areas; daily updates to the campus crime log; publication of Clery-related incidents as they occur and annual publication of Clery crime statistics on GRU’s Augusta and Athens campuses located online at Public Safety’s homepage [2]; and the GRU Alert System, which instantly disseminates emergency information to students, faculty, staff, and designated groups. The GRU Alert System is managed by the Office of Critical Event Preparedness and Response, described below. During crises or other time-sensitive events, GRU uses this system to broadcast pertinent information, breaking developments, and appropriate response measures. Notifications include voice messages to home, work, and cell phones; text messages to cell phones, personal digital assistants, and other text-based devices; emails to GRU accounts; and messages to receiving devices for the hearing-impaired. The Alert System includes an outdoor siren component alerting those on campus to take cover, such as in the event of a tornado or severe thunderstorm.

The Public Safety Division purchased and deployed the Rave Guardian Alert System in 2014. This system is a free app that can be downloaded onto any smartphone if the user has a gru.edu email domain. Public Safety funds this service for all students, faculty, and staff. The Rave Alert, when activated by the user, will notify the 24-hour emergency Police Dispatch and display the exact location of the person requiring assistance on a computer screen map of the GRU campus. The user can be called and Police Officers dispatched to the location immediately.

The Police Bureau also offers a 24-hour Campus Escort Service, Crime Prevention Tips, House Watch Program, Lost and Found, Motorist Assistance Program, and Operation Identification. At off-campus external sites, ADT provides security for GRU’s College of Nursing Athens campus. The facility is located in leased space in Athens, Georgia. The University of Georgia (UGA) Police Department monitors and responds to alarms for this facility. The GRU/UGA Medical Partnership campus is on property formerly housing the Naval Supply Depot, which has been turned over to UGA. Safety and security at GRU’s off-campus locations fall under the purview of the organization or medical center at those
locations.

Critical Event Preparedness and Response

Critical Events Preparedness and Response (CEPaR) provides leadership, support, and training to reduce the disruption of service and loss of life and property by developing mitigation, preparedness, and response during disasters and emergency situations. CEPaR manages the Hazard Vulnerability Assessment process, the Hospital Emergency Management Committee, the Emergency Operations Plan and other Preparedness activities like education and maintaining Incident Command resources. CEPaR ensures that necessary training and documentation is maintained and conducts Drills, Tabletops and Exercises to test plans and processes to ensure the safety of our patients, students, guests and employees. The Office employees regularly lead student meetings, community meetings and University and Medical Center meetings to promote safety awareness and emergency preparedness. Emergency preparedness information for home and work are located on the department’s website. CEPaR also provides a safety briefing to all students enrolled in freshman orientation classes and employees during employee orientation. This briefing covers a wide range of safety related topics from active shooter information to home preparedness. CEPaR also presents during individual college’s orientation programs on topics including emergency preparedness, and active shooter response options.

GRU is covered by the "Black Board Connect," an emergency notification system. In the event of an emergency, the system allows the University to "push" out information to all students and employees in a timely manner. Information can be sent from several locations and by several individuals in multiple departments. This redundancy ensures the message gets out as quickly as possible. Information is sent in the form of text, e-mail, and telephone and ranges from imminent danger to expected conditions such as snow or ice storms. All faculty, staff, and students at all locations are included in this notification process. The emergency notification system includes a siren component alerting those at the Health Sciences location to take cover, such as in the event of a tornado or severe thunderstorm. All students are entered into this system upon enrollment.

Facilities Services Division

The Facilities Services Division ensures the health, safety, and security of GRU constituents through the application of sound practices for building construction, design, and maintenance. Within the division’s organizational structure [1] are sections with specific roles in contributing to the university's healthy environment:

- Planning, Design and Construction helps develop Major Repair and Renovation requests to the Board of Regents (BOR) to fund construction, renovation, and maintenance of facilities. Repair and renovation helps to ensure university buildings continue to be safe for use.
- Facilities Operations maintains and repairs facilities-related engineering and building systems in all campus buildings, including fire alarms, electrical systems, elevators, plumbing, HVAC, locks, and landscaping.
- Environmental Services ensures a hygienic environment through general cleaning, pest control, sanitation and trash removal, and water extraction.

Environmental Health and Safety

Th Environmental Health and Safety division provides oversight for biological safety, chemical safety, fire safety, industrial hygiene and safety, and radiation safety to optimize campus safety. The division provides advice, assistance, and technical services for all environmental health and safety programs for the institution and institutional committees. In addition to the staff who manage the day-to-day efforts to ensure that GRU complies with all laws, regulations, and accreditation agency criteria related to environmental health and occupational safety, several committees are in place to advise institutional leaders on policies and protocols that promote safety awareness, safe practices, and maintenance of safe facilities and equipment. These committees include the Campus Safety Committee [3], the Institutional Chemical Committee [4], the Institutional Bio Safety Committee [5], and the Radiation Safety Committee [6].

Student and Employee Health Services

The health of the campus community is further ensured through the provision of select health services to students and employees. Student Health Services (SHS) provides basic health and preventive services to GRU students, striving to optimize the physical and emotional health needed to realize the full potential of GRU’s educational opportunities.

Outpatient services to students provided by SHS include a primary care clinic that provides gynecologic services, orthopedic/sports medicine care, psychiatry services, minor surgery, diagnostic testing, laboratory services, immunization services, and worldwide travel consultation. SHS also has a staff that provides wellness programming to teach and encourage students to maintain healthy behavior. Services also include fit testing of the N95 mask, clinical clearance documentation, and a blood-borne pathogen exposure program for students. Tuberculosis testing is required upon enrollment and annually thereafter, and SHS tracks immunization compliance of all students to protect both students and patients with whom they interact [7]. Confidential counseling and psychiatric services include individual, as well as group therapy, stress management, and crisis intervention. SHS maintains a published protocol for blood and body fluid exposure, both on and off campus [8]. Referral and emergent care services are also available, and regularly updated health alerts are posted on the SHS website [9].

Employee Health Services provides select services to GRU employees. Services offered include post-hire physicals, annual health screenings, semi-annual health screenings, urine drug testing, blood alcohol testing, N-95 mask fit-testing, respiratory fit testing and/or respirator physical exams, physician sick visits for work-related events, physician fitness-for-duty exams, return to work programs, transitional duty work programs, occupational animal contact health risk assessments, TB screening programs, T-Spot and QFT programs, vaccination programs for Hepatitis-A, Hepatitis-B, Measles-Mumps-Rubella, Varicella, Tdap, Tetanus, Rabies, Influenza and others considered based on need/availability. Employee Health also sees and treats worker's compensation, initial and follow up contacts from exposures to Blood-Borne Pathogens via needlestick/Sharps and splash injuries as well as minor injuries occurring onsite related to slips, trips, and falls.

Institutional Research Board involving Human Subjects

The mission of the Institutional Review Board (IRB) office is to ensure the research goals of the enterprise are met ensuring compliance and protection of human subjects involved in research and to serve as the central contact for facilitating the goals of the Enterprise Human Research Protection Program (HRPP). The IRB office provides administrative support for the internal IRBs and a liaison for the external IRBs, ensuring education and training for human research investigators, staff, and IRB members. The department also monitors and provides oversight for all IRB approved studies.
The GRU IRB Office has jurisdiction over all GRU human subject research regardless of funding status and source and has been granted the authority by the institution and the institutional review boards to observe the consent process and the conduct of the research:

- At this institution
- By or under the direction of any employee or agent of this institution (including students) in connection with his or her institutional responsibilities
- By or under the direction of any employee or agent of this institution using any property or facility of this institution,
- Or involving the use of this institution's nonpublic information to identify or contact human participants.

Other GRU Health, Safety, and Security Measures

In addition to the many efforts described above by various service units, other policies are in place to promote health, safety, and security among GRU’s campus community. These policies include:

- Tobacco-Free Policy [10]
- HIV, HBV, HCV Policy [12]
- Identity Theft Policy [13]

Sources

- GRU Committee - Institutional Biosafety Committee (IBC)
- GRU Committee - Institutional Chemical Safety Committee (ICC)
- GRU Organizational Chart - Facilities Services
- GRU Policy Library - HIV, HBV, HCV
- GRU Policy Library - Identity Theft Program
- GRU Policy Library - Immunization
- GRU Policy Library - Radiation Safety Program Enforcement Program
- GRU Policy Library - Safety Committee
- GRU Policy Library - Tobacco-Free
- GRU Public Safety Website
- GRU Student Health Services Blood/Biohazard Exposure Procedures
- GRU Student Health Services Immunization Documentation Procedures
- GRU Student Health Services Website - Health Alert Poster
3.11.3

Physical Resources: Physical facilities

The institution operates and maintains physical facilities, both on and off campus, that appropriately serve the needs of the institution's educational programs, support services, and other mission-related activities.

Judgment

- Compliance
- Non-Compliance
- Not Applicable

Narrative

Within the mission and purpose of Georgia Regents University (GRU) is the need to operate and maintain physical facilities adequate to serve the educational and research programs, support services, and other mission-related activities. Adequate, well-maintained facilities for all programs enable GRU to achieve its goals and to more effectively serve its constituents. The physical resources of GRU are the ultimate responsibility of the Executive Vice President of Administration and Finance/Chief Business Officer [1]. Planning for future development of the GRU physical facilities is the responsibility of the Facilities Services division. The Facilities Services division is led by the Vice President of Facilities Services who reports directly to the Executive Vice President of Administration and Finance. The Facilities Services division is composed of multiple units with major activities related to physical resources serving the university: Facilities Operations, Planning Design and Construction, Environmental Services, CEPA Safety & Security and, Business Services [1].

Resources

GRU's main campus location is Augusta, Georgia, situated on the Savannah River, Georgia's eastern boundary with South Carolina; the Augusta Campus is composed of five primary locations serving students and faculty:

- **Summerville** - The traditional university programs and services are located on an 80-acre tract of land in Augusta's historic Summerville neighborhood. This area is an aesthetic mix of restored historic buildings and state-of-the-art facilities nestled among mature trees. The character of this location is very much in keeping with the neighborhood, and has been embraced by the local community. This location includes meandering walkways that curve around new gardens and is one that is well designed for the students and programs of the University. This location served as the primary location for the former Augusta State University (ASU).

- **Health Sciences** - The health sciences programs and services are located on approximately 170 acres of land within the city limits of Augusta in the Bethlehem/Laney-Walker neighborhood. This location is home to academic, research, and clinical facilities, as well as a 220-bed student housing complex and GRU's recreation/wellness center. The Health Sciences location is a continuously expanding urban conglomerate that is easily accessible to those in the area. In addition, GRU is affiliated with the not-for-profit Georgia Regents Medical Center, which operates clinical facilities through a master-lease agreement with GRU's governing body, the Board of Regents (BOR) of the University System of Georgia (USG) and with GRU. This location served as the primary location for the former Georgia Health Sciences University (GHSU).

- **Forest Hills** - This location is home to educational programs in kinesiology and wellness, athletics, and student housing. This location includes instructional space, a golf course, golf clubhouse, athletic field house and fields, and a 576-bed student housing complex located approximately three miles from the Summerville location and seven miles from the Health Sciences location. This location was a part of the former ASU.

- **Gracewood** - In addition to the academic locations, GRU operates a 95-acre animal support facility adjacent to Gracewood State School and Hospital. This location is approximately 6.5 miles south of the Health Sciences location and was formerly part of GHSU.

- **Riverfront** - This property is located on 16.47 acres bordering the Savannah River and was acquired by the BOR and GRU. The property currently consists of land and three unoccupied buildings. Its potential uses are being evaluated, but no permanent uses have been identified to date.

Maps depicting the distribution of locations in Augusta appear as evidence [2].

In the last five years, GRU has constructed and opened two academic facilities to support the strategic priority to ensure that facilities and infrastructure fulfill the needs of our academic, athletic, clinical, military outreach, and research programs. The facilities include a 274,000 gross-square-foot College of Dental Medicine and a 222,000 gross-square-foot J. Harold Harrison, M.D. Education Commons. The buildings are located on 4.5 acres of land in the southwestern corner of the Health Sciences location. The $112 million College of Dental Medicine facility was designed to support educational and clinical operations and provides more than 300 dental chairs for teaching dental students and providing dental care to patients.

Located next to the College of Dental Medicine, the J. Harold Harrison, M.D. Education Commons opened in 2015. The three-story facility serves as the primary classroom facility for dental and medical students, providing access for dental students through a connection point on the first floor. The building includes two 300-person capacity classrooms, two medium 150-person capacity classrooms, and several smaller classrooms. The third floor of the facility hosts a state-of-the-art Interdisciplinary Clinical Skills and Simulation Center, to be used by medical, nursing, dental, and allied-health sciences students. The center includes 30 clinical skills exam rooms, five high fidelity simulation rooms, five low fidelity simulation rooms, and two clinical skills open bay labs. The project also included a renovation in the Carl Sanders Research and Education Building, to provide expansion to the existing gross anatomy lab capacity. Both the new building and the renovations were designed to meet current academic needs and allow for future growth in the Medical College of Georgia and the College of Dental Medicine.

All GRU properties in Augusta totals over 690 acres of educational, research, clinical, and administrative facilities with over 157 buildings and approximately 7 million gross square feet of space including the Health System. Other major facilities for instruction include the Carl Sanders Research and Educational Building, the Interdisciplinary Research Building, the Health Sciences Building, the Georgia Regents Medical Center, the Medical Office Building, the Children's Hospital of Georgia, the College of Dental Medicine Building, University Hall, Allgood Hall, Washington Hall, the Science Building, and the Greenblatt and Reese Libraries. A complete listing of all GRU facilities, with year of construction, date of last
renovation, and net assignable square footage, is available electronically on Banner, the institution’s online data and information system. Included in the 690 acres is a 182-acre, eighteen-hole historic golf course designed by Donald Ross, a nationally recognized golf course designer of the early 20th century. GRU has student housing available for 800 students, one-fourth located adjacent to educational buildings, and three-fourths located on a 19-acre tract across from the Christenberry Fieldhouse and golf course at the Forest Hills location. A combined inventory of space and building land lease inventory property (BLLIP) reports are provided as evidence to illustrate the combined physical resources of the university [3].

Off-Campus Instructional Sites

Although the University is located in Augusta, it forms a significant footprint across Georgia with off-campus instructional sites throughout the state. Currently, GRU operates six off-campus instructional sites that offer 50 percent or more credits toward a degree one site that offers more than 25 percent – but less and 50 percent – of credits toward the degree. See Table 3.11.3-a below for a list of these locations.

<table>
<thead>
<tr>
<th>Campus</th>
<th>Approximate Distance from Augusta Campus</th>
<th>Credits Toward Program</th>
<th>Programs (s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Southwest Georgia Clinical Campus</td>
<td>208 miles in Albany, GA</td>
<td>50% or more</td>
<td>MD (clinical portion of curriculum)</td>
</tr>
<tr>
<td>GRU / UGA Medical Partnership</td>
<td>98 miles in Athens, GA</td>
<td>50% or more</td>
<td>MD (full four-year curriculum)</td>
</tr>
<tr>
<td>College of Nursing in Athens (CONAT)</td>
<td>98 miles in Athens, GA</td>
<td>50% or more</td>
<td>BSN, MSN (Clinical Nurse Leader), DNP (Nurse Practitioner), and Post Masters Certificates</td>
</tr>
<tr>
<td>Columbus State University</td>
<td>248 miles in Columbus, GA</td>
<td>50% or more</td>
<td>MSN (Family Nurse Practitioner and Pediatric Nurse Practitioner), DNP (Nurse Practitioner)</td>
</tr>
<tr>
<td>Northwest Georgia Clinical Campus</td>
<td>216 miles in Rome, GA</td>
<td>50% or more</td>
<td>MD (clinical portion of curriculum)</td>
</tr>
<tr>
<td>Southeast Georgia Clinical Campus</td>
<td>133 miles in Savannah, GA</td>
<td>50% or more</td>
<td>MD (clinical portion of curriculum)</td>
</tr>
<tr>
<td>Greenbrier High School</td>
<td>16 miles in Evans, GA</td>
<td>25-49%</td>
<td>EdS</td>
</tr>
</tbody>
</table>

Off-campus instructional sites are also located in well-equipped and effectively-managed facilities. For all remote facilities, equipment control as well as maintenance and environmental services are provided through an affiliation agreement with the host institution and/or by a private company.

Specifically, the College of Nursing in Athens (CONAT) is housed at 1905 Barnett Shoals Road in a nearly 24,000 square-foot, rented facility that accommodates office space and meeting space, a high-fidelity simulation lab, and classrooms, including two electronic classrooms used to conduct both undergraduate and graduate courses via distance learning technologies. Also located in Athens is the GRU/University of Georgia (UGA) Medical Partnership, which is currently housed at the UGA Health Sciences Campus on Prince Avenue on the 58-acre former site of the Navy Supply Corps School.

The three clinical campuses, where medical students may complete the clinical portion of the curricula, are located at health systems serving the respective area. Third and fourth year clinical rotations comprise 50 percent of the medical students’ requirements for completion of the MD degree: therefore, up to half of the required courses can be completed on the clinical campuses. At each of the clinical campuses, all of the seven core rotations for the third year and two of the required rotations in the fourth year can be completed. The third year clinical rotations are pediatrics, family medicine, internal medicine, psychiatry, neurology, surgery, and OB/GYN. The fourth year required clinical rotations are emergency medicine and ambulatory/critical care. Various electives are afforded to medical students throughout their third and fourth years and can be completed on the clinical campuses, if available, or at the main campus in Augusta. Descriptions for each of the clinical campuses is provided below:

SW Georgia: The Southwest Georgia clinical campus will celebrate its 10th anniversary this academic year (AY2015-2016). The campus suite is located at 1000 N. Jefferson Avenue, Albany, GA, on the Phoebe Putney Memorial Hospital campus. The SW Georgia regional campus has been approved by the LCME to receive 20 third year students and 20 fourth year students each year.

SE Georgia: The Southeast Georgia clinical campus opened in 2008 and accepted its first cohort of students in 2011. The campus suite is located at 5356 Reynolds Street, Suite #203, Savannah GA, on the St. Joseph's/Candler Health System campus. The SE Georgia regional campus has been approved by the LCME to receive 20 third year students and 20 fourth year students each year.

NW Georgia: The Northwest Georgia clinical campus opened in 2011 and accepted its first cohort of students in 2013. The campus suite is located on the Georgia Highlands College campus in Rome, GA. The LCME has approved the NW Georgia campus to receive 10 third year students and 10 fourth year students each year.

Finally, for EdS in Curriculum and Instruction students enrolled in courses at Greenbrier High School, the school provides appropriate instructional space for classroom sessions and computer lab sessions. (Note, a substantive change to close this location was submitted to the SACSCOC on August 9, 2015 [4]. If approved, the change will become effective December 5, 2015. Refer to the institutional response for Comprehensive Standard 3.12 for more information.)

Maintenance of GRU Physical Resources

The GRU Facilities Services Division coordinates the activities of Facilities Operations, Environmental Services (EVS) and Planning Design and Construction. The University’s Facilities Operations department is responsible for building and ground maintenance. Based on the needs identified by the deferred maintenance schedule and the institutional Master Plan, Facilities Operations schedules the replacement or repair of items such as roofs, carpet, boilers, and chillers or any other need as identified by students, faculty or university staff.
Facilities Operations personnel are available seven days a week to provide a pleasant, safe, and attractive learning and working environment for students, staff and community. These services ensure that facilities, grounds, and equipment function efficiently, are clean, comfortable, and well maintained. Data collected from FY 2015 Facilities Operations surveys from work orders sent to faculty, staff, and students report an approval rating of “agree” or “strongly agree” of 83 percent responses showing that the Facilities Operations employees provide an excellent level of maintenance and repair [5].

