

Addendum to Task Force Recommendations

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The Task Force continued its work during the Fall 2020 term, and we submit this addendum to our initial recommendations for your consideration. As before, we identify “strategic alignments” to connect our recommendations to previous and existing efforts at GSU. This addendum also includes four documents in the appendices:

- *Proposed Next Steps for Georgia State University Police Department (pages 4-11)*
Considering the importance and breadth of policing, this document captures Task Force recommendations for GSUPD’s next steps.
- *Proposed Next Steps for HRODDEP (pages 12-13)*
Again, considering the breadth of this domain, a separate set of actions for HRODDEP is presented in this document.
- *Expanded recommendation for an Office of Community Engagement and Impact (page 14)*
Here, the Task Force offers emphasis to our initial recommendation. This reflects GSU’s centrality in Atlanta and provides GSU with an opportunity to critically examine its relationship with the surrounding communities and foster new and mutually-beneficial relationships.
- *Hiring recommendations for the VP of DEI (page 15)*
When the announcement of this position and office was made, the Task Force compiled these recommendations to inform this important step forward for the university.
- *Student Affairs Subcommittee Focus Group Report (pages 16-17)*
During the Fall 2020 term, this subcommittee conducted a series of focus groups with students. This report summarizes the results of these focus groups.

While this addendum brings the work of the Task Force to a close, we know that efforts to position GSU as an institution standing in active opposition to anti-Black racism must continue. It is our hope that the university will expand its action plan to include these recommendations and that the GSUPD and HRODDEP next steps will inform future actions in these areas.

With the transition in senior leadership, we understand that the search for the Vice President for Diversity, Equity and Inclusion will begin once the search for a new GSU president is complete. We strongly suggest that the Task Force recommendations and the university’s action plan be centered in the search process. This represents an important opportunity to advance and elevate this important work as GSU looks to the future.

Administration and Staff**Strategic Alignments**

GSUPD next steps (see appendix)	<ul style="list-style-type: none"> ▪ Task Force Charge 1 and 2 ▪ 2016 Strategic Plan Goal 4, initiative 3: <i>Be a nationally recognized model for leadership in inclusion.</i>
HRODDEP next steps (see appendix)	<ul style="list-style-type: none"> ▪ Task Force Charge 1 and 3. ▪ 2016 Strategic Plan Goal 4, initiative 3: <i>Be a nationally recognized model for leadership in inclusion.</i>
Clarify and promote grievance procedures for students, faculty and staff.	<ul style="list-style-type: none"> ▪ Task Force Charge 3 ▪ 2016 Strategic Plan Goal 4, initiative 3: <i>Be a nationally recognized model for leadership in inclusion.</i>
Collect and present data on staff recruitment, retention, promotion and pay to inform diversity and equity in the staff domain.	<ul style="list-style-type: none"> ▪ Task Force Charge 3 ▪ 2016 Strategic Plan Goal 4, initiative 3: <i>Be a nationally recognized model for leadership in inclusion.</i>
Include service in evaluation of staff.	<ul style="list-style-type: none"> ▪ Task Force Charge 3 ▪ 2016 Strategic Plan Goal 4, initiative 3: <i>Be a nationally recognized model for leadership in inclusion.</i>
Include members of the Task Force in the selection process for the VP for DEI (see appendix)	<ul style="list-style-type: none"> ▪ Task Force Charge 3 ▪ 2016 Strategic Plan Goal 4, initiative 3: <i>Be a nationally recognized model for leadership in inclusion.</i>

Institutional Change**Strategic Alignments**

Include diversity efforts and outcomes in annual evaluation of deans	<ul style="list-style-type: none"> ▪ Task Force Charge 3 ▪ 2016 Strategic Plan Goal 4, initiative 3: <i>Be a nationally recognized model for leadership in inclusion.</i>
Include diversity efforts and outcomes in academic program review	<ul style="list-style-type: none"> ▪ Task Force Charge 3 ▪ 2016 Strategic Plan Goal 4, initiative 3: <i>Be a nationally recognized model for leadership in inclusion.</i>

Student Affairs**Strategic Alignments**

Create “social justice” B.I.S./M.I.S. degrees (expands on the social justice certificate at GSU that currently resides in Sociology)

- Task Force Charge 1 and 2
- 2016 Strategic Plan Goal 4, initiative 3: *Be a nationally recognized model for leadership in inclusion.*

Increase equity by developing a process outside of the academic department to support undergraduate students who are mistreated because of racism, discrimination, or problematic academic oversight. This process would include a trained and compensated Graduate Student or Faculty Advocate who would assist students in articulating the issues and navigating the process.¹

- Task Force Charge 3
- 2016 Strategic Plan Goal 4, initiative 3: *Be a nationally recognized model for leadership in inclusion.*

Communications and Programming**Strategic Alignments**

See Expanded recommendation for an Office of Community Engagement and Impact (see appendix)

- Task Force Charge 1, 2, and 3
 - 2016 Strategic Plan Goal 4, initiative 3: *Be a nationally recognized model for leadership in inclusion.*
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¹ Previous recommendation did not include undergraduate students.