To demonstrate responsibility, stewardship, and accomplishment of the institution's maintenance objectives, the GRU Facilities Operations utilizes a computer-generated Work Order System, Maximo for all special job order request, work orders, and routinely-scheduled maintenance (PMs). All approved work orders are logged into Maximo when they are received at the Work Management Center. The request can be made by phone or email. Any staff member, student, or citizen can submit requests to the GRU Facilities Operations department.

If a GRU department has a special need within their area, a Facilities Project Request is created for this modification or repair. Facilities Project Request requires special approval, and usually, a funding source by the requesting department. An example may be the rearrangement of an office floor plan or out of cycle painting [6].

Routine maintenance is performed according to the frequency needed to provide minimal maintenance operation costs and to maximize productivity. Routine maintenance is scheduled in Maximo as preventive maintenance schedules. At the beginning of each week, the preventive maintenance work orders are generated. Some examples include the changing of air filters, checking belts for proper tension, cracks wear and tear, lubing motors and pumps, testing generators, and similar maintenance items.

Daily work order requests are prioritized by the manager or supervisor according to urgency, relative importance, and the date of the request, and then assigned by the supervisor. Facilities Operations personnel print the approved work order and the PM work orders from Maximo and the Maintenance Supervisor distributes them to the appropriate trade technicians to perform the work. When the work is completed, the technicians log the amount of time on the job and the materials used to complete that job in Maximo. The Supervisor then reviews the work order on line and will then close out or archive. Once the work order is completed an email is then sent to the requester to inform them that the work order is complete. A survey is also sent at the same time to the requester. Maximo is able to tabulate FTE-hours and materials used to maintain each facility/asset. GRU Facilities Operations records for the FY2014 show that over 8,957 PM’s were completed. (8,274-Health Sciences location; 683-Summerville location). Approximately 13,000 routine work orders were performed during FY2014 (9,107-Health Sciences location; 3,261-Summerville location). Preventive maintenance is set up to send out weekly schedules to the assigned shops. Each schedule specifically shows when the maintenance is required. Facilities Operations also responds promptly to safety related work orders submitted by the Environmental Health and Safety Division (EHS). These work orders are generated by EHS to mitigate an identified safety hazard or other unsafe condition on the grounds or buildings for all GRU campus locations [7].

The deferred maintenance list is reviewed by the Director of Facilities Operations on a regular basis. He periodically discusses the status of the deferred maintenance with his staff to keep them informed and to discover if new issues have developed as documented in bi-Monthly Manager meeting minutes. Those issues without available budget funding are prioritized and temporarily placed on the deferred maintenance list. If the repair of a deferred item changes priority, that item, along with the anticipated repair cost is placed on the next year’s budget [8].

The Facilities Operations budget, which includes Operations and Maintenance is established as part of the annual budgeting process of Georgia Regents University. Adjustments are made during the planning process, and the final budget is approved by the President’s Cabinet.

Facilities Planning, Design and Construction

The Facilities Planning, Design, and Construction office is responsible for the creation and updates to the GRU Campus Master Plan. Due to consolidation, GRU and USG leadership decided to create a new consolidated master plan, rather than update previous campus master plans. Thus, the process took approximately a year and a half. In February 2014, Facilities kicked off the GRU Campus Master Plan. A structure was created for information sharing and decision making. The Executive Committee was comprised of the President, Executive Vice Presidents, Vice President of Government Relations, USG Vice Chancellor of Facilities, and the Vice President of Facilities Services. The Advisory Group was comprised of both GRU and Georgia Regents Health System Vice Presidents and appropriate Academic representation such as two Deans and three Faculty members. There were many focus groups set up to gather information and help inform the Master Planning process including, but not limited to: Academic Growth Projections, Research Growth Projections, Clinical Growth Projections, University Libraries, Student Quality of Life, Parking and Transportation, Individual Dean/Colleges, Finance, Athletics, Facilities, Information Technology, etc. In addition to the Focus Groups, the GRU Campus Master Planners engaged several groups including the: President’s Cabinet, University Faculty Senate, multiple Faculty Town Halls, the BAITUR Committee, the Academic Leadership Team, the Health System Management Team meeting, and Student groups. Each Focus Group provided data regarding anticipated growth for the next ten (10 years).

The GRU Campus Master Planners, Smithgroup JJJR, lead GRU through three phases of a planning process: Strategy, Scenario Planning, and Outcomes. Each phase was important, starting with the Strategy Planning. The Focus groups provided hundreds of data points, including their growth projections. The information collected was vetted at the Advisory and Executive Committee levels prior to using the information to inform the Scenario Planning. The Scenario Planning was an iterative process that included brainstorming, problem solving, evaluating different alternatives, etc. During the outcome phase, costs were applied to selected scenarios and alternatives to inform final decisions for the completed GRU Campus Master Plan.

The GRU Campus Master Plan was completed in June 2015 and provides a road map for the physical resources needed to support the academic
Technology Infrastructure

To ensure reliable and secure access to academic resources, GRU employs a number of industry leading technologies and services. The physical network infrastructure is built on a redundant architecture. Additionally, the GRU wireless network provides wireless network access within any campus building.

The entire GRU network infrastructure is interconnected via redundant fiber optic links. The Core and Distribution links are not only redundant, but utilize multiple paths for an increased level of resiliency. Additionally, all network infrastructure supporting academic areas is supported with an uninterruptible power supply (UPS) to provide an additional level of reliability.

The network and its users are protected from malicious software via technologies and advanced monitoring systems. Through these technologies, we are able to reduce the impact of virus and/or infections brought to the campus, and reduce the likelihood of an infection occurring while connected to the GRU network.

A redundant high speed Internet/Internet2 connection provides resilient access to Internet/WWW based services, and reliable access to campus based resources while students are off campus. Perimeter security is managed via a redundant pair of firewalls with 24 hour monitoring.

Systems are in place to monitor all network infrastructure 24 hours a day. The systems report directly via paging and email, and indirectly via an operations center, any outages or anomalies that may affect access to network based resources. An on-call rotation ensures issues will be addressed in a timely manner as possible.

There are approximately 250+ network data closets located throughout the GRU enterprise. The closets are secured by a traditional key lock and/or an electronic badge reader device and monitored by Public Safety for access. They are also environmentally controlled and monitored by facilities to ensure proper temperatures are maintained. These closets contain network electronics which provide IT services throughout the enterprise.

GRU hosts two data centers, one located at the Health Sciences location (HS) and the other within the Summerville location (SV). The Annex building (HS) data center is a 4000 ft2 state of the art, tier 3 facility with redundant cooling, power, UPS system and a 900KV generator. This facility, and its level of redundancy, ensure continuity of applications and data, even during catastrophic power failures. Fire suppression is handled primarily by FE-25 fire extinguish and with a pre-action, dry pipe sprinkler system as a backup. It is staffed 24/7 by the Technical Operations team.

The Summerville data center is an 1800 ft2 facility with redundant cooling, power, UPS system and a 200 kW generator. This facility, and its level of redundancy, ensure continuity of applications and data, even in the event of a catastrophic power failure. The fire suppression system is a pre-action, dry pipe sprinkler system. This location will most likely become a disaster recovery site to the primary Health Sciences data center.

With multiple programs engaged in distance education and more planned, technology support to ensure seamless delivery of instruction is vital. Currently, 27 classrooms are equipped to deliver distance education. As typical operations see a maximum of four GRU sites involved in simultaneous sessions, this number of distance-capable classrooms is sufficient. Current instructional technology tools to support online learning include Desire2Learn, a learning management system; WebEx and Cisco’s Telepresence for online communications and collaboration; and Echo360 for lecture capture. Secure exam browsers are provided by ExamSoft and Respondus Lockdown Browser.

For off-campus clinical and instruction sites where GRU students and personnel may be assigned, formal arrangements address equipment, communications, data security, and personnel. Currently, ITS has service agreements with Phoebe Putney Memorial Hospital in Albany, Southeast Georgia Health Systems in Brunswick St. Joseph’s/Chandler in Savannah and Georgia Highlands College in Rome, GA. These agreements ensure that academic content can be delivered and that classroom space and computer equipment is available to faculty and students. Information technology also is addressed in several memoranda of understanding, such as with the College of Nursing program at Columbus State University that is managed by other divisions.

GRU supports 210 classrooms on two local campuses, 55 ITS managed computer labs with over 1,050 computers accessible to students. January 2015 marks the first semester the newly built Education Commons will host Medical, Dental, Nursing, and some Allied Health Sciences students within its five classrooms, 13 learning communities, lounges and Simulation Center. Power and data are located at each student seat in all classrooms, including the multi-configurable spaces. Power also exists at student study and lounge space within the building.

GRU hosts three student-oriented, walkup service desks, one located at the Summerville location, one in the Education Commons at the Health Sciences location, and a smaller desk within the Dentistry building. Pending the success of the desk in Dentistry, other small, discipline specific desks may be created within other locations on both campuses.

GRU provides student space for meeting and collaboration, both virtually through the use of WebEx and Desire2Learn as well as physically. ITS supports over 13 learning communities and multiple conference rooms at both locations, located in academic buildings, the libraries and the Jaguar Student Activities Center (JSAC).

GRU Mobile is an application developed with collaboration between GRU and Blackboard, Inc. The application was developed as part of an effort to advertise and assist faculty, staff, and students to common areas of interest within GRU. The application is available for iOS, Android, as well as any device that can access websites. The applications all support updated information regarding Athletics, News, Videos, GRU Personnel directory, Photos, Events, Maps, as well as links to Patient and Family Centered Care and an Emergency button to receive assistance at a moment’s request. The iOS version also includes additional features including three campus tour guides (one for each location, as well as a history tour) that integrates with Google maps.

GRU’s information technology enterprise is led by the Vice President and Administration and Chief Information Officer (CIO), who also reports to the Executive Vice President for Finance and Administration (CBO). The Division of Information Technology Services is comprised of Enterprise Application Systems, University IT Services, Instructional Design and Development, IT Business Operations, Infrastructure Services, and Security Administration.
Sources

- GRU Campus Maps
- GRU Campus Master Plan (Note - File May Download Slowly)
- GRU Facilities Services Building Leased, Land and Inventoried Property (BLLIP) Database
- GRU Facilities Services Deferred Maintenance Schedule
- GRU Facilities Services Operations Water Intrusion Policy - No. 27
- GRU Facilities Services Project Request
- GRU Facilities Services Survey Numbers (FY2014)
- GRU Letter to SACSCOC - Greenbrier Closure Notification (2015.8.9)
- GRU Organizational Chart - Facilities Services
3.12

Substantive change

The institution notifies the Commission of changes in accordance with the Commission’s substantive change policy and, when required, seeks approval prior to the initiation of changes. (See Commission policy “Substantive Change for Accredited Institutions.”)

Judgment

☐ Compliance  ☐ Non-Compliance  ☐ Not Applicable

Narrative

Georgia Regents University (GRU) has a policy to ensure that all substantive changes are reported to the SACSCOC in a timely fashion. The GRU Substantive Change Policy [1] is published in the GRU Policy Library [2] and defines the types of the changes requiring SACSCOC notification or approval and the institutional procedures for reporting substantive changes to the Commission on Colleges.

GRU Procedures for Reporting Substantive Changes

The Vice President for Institutional Effectiveness serves as the institution’s Accreditation Liaison, and she has responsibility for enforcing compliance with the GRU Substantive Change Policy and informing GRU’s President, Provost, and other senior leaders of all changes to Commission policies, including the policies pertaining to substantive change. Reporting to her is the Director of Accreditation, whose responsibility is to operationalize the GRU 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. [3]

When programs or units plan to implement changes, they must notify the Director of Accreditation for guidance on appropriate and timely notification to SACSCOC. The Director then reviews the current version of the SACSCOC Policy Statement on Substantive Change for Accredited Institutions of the Commission on Colleges [4] to determine whether a) the change is considered to be substantive in nature according to Commission policy and b) if so, the appropriate procedure for notifying or seeking approval from the Commission. The Accreditation Liaison is then notified of the pending change and the Director’s determination of the required substantive change procedure. If necessary, the Accreditation Liaison will consult with the institution’s SACSCOC Vice President for further guidance. The Liaison also notifies the President, Provost, and other academic affairs offices of the pending notification to SACSCOC and seeks their inputs as appropriate.

Mechanisms for Identifying Substantive Changes

In addition to the procedure for notifying the SACSCOC of substantive changes, described above as well as in the GRU Substantive Change Policy, the institution also incorporates Commission notification into other procedures that could be substantive changes, most notably the deactivation or termination of a program. For all curriculum actions that result in a deactivation or termination of a program, GRU requires that these actions be approved through the normal curriculum approval processes. GRU’s standard operating practices require that a program be deactivated first prior to termination. Any deactivation of a program requires a teach out plan to be filed in the academic department for each student completing the program. The deactivation of the program is made to the University System of Georgia (USG). A program may be reactivated within a period of two years. If a program is not reactivated within two years and once students on teach out plans have completed the program, the program is submitted for termination to the USG Board of Regents, who then must vote to officially close the program. More information about the GRU Program Closure Process is provided [5].

The ability to successfully implement the procedures described above is largely dependent on an institutional awareness of SACSCOC policies and expectations and an understanding of the infrastructure for leading and supporting GRU’s compliance with the Principles of Accreditation. Additionally, the Accreditation Liaison’s role as a senior leader with a direct reporting line to the Provost enables early detection of pending changes. The Liaison serves as a member of the Provost’s Cabinet, which includes all direct reports and several indirect reports to the Provost and meets biweekly. Additionally, the Provost’s Operations Management Team (POMT), which meets weekly, comprises the Provost, the Vice President for Academic and Faculty Affairs, the Vice President for Enrollment and Student Affairs, the Vice President Academic Planning and Strategic Initiatives, and the Accreditation Liaison; this group’s purpose is to collaborate on operational coordination, problem-solving, and prioritization. The Liaison is also the chair of the Institutional Effectiveness Planning Committee (IEPC), which meets monthly and is composed of key college-level officers (e.g., associate deans) with responsibility for academic affairs, assessment, curriculum, and planning in their programs.

Through all of these groups, the Accreditation Liaison and Director of Accreditation regularly communicate not only about substantive change in general, but they also seek input and guidance from members about details of changes that may impact their own programs. These communications provide opportunity to instill the awareness in program leaders needed for timely and appropriate notification of changes to the Commission, when required. Program officers are strongly encouraged to contact the Director of Accreditation regarding changes even if they do not believe them to be substantive in case the Commission has altered its policy or as a precaution against misinterpretation.

GRU Substantive Changes Submitted to the SACSCOC

GRU is in itself the product of a substantive change, having been formed as a consolidation of two institutions that had each been in operation for decades. Therefore, the institution’s compliance with the SACSCOC expectations for reporting substantive changes to Commission begins with the initial notification in January 2012 of the USG’s decision regarding the ASU/GHSU consolidation. That notification kicked of a multi-year process that entailed the Commission’s initial approval of the consolidation in December 2012 and a successful review of the new university’s compliance with select Principles of Accreditation in late 2013. Since the establishment of the new university, GRU has submitted four other substantive changes to the SACSCOC.
<table>
<thead>
<tr>
<th>Substantive Change</th>
<th>Original Notice to SACSCOC</th>
<th>SACSCOC Response</th>
<th>Other GRU Correspondence with SACSCOC</th>
<th>Current Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Closures (MEd in Educational Leadership, MSN in Family Nurse Practitioner, MSN in Pediatric Nurse Practitioner, and BS in Mathematics/Physics)</td>
<td>7/9/2015 [23]</td>
<td></td>
<td></td>
<td>Response pending</td>
</tr>
<tr>
<td>Closure of Off-Campus Instruction Site (Evans/Columbia County, Georgia)</td>
<td>8/9/2015 [26]</td>
<td></td>
<td></td>
<td>Response pending</td>
</tr>
<tr>
<td>Initiation of Off-Campus Instruction Site (Aiken County, South Carolina)</td>
<td>8/10/2015 [27]</td>
<td></td>
<td></td>
<td>Response pending</td>
</tr>
</tbody>
</table>

Sources

- GRU Letter to SACSCOC - Closure of Off-Campus sites, Gwinnett, Gordon, and Darton (2014.3.18)
- GRU Letter to SACSCOC - Consolidation merger of Augusta State University and Georgia Health Sciences University (2012.1.28)
- GRU Letter to SACSCOC - Consortium Psych-Mental Health Advanced Practice Nursing, PMH APN (2012.7.26)
- GRU Letter to SACSCOC - Greenbrier Closure Notification (2015.8.9)
- GRU Letter to SACSCOC - Initiation of Off-Campus Instructional Site - Aiken, South Carolina (2015.10.8)
- GRU Letter to SACSCOC - Initiation of Off-Campus Instructional Site - Columbia County, Georgia (2014.2.3)
- GRU Letter to SACSCOC - Initiation of Off-Campus Instructional Site - Rome, Georgia (2012.1.9)
- GRU Letter to SACSCOC - Other Correspondence - Initiation of Off-Campus Instructional Site - Rome, Georgia (2013.3.25)
- GRU Letter to SACSCOC - Presidential Appointment (2012.6.13)
- GRU Letter to SACSCOC - Program Closures - BS in Diagnostic Medical Sonography, Certificate in Medical Technology, MEd in Health and Physical Education, and MS in Neonatal Nurse Practitioner (2014.8.15)
- GRU Letter to SACSCOC - Program Closures - MEd in Educational Leadership, MSN in Family Nurse Practitioner, MSN in Pediatric Nurse Practitioner, and BS in Mathematics/Physics (2015.7.9)
- GRU Letter to SACSCOC - Program Closures, AA and AS Degrees (2015.7.23)
- GRU Letter to SACSCOC - Psych-Mental Health Advanced Practice Nursing, PMH APN (2012.11.20)
- GRU Letter to SACSCOC - Special Education Deactivation (MEd) (2015.8.4)
- GRU Organizational Chart - Academic Affairs (Page 6)
- GRU Policy Library
- GRU Policy Library - Policy on Policies
- GRU Policy Library - Substantive Change Policy
- GRU Program Closures Process
SACSCOC Policy Statement - Substantive Change for SACSCOC Accredited Institutions
SACSCOC Response Letter to GRU - Closure of Off-Campus sites, Gwinnett, Gordon, and Darton (2015.5.8)
SACSCOC Response Letter to GRU - Consolidation Merger of Augusta State University and Georgia Health Sciences University (2013.1.15)
SACSCOC Response Letter to GRU - Consolidation Merger of Augusta State University and Georgia Health Sciences University (2014.1.13)
SACSCOC Response Letter to GRU - Consortium Psych-Mental Health Advanced Practice Nursing, PMH APN (2012.11.2)
SACSCOC Response Letter to GRU - Consortium Psych-Mental Health Advanced Practice Nursing, PMH APN (2013.3.25)
SACSCOC Response Letter to GRU - Initiation of Off-Campus Instructional Site Columbia County, Georgia (2014.3.3)
SACSCOC Response Letter to GRU - Initiation of Off-Campus Instructional Site Rome, Georgia (2013.6.11)
SACSCOC Response Letter to GRU - Initiation of Off-Campus Instructional Site Rome, Georgia, (2013.7.30)
SACSCOC Response Letter to GRU - Program Closures, BS in Diagnostic Medical Sonography, Certificate in Medical Technology, MEd in Health and Physical Education, and MS in Neonatal Nurse Practitioner (2014.10.22)
3.13.1

Policy Compliance: Accrediting Decisions of Other Agencies

Applicable Policy Statement. Any institution seeking or holding accreditation from more than one U.S. Department of Education recognized accrediting body must describe itself in identical terms to each recognized accrediting body with regard to purpose, governance, programs, degrees, diplomas, certificates, personnel, finances, and constituencies, and must keep each institutional accrediting body apprised of any change in its status with one or another accrediting body.

Documentation: The institution should (1) list federally recognized agencies that currently accredit the institution or any of its programs, (2) provide the date of the most recent review by each agency and indicate if negative action was taken by the agency and the reason for such action, (3) provide copies of statements used to describe itself for each of the accrediting bodies, (4) indicate any agency that has terminated accreditation, the date, and the reason for termination, and (5) indicate the date and reason for the institution voluntarily withdrawing accreditation with any of the agencies.

Judgment

Compliance □ Non-Compliance □ Not Applicable

Narrative

Of the 26 total agencies that accredit Georgia Regents University’s (GRU) academic programs [1], 11 are recognized by the US Department of Education (USDE) [2]. GRU is in compliance with this policy as it describes itself, when requested by the accrediting body, in identical terms to each accrediting body with regard to purpose, governance, programs, degrees, diplomas, certificates, personnel, finances, and constituencies.

Consistent Representation to Federally Recognized Accreditation Agencies

It should be noted that many specialized accreditors do not delineate standards requiring accredited programs to describe the university overall. Typically, programmatic accreditation standards are centered on the programs themselves and the departments and colleges in which they are housed. However, even in correspondence with accrediting bodies, GRU programs describe themselves in identical terms by corresponding on institutional letterhead.

Additionally, many of GRU’s specialized accreditations were last renewed under the umbrellas of Augusta State University (ASU) or Georgia Health Sciences University (GHSU), the institution’s legacy institutions. Since the consolidation occurred in January 2013 [3], programs in health informatics, nursing, public health, radiologic technology, art, and music have all undergone a review from their federally recognized accrediting body.

Table 3.13.1-a provides the current list of GRU’s federally recognized program accreditations and information on the last review from each agency. Additionally, information is provided for how GRU is described for programs accredited since the 2013 consolidation occurred.
<table>
<thead>
<tr>
<th>Accrediting Agencies</th>
<th>(2a) Date of Most Recent Review</th>
<th>(2b) Negative Action, if applicable</th>
<th>(3a) GRU Description Statements about Accreditation</th>
<th>(3b) Other Evidence of Identical Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accreditation Council for Occupational Therapy Education (ACOTE)</td>
<td>2013</td>
<td>No negative action</td>
<td>&quot;Our program is fully accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA). ACOTE can be contacted at: 4720 Montgomery Lane, Suite 200, Bethesda, MD 20814-3449, (301) 652-AOTA, <a href="http://www.ACOTEONLINE.ORG">www.ACOTEONLINE.ORG</a>.&quot; [4]</td>
<td>Self-Study: Accreditation renewal was based on report submitted in 2012, prior to formation of GRU. Other: [5]</td>
</tr>
<tr>
<td>The Council for the Accreditation of Educator Preparation (CAEP) Formerly the National Council for Accreditation of Teacher Education (NCATE)</td>
<td>2012 by NCATE</td>
<td>No negative action</td>
<td>&quot;NCATE is the profession's mechanism to help establish high quality teacher preparation. Through the process of professional accreditation of schools, colleges and departments of education, NCATE works to make a difference in the quality of teaching and teacher preparation today, tomorrow, and for the next century. To learn more, visit the NCATE Web Site.&quot; [6]</td>
<td>Self-Study: Accreditation renewal occurred prior to formation of GRU. Other: [7] [8]</td>
</tr>
<tr>
<td>Commission on Accreditation in Physical Therapy Education (CAPTE)</td>
<td>2009</td>
<td>No negative action</td>
<td>&quot;The Doctor of Physical Therapy program at Georgia Regents University is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE), 1111 North Fairfax Street, Alexandria, VA 22314. The program’s next accreditation review is scheduled for 2019.&quot; [9]</td>
<td>Self-Study: Accreditation renewal occurred prior to formation of GRU. Other: [10]</td>
</tr>
<tr>
<td>Commission on Collegiate Nursing Education (CCNE)</td>
<td>2014</td>
<td>No negative action</td>
<td>&quot;GRU College of Nursing and its academic programs are distinguished by excellence and innovation. We strive to meet the highest standards in design and delivery of outstanding, relevant nursing education. The following lists the several collective and program accreditations held by the College. Commission on Collegiate Nursing Education One Dupont Circle, NW Suite 530 Washington, DC 20036 (202) 887-6791 / Fax: (202) 887-8476 <a href="http://www.aacn.nche.edu/ccne-accreditation">http://www.aacn.nche.edu/ccne-accreditation</a>&quot; [11]</td>
<td>Self-Study: The full report submitted by the College of Nursing to CCNE in 2014 is provided. The program’s description of GRU appears in the Introduction, beginning on page 4. [12] Other: [13]</td>
</tr>
<tr>
<td>The Council for Education in Public Health (CEPH)</td>
<td>2014</td>
<td>No negative action</td>
<td>&quot;Our MPH Program is fully accredited by the Council for Education in Public Health, and is a joint offering of the College of Allied Health Sciences and The Graduate School at GRU. With 90 percent of the program offered online, it supports the working professional in pursuit of a graduate degree and can be completed in two full-time years, with part-time options available.&quot; [14]</td>
<td>Self-Study: The full report submitted by the College of Allied Health Sciences to CAHIIM in 2014 is provided. The program’s response to standards pertaining to the university overall begins on page 37. [15] Other: [16]</td>
</tr>
<tr>
<td>Council on Accreditation</td>
<td>2011</td>
<td>No negative action</td>
<td>&quot;GRU College of Nursing and its academic programs are distinguished by&quot;</td>
<td>Self-Study: Accreditation</td>
</tr>
<tr>
<td>Institution</td>
<td>Year</td>
<td>Action</td>
<td>Summary</td>
<td>Other:</td>
</tr>
<tr>
<td>---------------------------------------------------------------------------</td>
<td>-------</td>
<td>-----------------------------</td>
<td>------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>--------</td>
</tr>
<tr>
<td>Council on Accreditation of Nurse Anesthesia Programs (COA)</td>
<td></td>
<td></td>
<td>excelence and innovation. We strive to meet the highest standards in design and delivery of outstanding, relevant nursing education. The following lists the several collective and program accreditations held by the College. Council on Accreditation of Nurse Anesthesia Programs 222 S. Prospect Avenue Suite 304, Park Ridge, IL 60068-4010 (847) 692-7050 / Fax: (847) 692-7137 <a href="http://home.coa.us.com/accredited-programs/Pages/default.aspx">http://home.coa.us.com/accredited-programs/Pages/default.aspx</a>&quot; [17]</td>
<td>[18]</td>
</tr>
<tr>
<td>Commission on Dental Accreditation (CODA) – Dental Medicine Program</td>
<td>2012</td>
<td>No negative action</td>
<td>&quot;The College of Dental Medicine's Doctor of Dental Medicine program is fully accredited by the Commission of Dental Accreditation of the American Dental Association. The commission's most recent site visit yielded eight commendations in predoctoral and graduate programs for outstanding performance. GRU students' scores on the National Boards I and II, required to practice dentistry, are consistently among the highest in the nation.&quot; [19]</td>
<td>[18]</td>
</tr>
<tr>
<td>Commission on Dental Accreditation (CODA) – Dental Hygiene Program</td>
<td>2012</td>
<td>No negative action</td>
<td>&quot;The GRU Dental Hygiene program is accredited by the Commission on Dental Accreditation and has been granted the accreditation status of 'Approval without Reporting Requirements.' The Commission is a specialized accrediting body recognized by the United States Department of Education.&quot; [21]</td>
<td>[20]</td>
</tr>
<tr>
<td>The Joint Review Committee on Education in Radiologic Technology (JRCERT)</td>
<td>2009</td>
<td>No negative action</td>
<td>&quot;Thank you for your interest in the Radiation Therapy program at Georgia Regents University. Our program is fully accredited by the Joint Review Committee on Education in Radiologic Technology.&quot; [23]</td>
<td>[22]</td>
</tr>
<tr>
<td>Liaison Committee on Medical Education (LCME)</td>
<td>2008</td>
<td>No negative action</td>
<td>The GRU Medical College of Georgia is currently undergoing its LCME self-study in anticipation of an accreditation renewal in 2016. Visit the college's website for extensive information about their current self-study. [26]</td>
<td>[24]</td>
</tr>
<tr>
<td>National Association of Schools of Art and Design (NASAD)</td>
<td>2013</td>
<td>No negative action</td>
<td>&quot;GRU's art programs are accredited by the National Association of Schools of Art and Design (NASAD).&quot; [28]</td>
<td>[27]</td>
</tr>
</tbody>
</table>

Self-Study: While the Art program's NASAD accreditation visit occurred after the consolidation occurred, the program's self-study was actually submitted prior to the consolidation. Nonetheless, the full report submitted by the Department of Art to NASAD in 2012 is provided. The program describes the pending consolidation in Section 1:
"Welcome to the Georgia Regents University Department of Music! I am so pleased that you have chosen to review our degree programs, faculty, and activities. The Department of Music is home to approximately 80 music majors and an outstanding faculty of 28. We currently offer three fully NASM (National Association of Schools of Music) accredited undergraduate degree programs: Bachelor of Music in Music Education, Bachelor of Music in Performance, and the Bachelor of Arts in Music."

**Notification to Accrediting Bodies of Program Status Changes**

Since GRU was established in January 2013, no accrediting agencies have terminated accreditation for any programs. The institution voluntarily withdrew accreditation from the National League for Nursing Accrediting Commission (NLNAC) in September 2012. The NLNAC formerly accredited the Bachelor of Science in Nursing (BSN) program at ASU; conversely, both the BSN and several post-baccalaureate nursing programs at GHSU were accredited by the Commission on Collegiate Nursing Education (CCNE). Due to its more comprehensive coverage of nursing education programs, the College of Nursing made the decision to maintain its accreditation status with CCNE and to voluntarily withdrawal from NLNAC accreditation. The closure report submitted to the NLNAC is provided [34], and the subsequent reporting to the CCNE regarding changes to the nursing programs is described below in Table 13.1.1 B.

**Notification to Accrediting Bodies of University Status Changes**

The consolidation of ASU and GHSU in January 2013 necessitated notification to all of the universities’ specialized accrediting bodies. Because the legacy institutions had few common programs, the notification process for most accreditors was simple. With the exception of the Bachelor of Science in Nursing (BSN), the consolidation did not significantly impact the aspects of degree programs typically reviewed by accreditors, such as curricula, faculty, facilities, etc. As a result, most specialized accreditors merely required basic notification, such as an email or a letter. In some instances, the accrediting body required additional documentation (e.g., an organization chart). Rarely, programs were required to submit a special report, and visits were only required by select accreditors. Table 13.1.1-b provides descriptions of how each specialized accrediting body was notified of the consolidation.
<table>
<thead>
<tr>
<th>Accrediting Agencies</th>
<th>Notification Process</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accreditation Council for Occupational Therapy Education (ACOTE)</td>
<td>The program notified the agency in accordance with the agency’s expectations. No additional information was requested. The notification of change is clearly demonstrated on the agency’s website. [35]</td>
</tr>
<tr>
<td>The Council for the Accreditation of Educator Preparation (CAEP)</td>
<td>The program notified the agency in accordance with the agency’s expectations. No additional information was requested. The notification of change is clearly demonstrated on the agency’s website. [36]</td>
</tr>
<tr>
<td>Formerly the National Council for Accreditation of Teacher Education (NCATE)</td>
<td></td>
</tr>
<tr>
<td>Commission on Accreditation in Physical Therapy Education (CAPTE)</td>
<td>The program notified the agency in accordance with the agency’s expectations. No additional information was requested. The notification of change is clearly demonstrated on the agency’s website. [37]</td>
</tr>
<tr>
<td>Commission on Collegiate Nursing Education (CCNE)</td>
<td>The program submitted a substantive change report to the agency in March 2013. No visit was required. Additional information was requested by CCNE and was submitted on May 30, 2013. Substantive Change was approved Nov 14, 2013. The notification of change is clearly demonstrated on the agency’s website. [38]</td>
</tr>
<tr>
<td>The Council for Education in Public Health (CEPH)</td>
<td>The program notified the agency in accordance with the agency’s expectations. No additional information was requested. The notification of change is clearly demonstrated on the agency’s website. [39]</td>
</tr>
<tr>
<td>Council on Accreditation Nursing (COA)</td>
<td>The program notified the agency in accordance with the agency’s expectations. No additional information was requested. The notification of change is clearly demonstrated on the agency’s website. [40]</td>
</tr>
<tr>
<td>Commission on Dental Accreditation (CODA) - Dental Medicine</td>
<td>The program notified the agency in accordance with the agency’s expectations. No additional information was requested. The notification of change is clearly demonstrated on the agency’s website. [41]</td>
</tr>
<tr>
<td>Commission on Dental Accreditation (CODA) - Dental Hygiene</td>
<td>The program notified the agency in accordance with the agency’s expectations. No additional information was requested. The notification of change is clearly demonstrated on the agency’s website. [42]</td>
</tr>
<tr>
<td>The Joint Review Committee on Education in Radiologic Technology (JRCERT)</td>
<td>The program notified the agency in accordance with the agency’s expectations. No additional information was requested. The notification of change is clearly demonstrated on the agency’s website. [43]</td>
</tr>
<tr>
<td>Liaison Committee on Medical Education (LCME)</td>
<td>The program notified the agency in accordance with the agency’s expectations. No additional information was requested. The notification of change is clearly demonstrated on the agency’s website. [44]</td>
</tr>
<tr>
<td>National Association of Schools of Art and Design (NASAD)</td>
<td>The program notified the agency in accordance with the agency’s expectations. No additional information was requested. The notification of change is clearly demonstrated on the agency’s website. [45]</td>
</tr>
<tr>
<td>National Association of Schools of Music (NASM)</td>
<td>The program submitted a substantive change report to the agency in March 2015. The notification of change is clearly demonstrated on the agency’s website. [46]</td>
</tr>
</tbody>
</table>

**Role of Accreditation Liaison in Notifying Accrediting Bodies of Status Changes**

The institution has infrastructure reporting to the Provost for monitoring and supporting specialized accreditations [47]. The Vice President for Institutional Effectiveness serves as the Accreditation Liaison, and reporting to her is the Director of Accreditation. The Director maintains an inventory of specialized accreditations and schedules, which informs the Accreditation Liaison of any changes in status to these accreditations. The Liaison has responsibility for notifying SACSCOC of any changes to the status of the specialized accreditations and for keeping program officers informed of any changes that must be reported to their accrediting agencies.

**Sources**

- GRU College of Allied Health Sciences Website - Department of Physical Therapy
- GRU College of Nursing Website - Accreditation
- Board of Regents Resolution on Consolidation
- Council for Higher Education Accreditation (CHEA) - Recognized Accrediting Organizations
- GRU Accrediting Agencies - ACOTE (Page 8)
- GRU Accrediting Agencies - CAEP
- GRU Accrediting Agencies - CAPTE
- GRU Accrediting Agencies - CCNE (Page 3)
- GRU Accrediting Agencies - CEPH (Page 13)
- GRU Accrediting Agencies - COA (Page 5)
- GRU Accrediting Agencies - CODA, Dental Hygiene (Page 2)
- GRU Accrediting Agencies - CODA, Dental Medicine (Page 4)
- GRU Accrediting Agencies - JRCERT
3.13.2

Policy Compliance: Collaborative Academic Arrangements: Policy and Procedures

Applicable Policy Statement. Member institutions are responsible for notifying and providing SACSCOC with signed final copies of agreements governing their collaborative academic arrangements (as defined in this policy). These arrangements must address the requirements set forth in the collaborative academic arrangements policy and procedures. For all such arrangements, SACSCOC-accredited institutions assume responsibility for (1) the integrity of the collaborative academic arrangements, (2) the quality of credits recorded on their transcripts, and (3) compliance with accreditation requirements.

Documentation: The institution should provide evidence that it has reported to the Commission all collaborative academic arrangements (as defined in this policy) that included signed final copies of the agreements. In addition, the institution should integrate into the Compliance Certification a discussion and determination of compliance with all standards applicable to the provisions of the agreements.

Judgment

☐ Compliance  ☐ Non-Compliance  ☑ Not Applicable

Narrative

GRU defines its terms related to joint and dual academic awards in accordance with the definitions provided in the Commission’s policy “Agreements Involving Joint and Dual Academic Awards.” As such, the following definitions apply regardless of the specific terms used in GRU contracts and other substantial agreements regarding educational programs:

- **Joint Educational Program** – One whereby students study at two or more institutions and are awarded a single program completion credential bearing the names, seal, and signatures of each of the participating institutions.
- **Dual Educational Program** – One whereby students study at two or more institutions and each awards a separate program completion credential bearing only its own name, seal, and signature.

Georgia Regents University does not have any agreements to offer dual or joint degree programs as they are defined by the SACSCOC. Therefore, this policy does not apply to this institution.


3.13.3

Policy Compliance: Complaint Procedures Against the Commission or Its Accredited Institutions

Applicable Policy Statement. Each institution is required to have in place student complaint policies and procedures that are reasonable, fairly administered, and well-publicized. (See FR 4.5). The Commission also requires, in accord with federal regulations, that each institution maintains a record of complaints received by the institution. This record is made available to the Commission upon request. This record will be reviewed and evaluated by the Commission as part of the institution’s decennial evaluation.

Documentation: When addressing Federal Requirement 4.5, the institution should provide a copy of its student complaint policy or policies and, for each policy, an example of how the institution follows it through resolution of the complaint. (An institution may have several policies adapted to student services, academics, etc.)

When addressing this policy statement, the institution should provide information to the Commission describing how the institution maintains its record and also include the following: (1) individuals/offices responsible for the maintenance of the record(s), (2) elements of a complaint review that are included in the record, and (3) where the record(s) is located (centralized or decentralized). The record itself will be reviewed during the on-site evaluation of the institution.

Judgment

Compliance  Non-Compliance  Not Applicable

Narrative

As described in the institution’s response to Federal Requirement 4.5, Georgia Regents University (GRU) has adequate procedures for addressing written student complaints and is responsible for demonstrating the procedures are followed when resolving student complaints. The Division of Enrollment and Student Affairs, through the Dean of Student Life’s Office [1], serves as the primary division handling written student complaints and is the division that manages and updates the University policy regarding student complaints.

Policies and Procedures for Student Written Complaints

Records of complaints and any correspondence related to their resolution are kept and disposed of in accordance with the appropriate policies/procedures and the records maintenance requirements of the University System of Georgia [2].

GRU provides methods for students to make complaints, lodge grievances and appeals, and otherwise to assert their rights to be heard and to have their concerns addressed by the faculty, staff, and administrators of the University. General procedures for students and information pertaining to submitting complaints are outlined by University policy “Student Concerns and Complaints.” [3] The Student Complaints policy is disseminated to students via the GRU Student Manual that is emailed annually to students at all levels and in all locations and made available at any time on the Division of Enrollment and Student Affairs webpage. The GRU Student Manual also includes information regarding formal stated processes for resolving complaints such as the non-academic Student Conduct Process and the Student Academic Appeals policy. Some colleges handle disciplinary actions according to their individual honor codes, as outlined in the Academic Conduct Policy [4]. The GRU Student Manual [5] is a compliment to the GRU Policy Library and the GRU Graduate and Professional [6] and Undergraduate [7] Catalogs.