Proposed Next Steps for Georgia State University Police Department

Within the context of the charge, the Task Force identifies existing policies and practices and proposes additional initial actions to “address and reduce systemic racism and police violence against Black people and other underrepresented groups at the University and in society.”² With the [EightCan’tWait³](https://8cantwait.org/) campaign as an initial point of reference, we can report the following alignments with the eight changes centered in this important campaign:

	GSU Policy? (Yes, No, Pending)		
Requires De-escalation	Yes ⁴		
Use of Force Continuum	Yes		
Bans Chokeholds and Strangleholds	Yes		
Require Warning Before Shooting	Yes ⁵		
Ban Shooting at Moving Vehicles		No ⁶	
Exhaust All Alternatives			Pending
Duty to Intervene	Yes		
Comprehensive Reporting	Yes		

Additionally, the Task Force used the six pillars of President Obama’s [Task Force on 21st Century Policing⁷](#) as a general guide.

The six pillars are:

1. Building trust and legitimacy
2. Policy and oversight
3. Technology and social media
4. Community policing and crime reduction
5. Training and education
6. Officer wellness and safety

To date, the GSUPD either had in place or put in place training, policies and programs that are pertinent to the charge and reflect at least three of the pillars. They are listed under each relevant pillar below:

² From the charge issued by Provost Hensel

³ <https://8cantwait.org/>

⁴ De-escalation is the preferred method and heavily trained however, de-escalation may not be an option (active shooter, ambush, hostage, etc.), the term “when feasible” is included for these situations

⁵ Warning before shooting is the preferred method and heavily trained however a warning may not be possible in all situations. (Example, someone actively shooting at an officer or another person) the term “when feasible” is included for these situations

⁶ In the use of force case that went to the Georgia Court of Appeals, Allen V City of Atlanta decided organizations could not ban officers from shooting at moving vehicles. (Georgia Appeals Court Decision No. A98A1533, Decided December 01, 1998). Our policies strongly suggest alternatives to shooting at a vehicle being driven at an officer “when possible and practical officers should not stand in front of a vehicle and attempt to move out of the way”

⁷ <https://cops.usdoj.gov/RIC/Publications/cops-p341-pub.pdf>

Pillar #2: Policy and oversight

1. Although Chokeholds are not trained by GSUPD as a restraint technique, GSUPD Amended Use of Force Policy to specifically ban Chokeholds (July 2020)
2. Although neck restraint techniques were not trained by GSUPD as an acceptable control method, GSUPD Amended Use of Force Policy to prohibit neck restraints of any kind.
3. "Hog Tying" (a leading cause of positional asphyxiation) was already barred by GSUPD Policy.
4. GSUPD does not own or operate any weapons capable of firing rubber bullets nor does GSUPD train on the use of rubber bullets as a less than lethal force option. Our less than lethal force options are OC Spray, ASP Baton, Electronic Control Weapon (ECW) or Taser, and bean bag shotguns. We are also considering Bolawrap, a device that fires a rope and tangles up a person's legs (Demonstration Friday, November 11, 2020 in Covington).
5. Mandatory report of violations of policies and procedures to a supervisor immediately or face the same discipline the offending member would face.
6. Mandatory "Duty to Intervene" requiring officers who witness improper or illegal use of force to act to stop the improper or illegal use of force or face the same discipline the offending officer would face.
7. GSUPD officers and supervisors are required to activate their body worn cameras (BWC), if issues, on any encounter with the public. Note: procurement of BWC's for the Perimeter campuses delays complete implementation of this policy.

Pillar #4: Community policing and crime reduction

1. ALL GSUPD Sworn Members become Crisis Intervention Team Certified.
2. ALL Security Guard Members attend Mental Health First Aid course
3. All GSU Security Guards must attend a one-day Mental Health First Aid Class. GSUPD has two Nationally Certified MHFA Instructors (Chief Spillane (or designee) and Lt. McClinton).