In accordance with the SACSCOC policy on “Complaint Procedures against the Commission or its Accredited Institutions,” all student complaints received in writing and any subsequent resolutions are logged in the student complaints record. The Dean of Student Life maintains the record of written student complaints, which are captured when students submit complaints in writing or via a web-based form. The web-based form is administered using Qualtrics and is publicly accessible via a link from the Division of Enrollment and Student Affairs website [8]. The log stores the information that is collected in the Qualtrics form, such as the following elements:

- The department or service involved in the complaint
- Specific details of the complaint (e.g., date, time, persons involved in event)
- The complainant’s desired outcome
- The complainant’s student identification number
- The complainant’s contact information and preferences

Other Methods for Receiving and Monitoring Student Complaints

In addition to the procedures managed by the Dean of Student Life, students may also express complaints regarding issues of compliance via the confidential GRU Compliance Hotline [9]. Students are informed of the Compliance Hotline via the GRU Student Manual [5] and through posters displayed in areas where students are present [10].

Submissions to the hotline are monitored and logged by the Office of Compliance and Enterprise Risk Management, which is led by the Chief Integrity Officer. Compliance Hotline submissions are managed using NAVEX Global EthicsPoint Case Management system. Using this system, compliance staff are able to monitor complaints from all constituents, including students. Complaint categories include those related to academic affairs, accounting and financial, athletics, human resources, information technology, medical, research, and risk and safety measures. The full list of potential issues that can be included in the system is provided [11].

Sources

GRU Catalog - Graduate
GRU Catalog - Undergraduate
GRU Compliance Hotline Webpage
Georgia Regents University (GRU) offers a variety of distance learning programs and courses designed to help meet the evolving learning needs of students who prefer the online format or require more flexibility in their coursework. These courses are designed for students who may not be able to attend a class at a specific time, day or place due to balancing their career, family responsibilities, travel, and/or physical challenges. Currently, GRU offers 11 degree programs and courses via non-traditional delivery methods via the Internet utilizing synchronous and asynchronous technologies. The courses utilize the Desire2Learn learning management system and other online educational tools such as Echo360 lecture viewing, Cisco WebEx synchronous audio and video chatting, online testing systems, and related technologies. These courses are usually asynchronous and electronically interactive, but may use a combination of live chat rooms, threaded discussions, electronic bulletin boards, email and/or interactive Web pages. Some courses are delivered via synchronous video conferencing with a professor in one site delivering live two-way video instruction to another site.

Additionally, GRU operates six off-campus instructional sites where 50 percent or more of instruction in the program is taught and one off-campus instructional site where 25 percent - but less than 50 percent - of instruction is taught. While not distance education programs per the definition of the SACSCOC "Policy Statement on Distance and Correspondence Education," GRU is equally committed to ensuring the students in the program are provided access to the institutional resources and services appropriate for their programs. Therefore, the institution has also reviewed these programs as part of the overall certification of compliance.

The institution has assessed compliance with this Commission policy as part of its evaluation of overall compliance with the Principles of Accreditation. Specifically, this assessment was accomplished in accordance with the Resource Manual for the Principles of Accreditation guidance where the "Policy Statement on Distance and Correspondence Education" was referenced. Below, the applicable statements or a synopsis of the assessment addressing distance education is provided for each applicable standard.

**Core Requirement 2.4 – Institutional mission:** "The GRU Mission, Vision, and Values are applicable across all educational programs offered by the university, regardless of mode or location of delivery."

**Core Requirement 2.7.1 – Program length:** "GRU offers degree programs through online technologies when appropriate for the discipline and the student. Per the GRU Curriculum Approval Policy:

'All proposed courses and programs offered at GRU go through identical approval processes. Consequently, new online courses and programs must meet the same requirements as classes offered through face-to-face instruction, and therefore must be approved through the processes previously described. Additionally, any new online or distance education degree requires the approval of the Board of Regents just as if it were any other new program or degree.'"

Table 2.7.1-d provided in the response to this standard provides the program length requirements for GRU's distance education programs.

**Core Requirement 2.7.2 – Program content:** "GRU offers degree programs through online technologies when appropriate for the discipline and the student. Per the GRU Curriculum Approval Policy:

'All proposed courses and programs offered at GRU go through identical approval processes. Consequently, new online courses and programs must meet the same requirements as classes offered through face-to-face instruction, and therefore must be approved through the processes previously described. Additionally, any new online or distance education degree requires the approval of the Board of Regents just as if it were any other new program or degree.'"

Table 2.7.2 - a provided in the response to this standard provides the the curricula for programs offered at a distance; the information provided demonstrates that content for distance education programs does not differ from programs offered via traditional delivery.

**Core Requirement 2.8 – Faculty:** "Distance education courses are primarily taught by full-time faculty. In the spring term 2015, 124 faculty taught 247 courses through online educational technologies. Ninety percent of these courses were taught by full-time faculty. Thirty-six out of the 43 subject areas that offer distance education classes use full-time faculty to teach these classes. Of the seven subject fields that do use both full-time and part-time faculty, all demonstrate sufficient participation of full-time faculty to support the integrity of the academic program."

**Core Requirement 2.9 – Learning resources and services:** "All off-site instructional sites and distance education students have access to web-based library resources via individual user authentication. A single username and password allows for quick authentication to most library licensed resources from off campus using the EZproxy server, making site specific authentication possible. In addition, GRU Libraries developed webpages for mobile device access and a guide to selected mobile applications for multiple user platforms as aids for distance users.

GRU faculty requested that Libraries' resources be made available through the learning management system, Desire2Learn (D2L). Offerings include Echo360 and YouTube lectures and tutorials, course LibGuides, and screenshot tutorials. Some live, real-time Echo360 lectures have also been provided.”
Core Requirement 2.10 – Student support services: "GRU is committed to supporting all students enrolled in its programs. All students enrolled in online courses or in courses taught at off-campus instructional sites have access to the student support services to meet their respective needs. Many student support services described above are available to students regardless of mode or location of instructional delivery. While some services can only be made available to students enrolled in courses on the main GRU campus in Augusta (e.g., housing and recreation), many services can be accessed from any location through units’ websites and other mass communications. Additionally, staff in student services areas travel to students in off-campus instructional programs to assist them with their needs in person. Examples of such departments include financial aid, Dean of Students, and testing and disability services. For other services (e.g., health, counselling, wellness), students at off-campus instructional sites have access through agreements with entities at those sites. Students are not charged fees for services that are not available to them due to the location or modality of their programs.”

Core Requirement 2.11.2 – Physical resources: "Off-campus instructional sites are also located in well-equipped and effectively-managed facilities. For all remote facilities, equipment control as well as maintenance and environmental services are provided through a memorandum of understanding with the host institution, and/or by a private company."

Comprehensive Standard 3.2.8 – Qualified administrative/academic officers: "The administrative and academic officers who lead GRU have decision-making responsibilities for all aspects of the university, regardless of programs’ instructional locations or modalities. These responsibilities range from the development and execution of academic policies to the provision of technological, learning, financial, and physical resources and academic and student support services to meet the needs of students, faculty, and staff engaged in programs offered via distance or at other locations. As illustrated in the information provided for each officer, GRU's leadership has the appropriate qualifications to carry out their respective roles and responsibilities."

Comprehensive Standard 3.2.10 – Administrative staff evaluations: "Deans have responsibility for evaluating the performance of associate/assistant deans and department chairs, regardless of the instructional location or modality of the program being led."

Comprehensive Standard 3.3.1.1 – Institutional effectiveness, educational programs: "The institutional effectiveness of student learning at GRU is outlined through a description of the process and support, examples of effectiveness for educational programs, examples of effectiveness for student support services, a description of the linkage of student learning assessment to a description of program review, and a listing of student learning outcomes and assessment reports. The processes and support outlined are applicable for all educational programs regardless of the delivery modality and include distance learning educational programs that are predominantly provided online."

Comprehensive Standard 3.3.1.2 – Institutional effectiveness, administrative support services: "At GRU, units providing administrative support services are fundamental for the University to realize its mission. Each unit offering administrative support services establishes goals, tactics, and measures for its support and services to ensure continuous improvement, systematically assesses the extent to which these goals are attained, and uses the results of their assessments to improve their support and services to more effectively meet the needs of all aspects the University, regardless of instructional location or modality."

Comprehensive Standard 3.3.1.3 – Institutional effectiveness, academic and student support services: At Georgia Regents University (GRU), units providing academic and student support services are fundamental for the University to realize its mission. Each unit offering academic and student support services establishes goals, tactics, and measures for its support services to ensure continuous improvement, systematically assesses the extent to which these goals are attained, and uses the results of their assessments to improve their support and services to more effectively meet the needs of all aspects the University, regardless of instructional location or modality.

Comprehensive Standard 3.4.4 – Acceptance of academic credit: "Georgia Regents University’s (GRU) policy for evaluating, awarding, and accepting credit for transfer, advanced placement, professional licensure, and professional certificates is consistent with its mission and applicable to all students regardless of their programs’ and courses’ location or mode of delivery."

Comprehensive Standard 3.4.5 – Academic policies: "Because the Policy Library and other publications used to disseminate academic policies are all available online, academic policies are accessible to faculty, students, and other constituents regardless of their location or mode of delivery for their respective programs. The applicability of academic policies to faculty and students involved in distance education is addressed in the Distance Education Policy, which states that ‘unless otherwise noted, all Georgia Regents University policies, standards, academic regulations and guidelines apply to distance education programs and courses.’"

Comprehensive Standard 3.4.6 – Practices for awarding credit: "Per USG Information Technology Services "Curriculum User Documentation for Usage of Instructional Technology (Revised),” June 2014 guidelines, for courses with non-traditional delivery methods the standard minimum of the equivalent of three class hours per week for a semester must be completed per credit hour as follow:

- Course Delivered Entirely at a Distance (E): This course is delivered 100% through distance education technology. No visits to campus or designated site are required. This category of course contains the equivalent of the required 750 minutes of instruction per credit hour per 15-week semester and expects the equivalent of the minimum of 1,500 minutes (2 class hours; 100 minutes per week) of out-of-class student work.

- Course Delivered Fully at a Distance (F): More than 95% of class sessions are delivered via distance education technology. This course may require that students travel to campus or other designated site to attend an orientation, take an exam, or participate in other on-site experience. This category of course contains the equivalent of the required 750 minutes of instruction per credit hour per 15-week semester and expects the equivalent of the minimum of 1,500 minutes (2 class hours; 100 minutes per week) of out-of-class student work.

- Course Delivered Partially at a Distance (P): More than 50% and up to 95% of class sessions are delivered via distance education technology, but some visits to a classroom or designated instructional site are required. The combination of face-to-face and distance instruction contains the equivalent of 750 minutes of instruction per credit hour per 15-week semester and expects the equivalent of the minimum of 1,500 minutes (2 class hours; 100 minutes per week) of out-of-class student work.

- Hybrid Course (H): Up to 50 percent of class sessions are delivered via distance education technology. At least half of the class sessions meet in a classroom or at a designated instructional site. The combination of face-to-face and distance instruction contains the equivalent of 750 minutes of instruction per credit hour per 15-week semester and expects the equivalent of the minimum of 1,500 minutes (2 class hours; 100 minutes per week) of out-of-class student work.

- Technology Enhanced Course (T): Technology is used in delivering instruction to all students in the section, but no class sessions are replaced by technology. This category of course meets for the required 750 minutes of face-to-face instruction per credit hour per 15-week semester and expects the minimum of 1,500 minutes (2 class hours; 100 minutes per week) of out-of-class student work."

Comprehensive Standard 3.4.9 – Academic support services: "GRU is committed to supporting all students enrolled in its programs. All students..."
enrolled in online courses or in courses taught at off-campus instructional sites have access to the academic support services to meet their respective needs. Some academic support services described above are available to students regardless of mode or location of instructional delivery. Such services include advisement and career services. Many of those academic support services coordinated at the institutional level, such as advisement, honors, and study abroad, are designed for undergraduate students in programs that are only offered on GRU’s main campus in Augusta. Currently, GRU only offers distance or off-site programs for health sciences undergraduate students in their third and fourth years or graduate programs. The colleges that deliver these programs provide academic support services appropriate to their students’ needs, such as advising, tutoring, and career counseling.*

Comprehensive Standard 3.4.11 – Academic program coordination: “GRU currently offers 11 degree programs via distance, all of which are coordinated by an assigned faculty member who is academically qualified in the field. Table 3.4.11-i provides the list of distance education programs and the faculty member responsible for program coordination. Information on the credentials and responsibilities for all of these individuals is provided in Tables 3.4.11-a-h.”

Comprehensive Standard 3.4.12 – Technology use: The institution’s response to this standard provides detailed descriptions for how students in all programs, regardless of instructional location or modality, are provided technology resources, services, and training appropriate for their programs’ objectives and which enhance student learning.

Comprehensive Standard 3.5.3 – Undergraduate program requirements: “GRU offers degree programs and courses through online technologies when appropriate for the discipline and the student. Per the GRU Curriculum Approval Policy:

‘All proposed courses and programs offered at GRU go through identical approval processes. Consequently, new online courses and programs must meet the same requirements as classes offered through face-to-face instruction, and therefore must be approved through the processes previously described. Additionally, any new online or distance education degree requires the approval of the Board of Regents just as if it were any other new program or degree.’”

GRU currently offers five undergraduate degree programs via distance, and students in these programs are held to the same program requirements as students in traditionally delivered programs. Table 3.5.3-a provided in the response to the standard provides the requirements for programs offered at a distance; the information provided demonstrates that requirements for distance education programs does not differ from programs offered via traditional delivery.

Comprehensive Standard 3.5.4 – Terminal degrees of faculty: “GRU currently offers 5 undergraduate degree programs via distance, all of which are taught primarily or entirely by faculty holding the appropriate terminal degree for the discipline. Table 3.5.4-b provides the list of these programs and the percent of credit hours taught by faculty with terminal degrees.”

Comprehensive Standard 3.6.4 – Post-baccalaureate program requirements: “GRU offers degree programs and courses through online technologies when appropriate for the discipline and the student. Per the GRU Curriculum Approval Policy:

‘All proposed courses and programs offered at GRU go through identical approval processes. Consequently, new online courses and programs must meet the same requirements as classes offered through face-to-face instruction, and therefore must be approved through the processes previously described. Additionally, any new online or distance education degree requires the approval of the Board of Regents just as if it were any other new program or degree.’”

GRU currently offers six graduate degree programs via distance, and students in these programs are held to the same program length requirements as students in traditionally delivered programs. Table 3.6.4-a provided in the response to the standard provides the criteria for programs offered at a distance; the information provided demonstrates that content for distance education programs does not differ from programs offered via traditional delivery.

Comprehensive Standard 3.8.1 – Learning/information resources: “All off-site instructional sites and distance education students have access to web-based library resources via individual user authentication. A single username and password allows for quick authentication to most library licensed resources from off campus using the EZproxy server, making site specific authentication possible. In addition, GRU Libraries developed webpages for mobile device access and a guide to selected mobile applications for multiple user platforms as aids for distance users. GRU faculty requested that Libraries’ resources be made available through the learning management system, Desire2Learn (D2L). Offerings include Echo360 and YouTube lectures and tutorials, course LibGuides, and screenshot tutorials. Some live, real-time Echo360 lectures have also been provided.”

Comprehensive Standard 3.8.2 – Instruction of library use: “Instruction is offered at all campuses and at distant sites. Library faculty provide regular in-person instruction and create tutorials and instructional materials that are embedded into the GRU learning management system for distance students. GRU Libraries provide support for distance education nursing programs at both the undergraduate and graduate levels. The GRU/UGA Medical Partnership campus in Athens has a site library with a dedicated library faculty member providing integrated instruction in evidence based information searching and evaluation. The Medical Partnership Campus Librarian actively participates in curriculum development, provides individualized assistance, and serves as a small group facilitator. The Athens campus instructional program incorporates technology, active learning, and group projects.

Course-related and customized instruction is offered every semester at all locations. Classroom instruction is designed to focus on key resources for each discipline and incorporates best practices such as clinical scenarios, hands-on exercises, interactive discussions, and active learning tools. Librarians have begun to incorporate the flipped method of instruction with the dental medicine curriculum as a pilot program. The Libraries provide a variety of reference service options to support students both on and off campus, including students engaged in distance learning classes. Instruction and reference service is provided in person and virtually through email, by telephone, texting, and through chat service. These services are featured on the library webpage and are linked to resource guide course assignments. In FY 2015, a total of 9,732 reference queries were answered by library staff.”

Comprehensive Standard 3.9.1 – Student rights: “Georgia Regents University (GRU) publishes annually clear and appropriate rights and responsibilities for all of its students, regardless of their programs’ and courses’ location or mode of delivery. The stated rights and responsibilities are published annually in the GRU Student Manual. Each student receives a copy of the Student Manual electronically via their official GRU email address, and the document is available online on the Division of Enrollment and Student Affairs’ webpage.”

Comprehensive Standard 3.9.2 – Student records: “Georgia Regents University (GRU) has multiple processes and procedures in place to ensure
security, confidentiality, and integrity of its student records, regardless of programs’ and courses’ location or mode of delivery. GRU uses the BANNER student information system from Ellucian as the institution-wide student information management system to store and manage electronic student information. BANNER is a widely used system for managing student records and is compliant with related laws and regulations.”

**Comprehensive Standard 3.11.3 – Physical facilities:** "With multiple programs engaged in distance education and more planned, technology support to ensure seamless delivery of instruction is vital. Currently, 27 classrooms are equipped to deliver distance education. As typical operations see a maximum of four GRU sites involved in simultaneous sessions, this number of distance-capable classrooms is sufficient. Current instructional technology tools to support online learning include Desire2Learn, a learning management system; WebEx and Cisco’s Telepresence for online communications and collaboration; and Echo360 for lecture capture. Secure exam browsers are provided by ExamSoft and Respondus Lockdown Browser.

For off-campus clinical and instruction sites where GRU students and personnel may be assigned, formal arrangements address equipment, communications, data security, and personnel. Currently, ITS has service agreements with Phoebe Putney Memorial Hospital in Albany, Southeast Georgia Health Systems in Brunswick St. Joseph's/Chandler in Savannah and Georgia Highlands College in Rome, GA. These agreements ensure that academic content can be delivered and that classroom space and computer equipment is available to faculty and students. Information technology also is addressed in several memoranda of understanding, such School of Nursing program at Columbus State University that is managed by other divisions.”

**Federal Requirement 4.2 – Program curriculum:** "GRU offers degree programs and courses through online technologies when appropriate for the discipline and the student. Per the GRU Curriculum Approval Policy:

> ‘All proposed courses and programs offered at GRU go through identical approval processes. Consequently, new online courses and programs must meet the same requirements as classes offered through face-to-face instruction, and therefore must be approved through the processes previously described. Additionally, any new online or distance education degree requires the approval of the Board of Regents just as if it were any other new program or degree.’”

GRU currently offers 11 degree programs via distance education, and students in these programs are held to the same program length requirements as students in traditionally delivered programs. Table 4.4-a provided in the institutional response provides the curricula for programs offered at a distance; the information provided demonstrates that content for distance education programs does not differ from programs offered via traditional delivery.

**Federal Requirement 4.3 – Publication of policies:** "Because academic calendars, grading policies, and refund policies are disseminated through web-based policies, these policies are accessible to faculty, students, and other constituents regardless of their location or mode of delivery for their respective programs.”

**Federal Requirement 4.4 – Program length:** GRU offers degree programs and courses through online technologies when appropriate for the discipline and the student. Per the GRU Curriculum Approval Policy:

> “All proposed courses and programs offered at GRU go through identical approval processes. Consequently, new online courses and programs must meet the same requirements as classes offered through face-to-face instruction, and therefore must be approved through the processes previously described. Additionally, any new online or distance education degree requires the approval of the Board of Regents just as if it were any other new program or degree.”

GRU currently offers 11 degree programs via distance, and students in these programs are held to the same program length requirements as students in traditionally delivered programs. All of these programs hold specialized accreditations, and the program length requirements are appropriate to meet those bodies' expectations. Table 4.4-d provided in the response to this standard provides the program length requirements for each of these programs.

**Federal Requirement 4.5 – Student complaints:** "All policies and procedures for handling written student complaints are applicable regardless of where students are enrolled. Both the web-based complaints managed by the Dean of Student Life as well as the Compliance Hotline are accessible to students at off-campus instructional locations as well as in distance education programs.”

**Federal Requirement 4.6 – Recruitment materials:** "Georgia Regents University (GRU) develops recruitment materials and presentations through a close collaboration among program faculty, the university’s offices of academic admissions, and the Division of Communications and Marketing. Recruitment materials, including print and web-based information, accurately represent the institution’s program offerings, including location and mode of delivery, and admission practices and policies.”

**Federal Requirement 4.8 – Distance and correspondence education:** "GRU has instituted security measures to ensure identify verification and privacy protection of students who participate in distance-learning activities. Students are informed of any additional charges associated with distance-learning courses at the time of registration and through various matriculation communication websites”

**Federal Requirement 4.9 – Definition of credit hours:** "All courses must be equivalent to the standard credit-hour calculation (depending on the course type), and must be consistently delivered as such across all locations offered, including online (fully at a distance), main campus (Summerville and Health Sciences), and off-campus instructional sites. Learning outcomes must remain the same regardless of location or delivery type.”
Policy Compliance: Reaffirmation of Accreditation and Subsequent Reports

Applicable Policy Statements
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.

Judgment
Compliance

Narrative

Georgia Regents University is a unit of the University System of Georgia, led by a Chancellor and governed by the 18-member Board of Regents (BOR). 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 Board elects a Chancellor who serves as its chief executive officer and the chief administrative officer of the University System. The Board oversees the 30 colleges and universities that comprise the University System of Georgia, the Skidaway Institute of Oceanography, and the Georgia Public Library System.

Legal Authority of the Governing Board

The Board receives its legal authority through the Constitution of the State of Georgia and by acts of the General Assembly [1]. As stated in the Official Code of Georgia Annotated, the Board of Regents (BOR) shall have power:

To make such reasonable rules and regulations as are necessary for the performance of its duties;

- To elect or appoint professors, educators, stewards, or any other officers necessary for all of the schools in the university system, as may be authorized by the General Assembly; to discontinue or remove them as the good of the system or any of its schools or institutions or stations may require; and to fix their compensations;
- To establish all such schools of learning or art as may be useful to the state and to organize them in the way most likely to attain the ends desired; and
- To exercise any power usually granted to such corporation, necessary to its usefulness, which is not in conflict with the Constitution and laws of this state [2].

In addition, Article I, Section 2 of the BOR Bylaws clearly articulates the authority of the Board over its member institutions [3]. The Charter of the Board of Regents consists of the original charter of the Trustees of the University of Georgia embodied in the Act of the General Assembly of the State of Georgia approved January 27, 1785, and modified by a subsequent Act of the General Assembly of Georgia in 1931, as follows:

- Be it further enacted by the Authority aforesaid, that there is hereby set up and constituted a department of the State Government of Georgia, to be known as the “Board of Regents of the University System of Georgia.” The name of the corporation heretofore established and existing under the name and style, “Trustees of the University of Georgia” be and the same is hereby changed to “Regents of the University System of Georgia.”
- 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.

Organizational Structure of the University System

As stated in the Constitution of the State of Georgia [1], the BOR “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.” With 14 congressional districts, this provides a governing body of 19 members. Board members’ biographies are published on the USG website [4], and the Board roster is provided in the section addressing Core Requirement 2.2 Governing Board.

Per BOR Bylaws, the Chancellor of the University System of Georgia (USG) is the chief administrative officer of the University System as well as the chief executive officer of the Board of Regents [5]. The GRU President reports to the Chancellor [6]. An organizational chart illustrating the relationship of the governing Board with the USG staff and System universities is publicly available online [7].

Mission of the Governing Board

The mission of the BOR is articulated in the USG Strategic Plan as its challenge to “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.” [8]. The BOR and USG are facing this challenge through three Strategic Imperatives:

- STRATEGIC IMPERATIVE 1 - Commitment to Academic Excellence and Degree Completion
- STRATEGIC IMPERATIVE 2 - Commitment to Economic Development and World Class Research
- STRATEGIC IMPERATIVE 3 - Commitment to Accountability & Efficiency and Leadership in Higher Education Innovation
While the Chancellor of the USG is responsible for the operation of the System Office and plays a critical role in setting the vision and direction of the overall university system, campus presidents are vested with the decision-making authority to lead their respective campuses. Therefore, while the Chancellor works with the Georgia State Legislature to procure funding for the USG and works with his staff to identify appropriate funding levels for each of its member institutions, once this funding reaches the GRU campus, the President has the sole authority to direct its allocation among the various campus operations. Within this system of governance the BOR sets broad policies for its member institutions, while the presidents of the individual institutions within the System are given considerable autonomy to run operating affairs of their institutions.

Additionally, the BOR requires each institution within the USG to have a mission, and that mission must be approved by the Board. This policy makes it clear that the president of each institution is responsible for the institution's mission, and the President is charged with the responsibility of seeking modification to the institution's mission when such changes are needed and supported by substantive evidence and a rationale for the change.

Finally, each institution is authorized by the BOR to offer degree programs that are appropriate to the mission of the institution. The GRU President is responsible for overseeing the academic development of the University; however, before a degree program can be put into operation it must be approved by the BOR. This relationship authorizes the President to develop those programs that enable the institution to meet its mission, while enabling the BOR to control the quality and frequency of programs so as to ensure effective delivery of educational opportunity to the citizens of the State of Georgia.

Key documents that articulate the operations and guidelines of the System and its member institutions are publicly available on the USG website:

- BOR Academic & Student Affairs Handbook
- BOR Business Procedures Manual
- BOR Policy Manual
- BOR Meeting Minutes and Actions

Sources

- Academic & Student Affairs Handbook
- Board of Regents Bylaws (Page 2)
- Board of Regents Bylaws (Page 5)
- Board of Regents Bylaws (Page 6)
- Board of Regents Meetings
- Board of Regents Member Biographies
- Board of Regents Organization Chart
- Board of Regents Policy Manual
- Board of Regents Policy Manual - 2.10 Institutional Mission
- Board of Regents Policy Manual - 2.5 Presidential Authority and Responsibilities
- Board of Regents Policy Manual - 3.8 Degrees
- Business Procedures Manual
- Georgia Constitution, Article VIII. Education, Section IV. Board of Regents
- O.C.G.A. 20-3-31 - Board of Regents, General powers
- USG Strategic Plan
3.13.5.a

Policy Compliance: Separate Accreditation for Units of a Member Institution

Applicable Policy Statement.
All branch campuses related to the parent campus through corporate or administrative control (1) include the name of the parent campus and make it clear that its accreditation is dependent on the continued accreditation of the parent campus and (2) are evaluated during reviews for institutions seeking candidacy, initial membership, or reaffirmation of accreditation. All other extended units under the accreditation of the parent campus are also evaluated during such reviews.

Documentation: For institutions with branch campuses: (1) The name of each branch campus must include the name of the parent campus—the SACSCOC accredited entity. The institution should provide evidence of this for each of its branch campuses. (2) The institution should incorporate the review of its branch campuses, as well as other extended units under the parent campus, into its comprehensive self-assessment and its determination of compliance with the standards, and indicate the procedure for doing so.

Judgment
☐ Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative
Georgia Regents University does not operate any branch campuses. Therefore, this policy does not apply to this institution.
3.13.5.b

Policy Compliance: 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 required by the institution.

Judgment
☐ Compliance  ☐ Non-Compliance  ☑ Not Applicable

Narrative
Georgia Regents University does not operate any extended, autonomous units. Therefore, this policy does not apply to this institution.
3.14

**Representation of status with the Commission: Publication of accreditation status**

A member or candidate institution represents its accredited status accurately and publishes the name, address, and telephone number of the Commission in accordance with Commission requirements and federal policy.

**Judgment**

- [ ] Compliance
- [ ] Non-Compliance
- [ ] Not Applicable

**Narrative**

Georgia Regents University (GRU) publishes its accreditation status in accordance with the expectations of the SACSCOC and the federal government. The primary location where GRU’s regional accreditation status is published is the university website, specifically in the section called About GRU—Fast Facts [1]. This section of the website is designed for parties seeking overview information related to the institution. The published statement reads as follows:

"Georgia Regents University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (SACSCOC) to award one-year and advanced certificates and degrees at the associate, bachelor’s, master’s, specialist’s, first professional, and doctoral levels. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or phone at 404-679-4500 for questions about the accreditation of GRU. All eligible academic programs maintain accreditation by the appropriate specialized accrediting bodies. The purpose of publishing the commission’s contact information is to enable interested parties 1) to learn about the accreditation status, 2) to file a third-party comment at the time of the institution’s review, or 3) to file a complaint against the institution for alleged non-compliance with a standard or requirement. Normal inquiries about GRU, such as admission requirements, financial aid, etc., should be addressed directly to the Georgia Regents University and not to the commission."

Fast Facts is managed by the Division of Institutional Effectiveness and is updated every fall semester to align with official reporting of student enrollment.

In addition to the GRU website, the statement is also published in the GRU Catalogs [2]. The Catalogs are managed by the Registrar's Office and are updated each spring in preparation for the upcoming academic year.

**Sources**

- GRU Catalog - General Information, Accreditation
- GRU Fast Facts Website (Page 2)
4.1

Student achievement

The institution evaluates success with respect to student achievement consistent with its mission. Criteria may include enrollment data; retention, graduation, course completion, and job placement rates; state licensing examinations; student portfolios; or other means of demonstrating achievement of goals.

Judgment

☐ Compliance  ☐ Non-Compliance  ☐ Not Applicable

Narrative

Georgia Regents University's (GRU) mission is to "provide leadership and excellence in teaching, discovery, clinical care, and service as a student-centered comprehensive research university and academic health center with a wide range of programs from learning assistance through postdoctoral studies." As a "student-centered comprehensive research university," GRU is committed to ensuring that students reach their academic and professional goals. Therefore, GRU measures student achievement based on Enrollment, Retention, Progression, and Graduation at the university level, and Licensure and Examination is monitored at the programmatic level. The purpose for monitoring these metrics is to support the Strategic Plan, Annual Student Learning Outcome Assessment, and Comprehensive Program Review. Thus, these figures support Core Requirement 2.5 and Comprehensive Standard 3.3.1.1.

Enrollment

Enrollment is monitored by the Provost and the academic and administrative officers. GRU has a business intelligence platform that is refreshed nightly and provides a host of internal (in progress) data points. Additionally, the Provost and other Academic Affairs officers receive an enrollment report via email each morning during peak registration periods [1].

Official enrollment data (reported to the University System of Georgia and IPEDs) is publicly accessible via the university website at GR Facts [2]. GRU officially consolidated in 2013. Therefore, only Fall 2013 and Fall 2014’s enrollment figures are provided, which are also available at GR Facts [2].

| Table 4.1-a: Total Enrollment for GRU (Fall 2013 & Fall 2014) |
|-------------------|-------------------|
| Level             | Fall 2013 | Fall 2014 |
| Undergraduate     | 5,654      | 5,224      |
| Graduate          | 1,487      | 1,398      |
| Professional      | 1,327      | 1,355      |
| Post-Professional | 527        | 553        |
| Total             | 8,995      | 8,530      |

Note: Includes all colleges and schools, degree- and non-degree seeking students, all degree level. Main source is Enrollment Census File.

Retention and Graduation

GRU's Office of Institutional Research is responsible for analyzing and publishing the retention, progression, and graduation (RPG) rates. These RPG rates are available for the public and GRU’s decision-makers at GR Facts [1]. The institution sets expected outcomes each year through the Variable Pay Plan (VPP) [3] process. The purpose of the Variable Pay Plan is to encourage and reward employees for meeting and exceeding objective metrics and performance levels that tangibly improve the university by establishing measures for a set of key performance indicators. These indicators are reported throughout the year. The tables below include both the published performance rates as well as last fiscal year’s VPP threshold, target, and high performance expected outcomes related to RPG.

| Table 4.1-b: Retention Rate for Full-Time Degree-Seeking Freshmen Who Return Their Second Fall Term |
|-----------------------------------------------------|----------------|----------------|
| Terms | Fall 2010 to Fall 2011 | Fall 2011 to Fall 2012 | Fall 2012 to Fall 2013 | Fall 2013 to Fall 2014 |
| Retention Rates | 67.4% | 66.0% | 67.7% | 69.2% |
| Threshold | 69% | 71% | 73% |
| Note: Fall 2010-2012 are rates for Augusta State University; Fall 2013 -2014 rates are for Georgia Regents University |

| Table 4.1-c: Freshmen-to-Sophomore Progression Rates |
|-----------------------------------------------------|----------------|----------------|
| Terms | Fall 2011 Freshmen | Fall 2012 Freshmen | Fall 2013 Freshmen | Fall 2014 Freshmen |
| Progression Rates | 13.9% | 14.2% | 37.1% | 47.1% |
| Threshold | 28% | 30% | 32% |
| Note: Progression rates are defined as the Fall cohort of new degree-seeking freshmen measured against the number of students who have earned 30 or more hours by the end of the Summer term of the first year |

Georgia Regents University
Table 4.1-d: First-time, Full-time Freshmen Degree Seeking Six-Year Bachelor’s Graduation Rates

<table>
<thead>
<tr>
<th>Terms</th>
<th>FY 15 VPP Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Threshold</td>
</tr>
<tr>
<td>Graduation Rates</td>
<td></td>
</tr>
<tr>
<td>2010-11 (Fall 2005)</td>
<td>22.20%</td>
</tr>
<tr>
<td>2011-12 (Fall 2006)</td>
<td>25.80%</td>
</tr>
<tr>
<td>2012-13 (Fall 2007)</td>
<td>29%</td>
</tr>
<tr>
<td>2013-14 (Fall 2008)</td>
<td>32%</td>
</tr>
</tbody>
</table>

*Note: Six-year graduation rates; 2010 – 2012 rates are for Augusta State University; 2013 & 2014 are for Georgia Regents University

The RPG rates are steadily increasing due to concerted efforts by the faculty, staff, and administration to emphasize student success.

Licensure and Examination Pass Rates

For programs in disciplines that require professional certifications, passing state and national licensure examinations is a driving indicator of student achievement. Listed below are GRU colleges and their pass rates for applicable exams and licensures. These programs monitor their students’ and graduates’ achievements on licensure and examinations as compared to national and regional pass rates.

Table 4.1-e: Licensure & Exam Pass Rates

<table>
<thead>
<tr>
<th>College</th>
<th>Exam/Licensure</th>
<th>Pass Rates* 2012-13</th>
<th>Pass Rates* 2013-14</th>
</tr>
</thead>
<tbody>
<tr>
<td>College of Allied Health Sciences</td>
<td>Medical Laboratory Scientist</td>
<td>76%</td>
<td>95%</td>
</tr>
<tr>
<td></td>
<td>National Board Dental Hygiene Exam</td>
<td>86%</td>
<td>93%</td>
</tr>
<tr>
<td></td>
<td>Central Regional Dental Testing Services Exam</td>
<td>95%</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>Registered Health Information Administrator Exam</td>
<td>86%</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>Nuclear Medicine Technology Certification Board</td>
<td>100%</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>National Board for Certification in Occupational Therapy Exam</td>
<td>84%</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>National Physical Therapy Licensing Exam</td>
<td>100%</td>
<td>97%</td>
</tr>
<tr>
<td></td>
<td>Physician Assistant National Certification Exam</td>
<td>95%</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>American Registry of Radiologic Technologists Radiation Therapy Certification Exam</td>
<td>100%</td>
<td>86%</td>
</tr>
<tr>
<td></td>
<td>Certified Respiratory Therapist Entry Level Exam</td>
<td>86%</td>
<td>91%</td>
</tr>
<tr>
<td></td>
<td>Registered Respiratory Therapist Written Exam</td>
<td>70%</td>
<td>80%</td>
</tr>
<tr>
<td></td>
<td>Registered Respiratory Therapist Clinical Simulation Exam</td>
<td>73%</td>
<td>65%</td>
</tr>
<tr>
<td>College of Dental Medicine</td>
<td>National Board Dental Examination Part I</td>
<td>97%</td>
<td>93%</td>
</tr>
<tr>
<td></td>
<td>National Board Dental Examination Part II</td>
<td>94%</td>
<td>97%</td>
</tr>
<tr>
<td></td>
<td>Central Regional Dental Testing Service</td>
<td>100%</td>
<td>97%</td>
</tr>
<tr>
<td>College of Education</td>
<td>GACE: Primary</td>
<td>82-100%</td>
<td>86-100%</td>
</tr>
<tr>
<td></td>
<td>GACE: Secondary Education Programs</td>
<td>67-100%</td>
<td>86-100%</td>
</tr>
<tr>
<td>College of Nursing</td>
<td>National Council Licensure Examination – Registered Nurse</td>
<td>89%</td>
<td>85%</td>
</tr>
<tr>
<td>Medical College of Georgia</td>
<td>United States Medical Licensing Examination (USMLE) Step 1</td>
<td>97%</td>
<td>98%</td>
</tr>
<tr>
<td></td>
<td>USMLE Step 2 Clinical Knowledge</td>
<td>98%</td>
<td>99%</td>
</tr>
<tr>
<td></td>
<td>USMLE Step 2 Clinical Skills</td>
<td>98%</td>
<td>93%</td>
</tr>
</tbody>
</table>

*Based on first attempt

Sources

- GR Facts Website
- GRU Data Portal Enrollment Point-In-Time Email (Fall 2015)
- GRU Variable Pay Plan (FY2015)
Program curriculum

The institution’s curriculum is directly related and appropriate to the mission and goals of the institution and the diplomas, certificates, or degrees awarded.

Judgment

☐ Compliance  ☐ Non-Compliance  ☐ Not Applicable

Narrative

Georgia Regents University (GRU) offers degree programs at the associate, baccalaureate, masters, specialist, doctoral, and professional levels. The institution also offers certificates at the pre-baccalaureate and post-baccalaureate levels. All programs are specifically designed through an integrated process of faculty and administrative review to further the mission and institutional goals of the university.

Curriculum Consistent with the Mission and Goals of the Institution

GRU's programs are specifically designed to support the university’s mission to “provide leadership and excellence in teaching, discovery, clinical care, and service as a student-centered comprehensive research university and academic health care center with a wide range of programs from learning assistance through postdoctoral studies.” Existing programs were inventoried and used to develop our institutional peer list (immediate and aspirational) during the process to consolidate Augusta State University (ASU) and Georgia Health Sciences University (GHSU) [1]. Also during the consolidation process, the university faculty, staff, and administration from both legacy institutions joined to develop the institution’s first strategic plan, Transition Forward [2]. Among the six strategic priorities outlined in that plan was the priority to "be a comprehensive research university that leverages its history of excellence in health science and medical education with a strong foundation in liberal arts education and professional degrees."

The university’s inventory of degree programs authorized by the Board of Regents (BOR) is clearly reflected in the mission statement’s “wide range of programs” as well as the strategic plan’s priority to leverage "excellence in health science and medical education with a strong foundation in liberal arts education and professional degrees”. Undergraduate programs range from liberal arts and basic sciences degrees to professional programs in the fields of education, allied health sciences, business, and nursing. [3] At the graduate level, degree offerings include business, public administration, education, psychology, and biomedical sciences as well as numerous health sciences professional programs. [4]

Policies and procedures are in place to ensure that the appropriateness of the university’s curriculum to the GRU mission and goals continues. The GRU Curriculum Approval Policy addresses the establishment of new programs, which adhere to BOR policies and procedures for such actions. The BOR Policy on Creation of New Programs states that new programs must be approved by the Board upon recommendation by the university president, the Chancellor, and the Committee on Academic Affairs [5]. Specific guidance for creating new programs is provided in the USG Academic & Student Affairs Handbook [6], which requires that new degree programs "must be consistent with the college or university mission."

These policies and procedures have most recently been applied to establish the following new degree programs. The first example appears in the BOR’s meeting minutes for January 2015 when the Board approved GRU’s first non-health science doctoral program, the Doctor of Education in Educational Innovation [7]; the proposal materials for that program are provided [8]. In March 2015, the BOR also approved the establishment of the Doctor of Philosophy with a major in Applied Health Sciences [9]; materials submitted to achieve that approval are provided [10].

Curriculum Appropriate to Certificates and Degrees Awarded

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 academic officers at the college and university level, the University Senate, and the BOR.

The University Senate Bylaws describes the role of the faculty in the curriculum by outlining the duties of the Curriculum and Academic Policies Committee (USCAPC) as follows [11]:

"The Curriculum and Academic Policies Committee oversees the evolution of the curriculum, ensuring it is academically sound and meets University goals and the educational needs of our students. The committee recommends appropriate policy to improve and develop academic programs in more than one college, including all undergraduate programs and matters pertaining to the Core curriculum. The committee also reviews all proposed courses, changes, and programs when those changes impact curriculum and academic issues in more than one college, the University as a whole, or all faculty members. The committee members are to mediate curricular problems within, between and among Colleges and oversee University policies and practices in areas such as admissions, classroom management, student retention, progression, graduation, and similar matters."

The Curriculum Approval Policy outlines two processes that both begin at the faculty level. Proposals only affecting one college and not affecting the undergraduate common core curriculum can undergo the Simple Approval Process, which only necessitates approval at the college level, then by the Vice President for Academic and Faculty Affairs, and finally by the Provost.

Changes to programs that involve more than one college as well as additions or revisions to the Core Curriculum follow the Complex Approval Process, which is examined at multiple levels, including by the USCAPC. Before the Provost can approve changes to the Core Curriculum, Areas A through E and Overlays 1 through 3 must be approved by the Board of Regents, and changes affecting Area F must be approved by the appropriate Regents' advisory committee for the discipline(s) of the department(s) affected.

Recent examples of such changes are provided:
• BIOL 3700, a new undergraduate, major-related course using Simple Approval Process [12]
• MATH 3263, a new undergraduate, major-related course using Complex Approval Process [13]
• HUMN 2001/2002, a revision to the Core Curriculum [14]
• EDTD 5225, a new graduate course using the Simple Approval Process [15]
• OMFS 5901, a new post-baccalaureate professional program using the Simple Approval Process [16]
• EDEI 8000, a new graduate course using the Complex Approval Process [17]

Because post-baccalaureate professional programs follow specialized, lock-step curricula, program changes do not typically involve more than one college. To date, no curriculum changes to post-baccalaureate professional programs have used the Complex Approval Process.

In addition to these regulations, many of GRU’s degree programs have specialized accreditations that prescribe a course of study for the respective discipline. Maintaining these accreditations involve 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 GRU specialized accreditations is provided [18].

Comprehensive Program Review

All GRU degree programs are subjected to cyclical program review as per the BOR Policy for Comprehensive Program Review [19]. This policy prescribes that all USG institutions must review their undergraduate programs for viability, quality, and productivity on a cycle of seven (7) years for undergraduate programs and ten (10) years for graduate programs. The process requires reflection on each program’s contribution to the institutional mission [20].

As part of the evaluation of program quality, GRU’s process requires programs to consider their curricula compared to national benchmarks, such as accreditation requirements, professional association standards, or peer comparisons. As a result of the program review, programs may opt to recommend or discuss planned changes to curricula based on changing expectations or trends in the respective discipline.

All program review information and report materials are published via Compliance Assist: Program Review [21].

Distance Education

GRU offers degree programs and courses through online technologies when appropriate for the discipline and the student. Per the GRU Curriculum Approval Policy:

“All proposed courses and programs offered at GRU go through identical approval processes. Consequently, new online courses and programs must meet the same requirements as classes offered through face-to-face instruction, and therefore must be approved through the processes previously described. Additionally, any new online or distance education degree requires the approval of the Board of Regents just as if it were any other new program or degree.”

GRU currently offers 11 degree programs via distance education, and students in these programs are held to the same program length requirements as students in traditionally delivered programs. Table 4.4-a provides the the curricula for programs offered at a distance; the information provided demonstrates that content for distance education programs does not differ from programs offered via traditional delivery.

<table>
<thead>
<tr>
<th>Degree Programs</th>
<th>Program Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor of Science in Clinical Laboratory Science</td>
<td>[22]</td>
</tr>
<tr>
<td>Bachelor of Science in Health Information Administration</td>
<td>[23]</td>
</tr>
<tr>
<td>Bachelor of Science in Dental Hygiene</td>
<td>[24][25]</td>
</tr>
<tr>
<td>Bachelor of Science in Respiratory Therapy</td>
<td>[26][27][28]</td>
</tr>
<tr>
<td>Bachelor of Science in Radiologic Sciences with a major in Nuclear Medicine Technology</td>
<td>[29][30][31]</td>
</tr>
<tr>
<td>Master of Education in Curriculum and Instruction</td>
<td>[32]</td>
</tr>
<tr>
<td>Master of Education in Teacher Leadership</td>
<td>[33]</td>
</tr>
<tr>
<td>Master of Health Science in Clinical Laboratory Science</td>
<td>[34]</td>
</tr>
<tr>
<td>Master of Physician Assistant</td>
<td>[35]</td>
</tr>
<tr>
<td>Master of Public Health</td>
<td>[36][37][38]</td>
</tr>
<tr>
<td>Doctor of Nursing Practice</td>
<td>[39][40][41][42][43][44][45]</td>
</tr>
</tbody>
</table>

Sources

- GRU Catalog – Graduate, Degrees and Majors
- Board of Regents Academic and Student Affairs Handbook – 2.3.2 New Academic Programs
- Board of Regents Academic and Student Affairs Handbook – 2.3.6 Comprehensive Program Review (CPR)
- Board of Regents Meeting Minutes 2015 January - Approval of Doctor of Education with a Major in Educational Innovation (Page 7)
- Board of Regents Meeting Minutes 2015 March - Approval of Doctor of Philosophy with a Major in Applied Health Sciences (Page 6)
4.3

Publication of policies
The institution makes available to students and the public current academic calendars, grading policies, and refund policies.

Judgment
☐ Compliance  ☐ Non-Compliance  ☐ Not Applicable

Narrative

Georgia Regents University (GRU) publishes current academic calendars, grading policies, and refund policies on publicly accessible websites and is in compliance with Federal Requirement 4.3. The University System of Georgia (USG) Board of Regents maintains policies related to academic calendars, grading policies, and refund policies. GRU maintains relevant policies aligned with the USG, publishing them in the online catalogs and on various websites frequented by students and accessible by the public including the GRU website home page, the Business Office, and the Office of the Registrar. Because academic calendars, grading policies, and refund policies are disseminated through web-based policies, these policies are accessible to faculty, students, and other constituents regardless of their location or mode of delivery for their respective programs.

Academic Calendar

A rolling multi-year academic calendar is published on the GRU website [1]. The Academic Calendar is developed by the Academic Calendar Committee, which includes representation from each college appointed by the respective Dean [2]. Annual updates are submitted by the Academic Calendar Committee to the Provost for approval. GRU makes the approved, official institutional academic calendar available through the catalogs [3] and various websites including the GRU website home page [4] and the Office of the Registrar [5]. In addition, individual schools, programs, and support departments may link to the official academic calendar to ensure their students are aware of the resource.

Grading Policies

GRU follows the Board of Regents’ grading system, as required for all University System of Georgia (USG) institutions [6], [7]. A 4.00 grade point average system, calculated to and truncated at two decimal places, is used. Other symbols, as defined in the GRU Grading System Policy [8] [9], are also used but are not included in the determination of the grade point average.

Refund Policies

GRU’s policy for determining refunds to be made on institutional charges and other mandatory fees adheres to policies approved by the USG Board of Regents [10]. The full policy on refunds, including special exceptions allowed by the USG, is available to students through the university’s Business Office website [11].

Sources

- Board of Regents Academic and Student Affairs Handbook - 2.5 Grading System
- Board of Regents Policy Manual - 3.4 Calendar of Academic Activities
- Board of Regents Policy Manual - 3.5 Grading System
- Board of Regents Policy Manual - 7.3 Tuition and Fees
- GRU Academic Calendar
- GRU Academic Regulations - Grades (Page 7)
- GRU Business Office Student Payment Options
- GRU Catalog - Academic Calendar
- GRU Committee - University Calendar Committee Charge
- GRU Homepage - Academic Calendars
- GRU Policy Library - Grading System Policy
- GRU Registrar's Office Website - Academic Calendars
Program length
Program length is appropriate for each of the institution's educational programs.

Judgment
☐ Compliance  ☐ Non-Compliance  ☐ Not Applicable

Narrative
Georgia Regents University (GRU) awards associate, baccalaureate, masters, specialist in education, doctoral, and first professional degrees. For academic purposes, GRU’s definition of a credit hour [1] conforms to standards set by the Board of Regents (BOR) Policy 3.4.1 [2] of the University System of Georgia, the SACSCOC Policy Statement [3], the Federal definition (Federal Register (75 FR 66832 p. 66946) [4], and individual program accrediting agency guidelines to define and measure semester credit hours awarded to students for course work [5].

Length of GRU Educational Programs
GRU adheres to policies of the BOR regarding length of educational programs. University degree programs follow the semester-hour program length policies of the University System of Georgia. BOR has established minimum requirements for program length of associate, baccalaureate, and master's degrees that meet the SACSCOC expectations, as described in the GRU response for Core Requirement 2.7.1. In addition, the BOR has also set forth limits on the maximum of semester hours required without approval from USG academic affairs officers. These requirements are prescribed by the Board of Regents in the USG Handbook for Student & Academic Affairs [6], as follows:

<table>
<thead>
<tr>
<th>Table 4.4-a: Board of Regents Program Length Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Degree Programs Offered at GRU</strong></td>
</tr>
<tr>
<td>Career Associate Degrees</td>
</tr>
<tr>
<td>Baccalaureate Degrees</td>
</tr>
<tr>
<td>Master's Degrees</td>
</tr>
</tbody>
</table>

*Excludes Wellness courses

Undergraduate Programs (Career Associate and Baccalaureate Degrees)
GRU offers one career associate degree and 40 baccalaureate degrees. Program requirements for all of GRU undergraduate degree programs are described in the GRU Undergraduate Catalog [7]. As described in the GRU response for Core Requirement 2.7.1, policies for the length and content of baccalaureate degrees are found both in the Board of Regents Policy Manual [8] and in the University System of Georgia’s Academic Affairs Handbook [9], and these expectations are tabulated above.

Career Associate Degree
GRU currently offers one career associate degree, the Associate of Applied Science in Criminal Justice. This program requires 61-62 semester credit hours to complete the program and therefore, meets the BOR minimum and maximum expectation for this degree level.

Baccalaureate Degrees
GRU currently offers 40 baccalaureate degrees. As illustrated in Table 4.4-b below, all baccalaureate degree programs require at least 120 semester credit hours to complete the program and therefore, meet the SACSCOC expectation for this degree level. Exceptions to the BOR maximum of 120 hours for the length of baccalaureate programs are provided in the table. Programs have been approved with greater than 120 semester credit hours for the following reasons:

- Many baccalaureate programs housed in the Pamplin College of Arts, Humanities, and Social Sciences and the College of Science Mathematics offer students the option to pursue a teacher certification as part of the baccalaureate program. This additional certification necessitates additional coursework.
- Many programs with specialized accreditations have a program length above 120 hours to ensure that competencies for the respective discipline are addressed in the curriculum. A list of GRU’s specialized accreditations is provided [5].
<table>
<thead>
<tr>
<th>Degree Programs</th>
<th>GRU Length</th>
<th>Explanation of Exceptions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor of Arts with a major in Anthropology</td>
<td>120</td>
<td></td>
</tr>
<tr>
<td>Bachelor of Arts with a major in Art</td>
<td>120</td>
<td></td>
</tr>
<tr>
<td>Bachelor of Arts with a major in Communications</td>
<td>120</td>
<td></td>
</tr>
<tr>
<td>Bachelor of Arts with a major in Criminal Justice</td>
<td>120</td>
<td></td>
</tr>
<tr>
<td>Bachelor of Arts with a major in English</td>
<td>120-127</td>
<td>127 hours for Teacher Certification concentration</td>
</tr>
<tr>
<td>Bachelor of Arts with a major in History</td>
<td>120-122</td>
<td>122 hours for Teacher Certification concentration</td>
</tr>
<tr>
<td>Bachelor of Arts with a major in Music</td>
<td>120</td>
<td></td>
</tr>
<tr>
<td>Bachelor of Arts with a major in Sociology</td>
<td>120</td>
<td></td>
</tr>
<tr>
<td>Bachelor of Arts in Foreign Languages</td>
<td>120-125</td>
<td>125 hours for Teacher Certification concentration</td>
</tr>
<tr>
<td>Bachelor of Business Administration with a major in Accounting</td>
<td>120</td>
<td></td>
</tr>
<tr>
<td>Bachelor of Business Administration with a major in Finance</td>
<td>120</td>
<td></td>
</tr>
<tr>
<td>Bachelor of Business Administration with a major in Management</td>
<td>120</td>
<td></td>
</tr>
<tr>
<td>Bachelor of Business Administration with a major in Management Information Systems</td>
<td>120</td>
<td></td>
</tr>
<tr>
<td>Bachelor of Business Administration with a major in Marketing</td>
<td>120</td>
<td></td>
</tr>
<tr>
<td>Bachelor of Fine Arts with a major in Art</td>
<td>120</td>
<td></td>
</tr>
<tr>
<td>Bachelor of Music with a major in Music Education</td>
<td>128</td>
<td>128 hours for Teacher Certification concentration</td>
</tr>
<tr>
<td>Bachelor of Music with a major in Performance</td>
<td>124</td>
<td>Coursework, internships, and practica required to meet accreditation standards</td>
</tr>
<tr>
<td>Bachelor of Science with a major in Biology</td>
<td>120-126</td>
<td>126 hours for Teacher Certification concentration</td>
</tr>
<tr>
<td>Bachelor of Science with a major in Cell and Molecular Biology</td>
<td>120</td>
<td></td>
</tr>
<tr>
<td>Bachelor of Science with a major in Chemistry</td>
<td>120-132</td>
<td>132 hours for Teacher Certification concentration</td>
</tr>
<tr>
<td>Bachelor of Science with a major in Computer Science</td>
<td>120</td>
<td></td>
</tr>
<tr>
<td>Bachelor of Science with a major in Ecology</td>
<td>120</td>
<td></td>
</tr>
<tr>
<td>Bachelor of Science with a major in Mathematics</td>
<td>120-122</td>
<td>122 hours for Teacher Certification concentration</td>
</tr>
<tr>
<td>Bachelor of Science with a major in Physics</td>
<td>120</td>
<td></td>
</tr>
<tr>
<td>Bachelor of Science with a major in Psychology</td>
<td>120</td>
<td></td>
</tr>
<tr>
<td>Bachelor of Science in Applied Information Systems &amp; Technologies</td>
<td>120</td>
<td></td>
</tr>
<tr>
<td>Bachelor of Science in Clinical Laboratory Science</td>
<td>121</td>
<td>Coursework, internships, and practica required to meet accreditation standards</td>
</tr>
<tr>
<td>Bachelor of Science in Dental Hygiene</td>
<td>125</td>
<td>Coursework, internships, and practica required to meet accreditation standards</td>
</tr>
<tr>
<td>Bachelor of Science in Education with a major in Early Childhood Education</td>
<td>124</td>
<td>Coursework, internships, and practica required to meet accreditation standards</td>
</tr>
<tr>
<td>Bachelor of Science in Education with a major in Health and Physical Education</td>
<td>128</td>
<td>Coursework, internships, and practica required to meet accreditation standards</td>
</tr>
<tr>
<td>Bachelor of Science in Education with a major in Middle Grades Education</td>
<td>120</td>
<td></td>
</tr>
<tr>
<td>Bachelor of Science in Education with a major in Special Education</td>
<td>120</td>
<td></td>
</tr>
<tr>
<td>Bachelor of Science in Health Information Administration</td>
<td>130</td>
<td>Coursework, internships, and practica required to meet accreditation standards</td>
</tr>
<tr>
<td>----------------------------------------------------------</td>
<td>-----</td>
<td>--------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Bachelor of Science in Kinesiology</td>
<td>120</td>
<td></td>
</tr>
<tr>
<td>Bachelor of Science in Nursing</td>
<td>120</td>
<td></td>
</tr>
<tr>
<td>Bachelor of Science in Radiologic Sciences with a major in Nuclear Medicine Technology</td>
<td>124-125</td>
<td>Coursework, internships, and practica required to meet accreditation standards</td>
</tr>
<tr>
<td>Bachelor of Science in Radiologic Sciences with a major in Radiation Therapy</td>
<td>120</td>
<td></td>
</tr>
<tr>
<td>Bachelor of Science in Respiratory Therapy</td>
<td>120-130</td>
<td>Coursework, internships, and practica required to meet accreditation standards</td>
</tr>
<tr>
<td>Bachelor of Social Work</td>
<td>120</td>
<td></td>
</tr>
</tbody>
</table>

**Post-Baccalaureate, Graduate, and Professional Degrees**

GRU currently offers 29 master’s level degrees, three specialist in education degree programs, 15 doctoral degrees (PhD, EdD, and DNP), and three first professional degrees (medicine, dentistry, and physical therapy).

The Board of Regents Policy Manual states in Section 3.8.2, “Absent the approval of the Senior Vice Chancellor for Academic Affairs, no master’s degree program may exceed 36 hours of credit.” [10] The USG Academic and Student Affairs Handbook in Section 2.3.5 states, “the master’s degree may require fewer than 36 hours but not contain fewer than 30 semester hours.” [9]

Table 4.4-c illustrates the program length requirements for Master’s program with explanations for exceptions to the BOR’s 36-hour maximum provided. Exceptions to the 36-hour limit exist to ensure appropriate course content to meet programs’ respective accreditation and professional standards. A list of GRU’s specialized accreditations is provided [5].
## Table 4.4-c: Program Length Requirements for GRU Master’s Degree Programs

<table>
<thead>
<tr>
<th>Degree Programs</th>
<th>GRU Length</th>
<th>Explanation of Exceptions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master of Arts in Teaching</td>
<td>39</td>
<td>Coursework meets accreditation/professional standards</td>
</tr>
<tr>
<td>Master of Business Administration</td>
<td>45</td>
<td>Coursework and additional elective options to meet accreditation standards</td>
</tr>
<tr>
<td>Master of Clinical and Translational Science</td>
<td>36</td>
<td></td>
</tr>
<tr>
<td>Master of Education with a major in Counselor Education</td>
<td>48-60</td>
<td>Coursework meets accreditation/professional standards</td>
</tr>
<tr>
<td>Master of Education with a major in Curriculum and Instruction</td>
<td>36</td>
<td></td>
</tr>
<tr>
<td>Master of Education in Teacher Leadership</td>
<td>36</td>
<td></td>
</tr>
<tr>
<td>Master of Health Science in Clinical Laboratory Science</td>
<td>74</td>
<td>Coursework meets accreditation/professional standards</td>
</tr>
<tr>
<td>Master of Health Science in Occupational Therapy</td>
<td>89</td>
<td>Coursework meets accreditation/professional standards</td>
</tr>
<tr>
<td>Master of Physician Assistant</td>
<td>122</td>
<td>Coursework meets accreditation/professional standards</td>
</tr>
<tr>
<td>Master of Public Administration</td>
<td>36</td>
<td></td>
</tr>
<tr>
<td>Master of Public Health</td>
<td>45-46</td>
<td>Coursework meets accreditation/professional standards</td>
</tr>
<tr>
<td>Master of Science with a major in Allied Health</td>
<td>36</td>
<td></td>
</tr>
<tr>
<td>Master of Science with a major in Biochemistry and Cancer Biology</td>
<td>*66</td>
<td>Coursework includes 33 hours PhD Core Curriculum required in the first year</td>
</tr>
<tr>
<td>Master of Science with a major in Biostatistics</td>
<td>46</td>
<td>Coursework includes applied research and field experience</td>
</tr>
<tr>
<td>Master of Science with a major in Cellular Biology and Anatomy</td>
<td>*66</td>
<td>Coursework includes 33 hours PhD Core Curriculum required in the first year</td>
</tr>
<tr>
<td>Master of Science with a major in Genomic Medicine</td>
<td>*66</td>
<td>Coursework includes 33 hours PhD Core Curriculum required in the first year</td>
</tr>
<tr>
<td>Master of Science with a major in Kinesiology</td>
<td>36</td>
<td></td>
</tr>
<tr>
<td>Master of Science with a major in Microbiology</td>
<td>*66</td>
<td>Coursework includes 33 hours PhD Core Curriculum required in the first year</td>
</tr>
<tr>
<td>Master of Science with a major in Molecular Medicine</td>
<td>*66</td>
<td>Coursework includes 33 hours PhD Core Curriculum required in the first year</td>
</tr>
<tr>
<td>Master of Science with a major in Neuroscience</td>
<td>*66</td>
<td>Coursework includes 33 hours PhD Core Curriculum required in the first year</td>
</tr>
<tr>
<td>Master of Science with a major in Pharmacology</td>
<td>*66</td>
<td>Coursework includes 33 hours PhD Core Curriculum required in the first year</td>
</tr>
<tr>
<td>Master of Science with a major in Physiology</td>
<td>*66</td>
<td>Coursework includes 33 hours PhD Core Curriculum required in the first year</td>
</tr>
<tr>
<td>Master of Science with a major in Psychology</td>
<td>47</td>
<td>Coursework meets accreditation/professional standards</td>
</tr>
<tr>
<td>Master of Science with a major in Vascular Biology</td>
<td>*66</td>
<td>Coursework includes 33 hours PhD Core Curriculum required in the first year</td>
</tr>
<tr>
<td>Master of Science in Medical Illustration</td>
<td>63</td>
<td>Coursework meets accreditation/professional standards</td>
</tr>
<tr>
<td>Master of Science in Nursing with a major in Clinical Nurse Leader (Prelicensure)</td>
<td>60</td>
<td>Coursework meets accreditation/professional standards</td>
</tr>
<tr>
<td>Master of Science in Nursing with a major in Nursing Anesthesia</td>
<td>81</td>
<td>Coursework meets accreditation/professional standards</td>
</tr>
<tr>
<td>Master of Science in Nursing, Other</td>
<td>37</td>
<td>Coursework meets accreditation/professional standards</td>
</tr>
<tr>
<td>Master of Science in Oral Biology</td>
<td>36</td>
<td></td>
</tr>
</tbody>
</table>

*Program length represents minimum credit hours based on core curriculum and minimum major discipline requirements. PhD students are expected to complete all requirements within seven years. The MS is a “fallback” offered to PhD students who no longer wish to pursue the doctoral degree but who have attained minimum requirements.*
requirements for a master's degree.

The BOR does not prescribe a program length maximum for educational specialist, doctoral, and professional programs. For such programs with specialized accreditations, program lengths are guided by the expectations of those agencies to meet the competencies of their respective disciplines. These programs include those in the health sciences and education professions. For Doctor of Philosophy programs, which do not have specialized accreditations, program length is determined by a minimum number of foundational course hours required for the discipline, completion of Comprehensive Examinations, and successful completion of a dissertation; all requirements must be completed within seven years to earn the doctoral degree.

Distance Education

GRU offers degree programs and courses through online technologies when appropriate for the discipline and the student. Per the GRU Curriculum Approval Policy:

“All proposed courses and programs offered at GRU go through identical approval processes. Consequently, new online courses and programs must meet the same requirements as classes offered through face-to-face instruction, and therefore must be approved through the processes previously described. Additionally, any new online or distance education degree requires the approval of the Board of Regents just as if it were any other new program or degree.”

GRU currently offers 11 degree programs via distance, and students in these programs are held to the same program length requirements as students in traditionally delivered programs. All of these programs hold specialized accreditations, and the program length requirements are appropriate to meet those bodies' expectations. Table 4.4-d provides the program length requirements for each of these programs.

<table>
<thead>
<tr>
<th>Degree Programs</th>
<th>GRU Length Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor of Science in Clinical Laboratory Science</td>
<td>121</td>
</tr>
<tr>
<td>Bachelor of Science in Health Information Administration</td>
<td>130</td>
</tr>
<tr>
<td>Bachelor of Science in Dental Hygiene</td>
<td>125</td>
</tr>
<tr>
<td>Bachelor of Science in Respiratory Therapy</td>
<td>120-130</td>
</tr>
<tr>
<td>Bachelor of Science in Radiologic Sciences with a major in Nuclear Medicine Technology</td>
<td>124-125</td>
</tr>
<tr>
<td>Master of Education in Curriculum &amp; Instruction</td>
<td>36</td>
</tr>
<tr>
<td>Master of Education in Teacher Leadership</td>
<td>36</td>
</tr>
<tr>
<td>Master of Health Science in Clinical Laboratory Science</td>
<td>74</td>
</tr>
<tr>
<td>Master of Physician Assistant</td>
<td>122</td>
</tr>
<tr>
<td>Master of Public Health</td>
<td>45-46</td>
</tr>
<tr>
<td>Doctor of Nursing Practice</td>
<td>40-79</td>
</tr>
</tbody>
</table>

Sources

- Board of Regents Academic and Student Affairs Handbook
- Board of Regents Academic and Student Affairs Handbook - 2.3.5 Degree Requirements
- Board of Regents Policy Manual
- Board of Regents Policy Manual - 3.4.1 Semester System
- Board of Regents Policy Manual - 3.8.1 Degrees, General
- Board of Regents Policy Manual - 3.8.2 Degrees, Graduate Degrees
- Federal Register, Volume 75, Number 209 FR 66832
- GRU Catalog - Undergraduate
- GRU Policy Library - Definition of a Credit Hour
- GRU SpecializedAccreditations
- SACSCOC Policy Statement - Credit Hours
4.5

Student complaints

The institution has adequate procedures for addressing written student complaints and is responsible for demonstrating that it follows those procedures when resolving student complaints. (See the Commission policy “Complaint Procedures against the Commission or its Accredited Institutions.”)

Judgment

☐ Compliance ◐ Non-Compliance □ Not Applicable

Narrative

Georgia Regents University (GRU) is committed to providing opportunities for students to voice concerns regarding any area of academic or student life, and for their complaints to be resolved fairly and in a timely manner. The Division of Enrollment and Student Affairs, through the Office of the Dean of Student Life, serves as the primary division handling written student complaints and is the designated policy manager for the university's Student Complaints policy.

The university’s Student Complaints policy is included in and disseminated to students annually via the GRU Student Manual [1]. The Student Manual also includes various formal processes for students to resolve certain types of complaints. The various complaints processes outlined within the Student Manual include the Student Code of Conduct [2], Academic Conduct policy [3], and the Academic Grievances and Appeals policy [4]. Some colleges handle disciplinary actions according to their individual honor codes, as outlined in the Academic Conduct policy [3].

Students who wish to submit a written complaint may do so using the written complaints form located on the Division of Enrollment and Student Affairs website [5]. The Dean of Student Life or his/her designee is responsible for reviewing the submitted written complaint and working with the student to determine the best process for resolving the issue.

Some complaints may be resolved using a stated University process, such as the University’s non-academic Student Conduct Process [2]. For complaints that cannot be resolved using a formally stated University process, students are encouraged to use the following guidelines for resolving complaints.

General Complaint Procedures for Students

Because no single process can serve the wide range of possible complaints, the University provides specific processes for responding to certain kinds of student complaints. Where University policy provides a specific complaint or grievance procedure, an aggrieved student should use that procedure. Complaints that do not fall within a stated University process may follow a less formal structure. Students are encouraged to address concerns directly to departments that manage the area of their concern. Student concerns are resolved at the lowest possible University unit that has the authority to act as quickly as possible. As necessary, students should move to the next level as outlined below.

The complaint process is not an appeal to re-examine a decision made through a University grievance or academic policy, nor does it serve as a replacement for another defined University grievance process.

Step One:
The student should meet with the University decision-maker concerned to discuss the complaint and to attempt to arrive at a solution. This meeting should occur no later than 25 business days after the action that resulted in the complaint.

Step Two:
If the student’s complaint is not resolved at Step One, that student should, within 10 business days of the Step One meeting, submit the written complaint to the next level in the University’s administrative structure (department chair, director or his/her designee in the administrative unit within which the complaint originated). The complaint should be signed and dated by the student. The name and title of the person to whom the request should be addressed can be obtained from the employee in Step One.

If the student’s issue cannot be resolved by the Step Two administrator, he/she should make a reasonable effort to arrange for a meeting with the student and the employee within 10 business days from the date that the request is received. Typically, the Step Two administrator should render a final decision within 10 business days, informing all parties of the decision in writing.

Step Three
If the student’s complaint is not resolved to the student’s satisfaction in Step Two, he/she may continue to the next highest level in the administrative structure of the University—unless the highest level of appeal has been reached - using a similar process as outlined in Step One and Step Two.

Examples of written student complaints and how they were resolved are provided below:

- Student Complaint 1 - A complaint regarding admissions and course registration. [6]
- Student Complaint 2 - A complaint regarding violations of the tobacco free campus policy. [7]
- Student Complaint 3 - A complaint regarding admissions. [8]
- Student Complaint 4 - A complaint regarding a disruptive student in student housing. [9]

Human Resource Related Complaints

The Division of Human Resources investigates complaints brought forward by a student if it involves an employee or if the student is an employee.

Students may file written complaints (by filing a report online [10]) or express verbal complaints via the confidential 24-hour GRU Compliance
Hotline at 1(800)576-6623. Additionally, students may use the general complaints form, managed by the Office of the Dean of Student Life to submit a complaint. [5]

Human Resources investigates all written and verbal complaints. When a student complains about a student employee, the issue also may be referred to the Office of the Dean of Student Life. However, it is not uncommon for Human Resources to work jointly with other offices across campus when students and employees are involved.

Distance Education

All policies and procedures for handling written student complaints are applicable regardless of where students are enrolled. Both the web-based complaints managed by the Dean of Student Life as well as the Compliance Hotline are accessible to students at off-campus instructional locations as well as in distance education programs.

Sources

- GRU Compliance and Enterprise Risk Management Website - Compliance Hotline
- GRU Compliance Hotline Webpage
- GRU Division of Enrollment and Student Affairs Website
- GRU Student Complaint 1 - Admissions and Registration
- GRU Student Complaint 2 - Smoking on Campus
- GRU Student Complaint 3 - Admissions
- GRU Student Complaint 4 - Conduct
- GRU Student Complaint Form (Via Qualtrics)
- GRU Student Manual (2015-2016) (Page 10)
- GRU Student Manual (2015-2016) (Page 42)
- GRU Student Manual (2015-2016) (Page 7)
- GRU Student Manual (2015-2016) (Page 9)
- GRU Student Written Complaints Form
4.6

Recruitment materials

Recruitment materials and presentations accurately represent the institution’s practices and policies.

Judgment

☐ Compliance  ☐ Non-Compliance  ☐ Not Applicable

Narrative

Georgia Regents University (GRU) is a member of the American Association of Collegiate Registrars and Admissions Officers (AACRAO) and the National Association of College Admissions Counselors (NACAC), and as such, it abides by the AACRAO Professional Practices and Ethical Standards and the NACAC Principles of Good Practice. All admissions recruiters are trained annually in accordance with the Principles and Ethical Standards of AACRAO, which place a strong emphasis on professionalism when representing the institution. Additionally, admissions representatives meet with each college annually to exchange information on recruitment practices and key messaging for the university.

GRU intentionally develops enrollment management strategies, enhanced by recruitment materials and presentations, under the guidance of the Vice President of Enrollment and Student Affairs and the Vice President of Communications and Marketing. Through a consciously collaborative effort, materials are designed and developed with relevant stakeholders including college, school, and program leadership; the Division of Enrollment and Student Affairs; and the Division of Communications and Marketing. Recruitment materials, including print and web-based information, accurately represent the institution’s program offerings and admission practices and policies [1] [2].

In 2014, GRU retained Wier/Stewart, a marketing and public relations firm in Augusta, Georgia, to develop a cohesive brand identity for all marketing efforts targeted to prospective students. As part of the research process, Wier/Stewart met with internal and external stakeholders and identified drivers that affect the decisions of applicants and their families to choose GRU. Noting that such drivers included passion, quality, involvement, community, and service, the “Success is a Choice” marketing tagline and campaign was launched by the University. [3] All publications and materials produced by Wier/Stewart on behalf of GRU comply with the institutional publication branding and style guidelines. [4]

The educational programs and services offered by GRU are the primary emphasis of the institution’s advertisements, publications, promotional literature, and recruitment activities. Recruitment presentation materials accurately represent the practices and policies of GRU. All materials must comply with the institutional publication branding and style guidelines [4]. To provide overall coordination and consistency in recruitment materials, the GRU Division of Communications and Marketing works with the Division of Enrollment and Student Affairs and each of the nine colleges and schools at GRU to provide a consistent brand and message in print and on the GRU website.

All content for print and online materials are initially developed by Academic Admissions and the Division of Communications and Marketing (DCM). Information from previous publications is sent to the respective colleges, departments, and programs. The Office of Institutional Research provides specific data from the institution’s data warehouse, including enrollment statistics and listing of areas of study for publications. Similarly, Academic Admissions, Financial Aid, and other student and academic programs provide specific information for their respective portions of recruitment materials. Once the initial content is created, information is sent to DCM for initial design, often in conjunction with Wier/Stewart. Publications and promotional materials go through multiple rounds of edit and review by Academic Admissions and DCM. Before the final design is approved, colleges, programs, and academic and student services departments review the document to verify accuracy from their respective areas. Final approval of print and online publications rests with the Vice President for Enrollment and Student Affairs and the Vice President for Communications and Marketing. This process is prioritized and organized through WorkFront, project management software managed by DCM.

The institutional mission, as articulated by each college and admissions office, is reflected in college, program, and university recruitment materials. Each college also provides more specific information about its various degree programs. This is evidenced in the following online resources:

- Office of Academic Admissions [5]
- College of Dental Medicine [6]
- Medical College of Georgia [7]
- The Graduate School [8]
- College of Allied Health Sciences [9]
- College of Arts, Humanities, and Social Sciences [5] [10]
- College of Education [5] [12]
- College of Nursing [5] [13]
- College of Science and Mathematics [5] [14]

As stated above, each office involved in recruitment activities is responsible for ensuring that its recruitment materials comply with GRU policies and practices. Additionally, all materials must comply with the institutional publication branding and style guidelines [4]. Recruitment materials define programs and admission eligibility requirements, define the application process and timeline, briefly describe courses of study, and clearly state the expected student outcomes. Recruiting information is offered through a combination of print and web-based materials, as well as on- and off-site programming. Recruitment takes many forms, including, but not limited to, college and career fairs, bulk mail, open houses, information sessions, webinars, individual student, and high school and college visits. Faculty and staff who participate in recruitment activities receive training in recruitment best practices. At the program level this is typically conducted by other faculty who recruit. For the Office of Academic Admissions this training is done through both professional organizations and conferences as well as through intense training with other recruitment staff. The Office of Academic Admissions is a member of the National Association for College Admissions Counseling and follows the Principle of Good Practices for all recruitment activities [15].
Sources

GRU Brand Guidelines
GRU Catalog - Graduate Admissions Information
GRU College of Allied Health Sciences
GRU College of Dental Medicine Website - Admissions
GRU College of Education Website
GRU College of Nursing Website
GRU College of Science and Mathematics Website
GRU Hull College of Business Website
GRU Medical College of Georgia Website - Admissions
GRU Office of Admissions Website
GRU Pamplin College of Arts, Humanities, and Social Sciences Website
GRU Recruitment - Aiken and Edgefield Counties
GRU Recruitment - Dual Enrollment Opportunities
GRU The Graduate School Website - Application Information
National Association for College Admissions Counseling (NACAC) – Statement of Principles of Good Practice
Title IV program responsibilities

The institution is in compliance with its program responsibilities under Title IV of the most recent Higher Education Act as amended. (In reviewing the institution's compliance with these program responsibilities, the Commission relies on documentation forwarded to it by the U. S. Department of Education.)

Judgment

☐ Compliance  ☐ Non-Compliance  ☐ Not Applicable

Narrative

Georgia Regents University (GRU) is in compliance with its program responsibilities under Title IV of the amended 1998 Higher Education Act, as evidenced by conforming with the rules and regulations applicable to federal Title IV financial aid programs. The university is in good standing with the U.S. Department of Education (US DoED) for all Title IV federal aid programs. The university has not been placed on the reimbursement method, has not been required to obtain a letter of credit in favor of US DoED, nor post a letter of credit on behalf of the US DoED or other financial regulatory agencies. Additionally, GRU has not received any limitations, suspensions, or terminations by the US DoED in regard to student financial aid or other financial aid programs. GRU does not have any significant impending litigation issues related to financial aid. GRU does not have any significant unpaid dollars due back to the US DoED, but is currently going through a financial aid desk audit from the US DoED regarding Return to Title IV and Satisfactory Academic Progress as mentioned below and in Comprehensive Standard 3.10.2. The Program Review Report was received by the university on July 29, 2015, and GRU is currently developing a response.

The university meets the audit requirements for Title IV administration in accordance with the current US DoED Program Participation Agreement [1] and the US DoED Eligibility and Certification Approval Report [2].

The Program Participation Agreement (PPA) was signed by former GRU President Ricardo Azziz in October 2014 and was submitted to the US DoED. The recognition approval letter was received and indicated continued eligibility to award Title IV funds to students. The current PPA will expire March 31, 2017. The university has submitted all required reports to the US DoED, including the Fiscal Operations Report and Application to Participate (FISA), in a timely manner.

Audits

Under federal regulations, public and nonprofit institutions are audited according to the Single Audit Act.

The US DoED has reviewed a single audit report of the State of Georgia prepared by the Department of Audits and Accounts in accordance with the Office of Management and Budget Circular A-133 for the period of July 1, 2012 through June 30, 2013. During this time period GRU was still operating its financial aid programs under both Augusta State University and Georgia Health Sciences University as required by the US DoED. GRU began operating as one institution for financial aid purposes in the summer of 2013. GRU, under the consolidation code (the former GHSU code was adopted for GRU) was determined to have one finding of over award in the amount of $2,303 in excess of their eligible need in Federal Direct Subsidized Loan (FDL) program funds. GRU concurred with the auditors findings and was required to return the excess FDL funds of $2,303 for the identified student. GRU has implemented procedures to monitor exceptions that may affect students’ eligibility for financial aid after initial awarding. GRU provided supporting documentation to the Department to confirm that the over awarded funds were returned [3].

The Georgia Department of Audits and Accounts performs a financial audit at GRU each year. The audit is conducted in accordance with generally accepted governmental auditing standards and financial aid is a part of this audit. These annual audits may include tests of compliance with the applicable federal laws and regulations and review of internal controls used in administering federal financial assistance programs. These procedures were conducted during Fiscal Years (FY) 2013 and 2014 audit engagements. A copy of the each year’s audit is submitted to the U.S. Department of Education. Audit reports indicating an unqualified opinion for FY2013 and FY2014 are linked here for reference [4] [5]. This is also discussed in more detail in Comprehensive Standard 3.10.2.

Institutional/University System Review Process

During the 2014-2015 academic year, the University System of Georgia directed all institutions to conduct internal compliance audits as part of an overall system audit [6]. The GRU Office of Internal Audit (IA) completed a general audit of GRU in 2013, which was used as a basis for meeting some of the requirements for the 2014 audit. As such, prior work was taken into consideration and IA focused on two areas: Satisfactory Academic Progress (SAP) and Return to Title IV (R2T4) policies [7]. Audit findings are discussed in more detail in Comprehensive Standard 3.10.2.

Based upon the findings from the internal audit, former GRU President Azziz sent a self-disclosure letter to the US DoED asking for guidance on the recommendations and findings of the audit [8]. A federal desk audit is currently being conducted regarding R2T4 and SAP based upon the self-disclosure letter sent to the US DoED. Beginning on June 22, 2015, a representative of US DoED conducted a program review of GRU’s policies and procedures as they pertain to SAP and the R2T4 funds. The US DoED Program Review Report is attached [9]. GRU is currently reviewing the report and providing responses to their findings as well as all action the university is or has taken to comply with the required statues and regulations. The report is due to the US DoED on September 26, 2015.

Default Rate

GRU’s most recent cohort default rate for the Federal Family Education Loan and Federal Direct Loan programs for FY2012 was reported in draft format as 6.6 percent [10]. The rates for FY2009, FY2010 and FY2011 were 12.4 percent, 10 percent, and 6.8 percent, respectively. GRU’s 3-Year Default Rates can be found in more detail at the US DoED’s website. [11] Official 3-Year Cohort Default Rates for GRU (FY2010, FY2011, and FY2012) are lower than the state default average. [12]
Sources

- Georgia Department of Audits and Accounts - GRU Report on Audit of the Financial Statements (FY2013)
- Georgia Department of Audits and Accounts - GRU Report on Audit of the Financial Statements (FY2014)
- GRU Internal Audit - Student Financial Aid (FY2013)
- GRU Internal Audit - Student Financial Aid (FY2014)
- GRU Letter to US DoED - Self Disclosure on IA Findings (2015.3.23)
- GRU's Official 3-Year Default Rates
- State of Georgia Average Default Rate
- US DoED - Eligibility and Certification Approval Report
- US DoED - GRU Program Participation Agreement
- US DoED GRU Official 3-Year Cohort Default Rates
- USG System Audit Report - Financial Aid
4.8 Verification of Student Identity in Distance or Correspondence Education

An institution that offers distance or correspondence education demonstrates that the student who registers in a distance or correspondence education course or program is the same student who participates in and completed the course or program and receives the credit by verifying the identity of a student who participates in class or coursework by using, at the option of the institution, methods such as (a) a secure login and pass code, (b) proctored examinations, or (c) new or other technologies and practices that are effective in verifying student identification.

Judgment
☐ Compliance  ☐ Non-Compliance  ☐ Not Applicable

Narrative

Georgia Regents University (GRU) is in compliance with Federal Requirement 4.8 Distance and Correspondence Education. GRU has instituted security measures to ensure identity verification and privacy protection of students who participate in distance-learning activities. Students are informed of any additional charges associated with distance-learning courses at the time of registration and through various matriculation communication websites [1].

Currently, GRU offers degree programs and courses through non-traditional delivery methods via the Internet using synchronous and asynchronous technologies. Courses utilize the Desire2Learn learning management system and other online educational tools such as Echo360 lecture viewing, Cisco WebEx synchronous audio and video chatting, online testing systems, and related technologies. These courses are usually asynchronous and electronically interactive, but they may also use a combination of live chat rooms, threaded discussions, electronic bulletin boards, email, or interactive Web pages. Some courses are delivered via synchronous video conferencing with a professor at one site delivering live two-way video instruction to students at another site.

During the 2014-2015 academic year, GRU offered 20 out of 122 degree and certificate programs (16 percent) via distance education methods. Of the 4,516 total course sections offered during that time, 376 courses (8.3 percent) were offered at least 95 percent at a distance, 98 courses (2.2 percent) were offered partially at a distance or in a hybrid format, 3,682 courses (81.5 percent) were technologically enhanced, and 360 courses (8.0 percent) used no technology at all.

4.8.1 Verification of Student Identity

The University authenticates that the student who registers for a distance-learning course is the same student who participates in, completes, and receives the credit for the course by using the following methods:

1. Requiring unique usernames and secure passwords with which students have access to all secure online and network campus resources. These online campus resources include, but are not limited to: (1) the campus learning management system (Desire2Learn) through which students access their online coursework; (2) library resources including Georgia’s virtual library GALILEO (Georgia Library Learning Online), which has more than 82,000 ejournals, 84,123 ebooks, and other online research databases; and (3) electronic mail as well as a host of related systems. Passwords must be changed every 180 days and must adhere to certain complexity requirements. These procedures are outlined in the Acceptable Use of Information Technology Policy [2].

2. Requiring identification in the admission process, including the student’s social security number during the application process as well as a photocopy of the student’s driver’s license or some other form of identification at the time of application. A photocopied/faxed copy will be acceptable if the student is a distance-learning student and cannot travel to campus.

3. Requiring students to register for courses through a security university on-line system (POUNCE) that uses the student’s username and password.

4. Requiring students to submit graded assignments or exams via D2L, through a high-stakes electronic exam software, or by traveling to an approved testing site for proctored exams. At proctored sites, students are expected to provide an official form of identification (state-issued driver’s license, passport, or university ID), and, in some cases, students may be required to use multiple methods.

4.8.2 Written Procedure for Distance and Correspondence Education Student’s Privacy

GRU abides by the Family Education Rights and Privacy Act (FERPA) in protecting the confidentiality of all students, including on-line students. Written information about this act, and GRU’s process for complying with its provisions, are published on the institutional website, which is publicly available to all students [3]. Students are also notified of their FERPA rights through the Student Manual [4] and the GRU Catalogs [5].

To ensure faculty and staff understand and carry out the commitments to confidentiality, integrity, and security of student academic records, GRU's Compliance and Enterprise Risk Management (CERM) office [6] provides easily-accessible guides to FERPA and its implementation [7][8] and requires annual training of all employees.

GRU utilizes Banner as the university-wide student information management system to store and manage electronic student information. In addition, GRU has multiple processes and procedures in place to ensure protection of security, confidentiality, and integrity of its student records as outlined in Comprehensive Standard 3.9.2.

During Course Exam Review, student identity is kept anonymous until the student self-identifies during a question review. Exam reviews are organized around clarification of rationale for assessment items. Reviews are created as a non-pressure situation for the student. Faculty review and release the rationale for the answer to a question. This process masks the identity of the students themselves as reviews occur in group format in classrooms and online (utilizing Respondus LockDown Browser). All exam results are password protected.

4.8.3 Written Procedure for Projected Additional Student Charges
Students enrolled in distance learning courses are not charged additional fees related to verification of student identity.

Sources

- GRU Catalog - Academic Regulations, FERPA (Page 6)
- GRU Compliance and Enterprise Risk Management Office Website
- GRU FERPA Primer
- GRU Policy Library - Acceptable Use of Information Technology
- GRU Policy Library - Distance Education
- GRU Registrar's Office Website - FERPA
- GRU Student Manual (2015-2016) (Page 5)
- US DoED Website - Family Educational Rights and Privacy Act (FERPA)
Definition of Credit Hours

The institution has policies and procedures for determining the credit hours awarded for courses and programs that conform to commonly accepted practices in higher education and to Commission policy. (See Commission policy "Credit Hours.")

Judgment

Compliance  □ Non-Compliance  □ Not Applicable

Narrative

The Georgia Regents University Credit Hour Definition Policy [1] defines "credit hour" and all of its permutations for all University programs. GRU has a comprehensive curriculum revision process that applies to all degree levels at GRU [2]. 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 academic officers at the college and University level, the University Senate, and the Board of Regents. For academic purposes, programs in the College of Arts, Humanities, and Social Sciences; College of Education; College of Business; College of Science and Mathematics; College of Allied Health Sciences; College of Nursing; the Graduate School; and College of Dental Medicine at Georgia Regents University (GRU) conform to the following Federal Definition of Credit Hour [3]:

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.

Standards are further guided by the policies of the Board of Regents (BOR) [4], the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) [5], and the Carnegie unit recommendations to define and measure semester credit hours awarded to students for course work [6].

The standards are slightly different for the Medical College of Georgia (MCG) at GRU. MCG determines the amount of credit awarded for courses in accordance with the accreditation standards of the Liaison Committee on Medical Education (LCME), which is the accrediting body for the MCG.

Undergraduate, Graduate, and Dental Medicine Courses

Although not explicitly stated in the BOR policy, which defines one semester credit hour as 750 minutes of total instruction or equivalent per a 15-week semester (50 minutes per week), GRU also expects the minimum of 1,500 minutes (2 class hours; 100 minutes per week) of out-of-class student work in line with SACSCOC and Federal definitions.

Thus, overall, one credit hour is constituted by a minimum of the equivalent of three class work hours, where a class hour is defined as 50 minutes. However, the ratio of in-class/direct instruction time versus out-of-class student work will vary depending on the course type.

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.

Reasonable Equivalencies for Course Types and Methods of Delivery

Semester credit hours are granted for various types of instruction as follows:

- Lecture: One credit hour equals one class hour (50 minutes) plus minimum of two class hours (100 minutes) of out-of-class student work per week or an equivalent amount of work distributed over a different period of time.
- Seminar: One credit hour equals one class hour (50 minutes) plus minimum of two class hours (100 minutes) of out-of-class student work per week or an equivalent amount of work distributed over a different period of time.

In courses and academic activities where direct instruction is not the primary mode of learning, such as laboratory courses, internships, practica, clinical experiences, or research, an equivalent amount of work (minimum of three hours per week for a semester) must be completed for a credit hour.

- Laboratory – One credit hour equals two class (laboratory) hours (100 minutes) plus minimum of one class hour (50 minutes) out-of-class student work per week or an equivalent amount of work distributed over a different period of time.
- Internship/Practicum – Ratio of in-class/out-of-class time engagement can be variable by discipline. Typically one credit hour equals two class (Internship/Practicum) hours (100 minutes) plus minimum of one class hour (50 minutes) out-of-class student work per week or an equivalent amount of work distributed over a different period of time.
- Clinical Experiences – Variable by program and determined in accordance with recommendations of program’s specific accrediting bodies or state regulation (if/as applicable). Typically one credit hour equals two clinical hours (100 minutes) plus minimum of one hour out-of-class student work per week or one credit hour = three clinical hours (150 minutes) per week or for a 15-week semester, 37.5 hours per credit hour.
Research, Thesis/Dissertation, and Independent Study – Courses requiring students to work on independent projects, such as in thesis/dissertation hours and independent studies, will conform to the standard minimum of three hours of student work per credit hour per week throughout the course of the semester or the equivalent amount of work distributed over a different period of time. For a 15-week semester, this would be 37.5 hours per credit hour.

For courses with non-traditional delivery methods the standard minimum of the equivalent of three class hours per week for a semester must be completed per credit hour as follows:

- **Distance Learning/Online Courses** – Distance learning/online courses shall be defined as those courses and programs in which 95 percent or more of class time is delivered by distance technology. Actual contact time should follow the same guidelines as traditional face-to-face courses. Online courses should meet an equivalent of the required 750 minutes of instruction per credit hour per 15-week semester and expect the minimum of 1,500 minutes (2 class hours; 100 minutes per week) of out-of-class student work.

- **Partially at a Distance** – The combination of face-to-face and distance instruction must equal an equivalent of 750 minutes of instruction per credit hour per 15-week semester and expect the minimum of 1,500 minutes (2 class hours; 100 minutes per week) of out-of-class student work.

- **Hybrid** – A course is considered hybrid (or blended) when it has the following characteristics: (1) the course is a carefully designed integration of online and face-to-face experiences using aspects of both environments to meet the learning objectives and (2) a significant portion of traditional face-to-face class time is replaced by on-line components. For example, a course that is taught (50 percent online, 50 percent face-to-face) would require that 375 minutes of instruction per semester hour must be conducted face-to-face and that 375 minutes of instruction per semester hour must be conducted via distance per 15-week semester. In addition, the minimum of 1,500 minutes (2 class hours; 100 minutes per week) of out-of-class student work is expected.

**Length of Semester**

- Full term – Standard Semester = 15 weeks of instruction (not counting exam weeks). Standard credit per contact hours is calculated for this time frame.

- Summerville summer semester (Short session) – ranges from 5 to 7½ weeks. Class time must be scheduled to include 750 minutes of instruction per credit hour and the minimum of 1500 minutes of out-of-class student work per credit hour, taking into consideration alternative delivery methods, measurements of student work, academic calendars, disciplines, and degree levels when determining the amount of work that learning outcomes will entail.

- Summerville summer semester (Full session) – 45 days of instruction. Class time must be scheduled to include 750 minutes of instruction and the minimum of 1500 minutes of out-of-class student work per credit hour.

- Health Sciences summer semester – 55 days of instruction. Class time must be scheduled to include 750 minutes of instruction per credit hour and the minimum of 1500 minutes of out-of-class student work per credit hour.

**Location**

All courses must be equivalent to the standard credit-hour calculation (depending on the course type) and must be consistently delivered as such across all locations offered, including online (fully at a distance), main campus (Summerville and Health Sciences), and off-campus instructional sites. Learning outcomes must remain the same regardless of location or delivery type.

**Variable-Hour Courses**

Students enrolled in variable hour courses must be taught at an equivalent of the standard credit-hour calculation (depending on course type) for the number of credit hours for which they register.

<table>
<thead>
<tr>
<th>Type of Course</th>
<th>Credit Hour</th>
<th>Instruction Time per semester*</th>
<th>Minimum Out-of-class Student Work Time per semester*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture</td>
<td>1</td>
<td>750 minutes</td>
<td>1,500 minutes</td>
</tr>
<tr>
<td>Laboratory</td>
<td>1</td>
<td>1,500 minutes</td>
<td>750 minutes</td>
</tr>
<tr>
<td>Clinical (option A)</td>
<td>1</td>
<td>1,500 minutes</td>
<td>750 minutes</td>
</tr>
<tr>
<td>Clinical (option B)</td>
<td>1</td>
<td>2,250 minutes</td>
<td></td>
</tr>
<tr>
<td>Seminar</td>
<td>1</td>
<td>750 minutes</td>
<td>1,500 minutes</td>
</tr>
<tr>
<td>Independent Study</td>
<td>1</td>
<td>2,250 minutes</td>
<td></td>
</tr>
<tr>
<td>Internship/Practicum</td>
<td>1</td>
<td>1,500 minutes</td>
<td>750 minutes</td>
</tr>
<tr>
<td>Research</td>
<td></td>
<td>2,250 minutes</td>
<td></td>
</tr>
</tbody>
</table>

*semester = 15 weeks

**Institutional Policies and Procedures for Calculating Credit Hours Awarded**

Curriculum revisions, including new course requests and course changes, are developed and approved in accordance with the GRU Curriculum Approval Policy [2]. Colleges are responsible for oversight procedures to ensure the quality and accuracy of credit- and contact-hour calculation.

**Medical College of Georgia**
The Medical College of Georgia (MCG) determines the amount of credit awarded for courses in accordance with the expectations of the Liaison Committee on Medical Education (LCME), the accrediting body for medical education programs in the United States and Canada. The LCME defines program length and academic credit in terms of weeks of instruction, rather than semester hours, requiring a minimum of 130 weeks of instruction for educational programs leading to the Doctor of Medicine (MD) degree.

**Definition of a Credit Hour**

MCG utilizes a two-semester system. Each semester comprises 25-26 weeks. Lecture and laboratory courses are calculated at one credit hour per 720 minutes of instruction. Clinical courses are calculated at one credit hour per six contact hours, with Phase III electives calculated at seven credit hours per 40 contact hours.

**Course Type and Equivalencies for Non-Standard Course Types and Methods of Delivery**

- Lecture – Calculated at one credit hour per 720 minutes of instruction.
- Laboratory – Calculated at one credit hour per 720 minutes of laboratory time.
- Clinical – Calculated at one credit hour per six contact hours, with the exception of Phase III selectives, which are calculated at seven credits per 40 contact hours.
- Phase III Core Clerkships and Electives – Calculated at 15 credit hours per 90 clinical hours or 20 credit hours per 120 clinical hours.

**Location**

Regardless of instructional type or location, all courses must be delivered consistently using this standard credit-hour calculation (depending on the course instructional type), including:

- Online (fully at a distance)
- Main campus
- Athens campus
- Satellite campuses
- Visiting Electives

**Variable Hour Courses**

Students enrolled in variable-hour courses must be taught at an equivalent of the standard Medicine credit-hour calculation (depending on course type) according to the number of credit hours for which they are registered.

<table>
<thead>
<tr>
<th>Type of Course</th>
<th>Credit Hour</th>
<th>Instruction Time per Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture</td>
<td>1</td>
<td>720 minutes</td>
</tr>
<tr>
<td>Laboratory</td>
<td>1</td>
<td>720 minutes</td>
</tr>
<tr>
<td>Clinical</td>
<td>1</td>
<td>6 Contact hours</td>
</tr>
<tr>
<td>Phase III Core Clerkships/Selectives</td>
<td>15/20</td>
<td>90/120 Clinical Hours</td>
</tr>
</tbody>
</table>

**Institutional Policies and Procedures for Calculating Credit Hours Awarded**

Curriculum revisions, including new course requests and course changes, are developed and approved in accordance with the GRU Curriculum Approval Policy [2]. MCG is responsible for oversight procedures to ensure the quality and accuracy of credit- and contact-hour calculation.

**Sources**

- Board of Regents Policy Manual - 3.4 Calendar of Academic Activities
- Federal Register, Volume 75, Number 209 FR 66832
- GRU Policy Library - Curriculum Approval
- GRU Policy Library - Definition of a Credit Hour
- SACSCOC Policy Statement - Credit Hours
- Structure of the US Education System - Credit Systems (USNEI)