Pillar #5: Training and education

1. Enhanced de-escalation techniques using new TI System simulator.
2. Annual bias-based policing course requirement.
3. Required class on Positional Asphyxiation and Agonal Breathing (will be in refresher course each year and Roll Call Training Quarterly)
4. Enhanced Roll Call Training discussions on current event topics that impact all agencies
5. All GSUPD Sworn Officers must be CIT Certified before being put on the streets.

In addition to the above actions, the Task Force proposes the initial actions listed below that are also organized by pillar and represent the Task Force's efforts to achieve the aspirations of the charge:

Pillar One: Building Trust and Legitimacy					
Action Steps	Responsible	Deadline	Resources	Potential Barriers	Result
Schedule regular “police town halls” at each GSU campus to provide GSU communities with access to GSUPD leadership.	Chief Spillane (or designee) Assistant Chief Coleman	December 31, 2019		COVID-19 limits our ability, will be virtual if we cannot do in-person	Will begin “virtual town halls” in Teams that will be campus specific. Will be set up to do these following Winter Break as we begin Spring Semester
Create a “Citizen/Student Police Academy” to include simulator training, ride-a-longs, Criminal Law and Procedure, crucial conversations	Chief Spillane (or designee), President/Provost, Legal Affairs, Deans, Public Affairs, Student Government Association, others	Spring or Summer Semester 2021	Research on Police Advisory/Accountability Boards nationwide. Build team from within GSU to form framework for Board	Will take dedicated personnel assigned or volunteers to build framework and execute the creation of the Police Advisory/Accountability Board	Research has begun, will seek guidance from senior leadership and GSU community

Pillar Two: Policy and Oversight					
Action Steps	Responsible	Deadline	Resources	Potential Barriers	Result
Review GSUPD's continued involvement with GILEE.	Chief Spillane (or designee)	N/A	N/A	GSUPD does not have any involvement in GILEE	N/A, GILEE is a non-profit that leases space from GSU, not affiliated with GSUPD
Creation of A GSU Police Advisory/Accountability Board to review policies and examine complaints brought against any GSUPD Employee/Review Use of Force Reports/Make Recommendations. This body should represent every GSU campus and members of the community.	Chief Spillane (or designee) Provost Hensel Legal Affairs	Summer 2021		In planning stages discussing impediments and HR Issues	In the design phase
Participate in the National Register of Decertified Officers to ensure that officers with previous disciplinary issues are not hired at GSUPD	Chief Spillane (or designee)	In-Place	GSUPD Background and Recruitment	POST is the Certifying Agency in Georgia, GSUPD cannot access NDI to add data, we do access it during background checks.	GSUPD Does a thorough background check and would not hire previously de-certified Police Officers.
Continued review of "piling on" (several officers on the back of one individual) or holding a person in the prone position after being handcuffed instead of immediately moving the person to a recovery position.	Chief Spillane (or designee) Assistant Chief Coleman	December 31,2020	GSUPD Training, GSUPD Accreditation Manager	None	In-Progress to include in our Roll-Call Training and In-Service Training in 2021.
Clarify stance on use of "stun grenades"	Chief Spillane (or designee)	December 31, 2020	Accreditation Manager	None	Prohibited – Not used and none in inventory

Pillar Three: Technology and Social Media Technology					
Action Steps	Responsible	Deadline	Resources	Potential Barriers	Result
Review GSUPD's Transparency in our Day-to-Day operations by reworking web site to enhance transparency RELATED TO					
Easily-accessed public-facing mechanisms for access to data pertinent to GSUPD's interactions with the community	Chief Spillane (or designee) Assistant Chief Coleman Cassandra Bailey	Summer Semester 2021	IT, Cassandra Bailey, GSUPD Web Site Design Group	None	Will be re-working the entire Public Safety Page between now and through Spring Semester
Easily-accessed public-facing mechanisms for complaints against individual GSUPD personnel	Same	Same	Same	None	Part of the Web Page re-design will include a link for complaints
Easily-accessed public-facing document(s) describing current use-of-force policies including mass demonstration policies	Same	Same	Same	None	Part of the Web-Page design will include a link to our policies (all, but will include Use of Force and Unusual Occurrences)
Enhance GSUPD's Social Media Footprint to build legitimacy and trust in the community we serve	Chief Spillane (or designee) Command Staff Social Media Officers	On-going	2 dedicated officers	none	Our goal is to promote a positive image of the Police Department by highlighting our various programs, host new programs (ex: "Talk to me Tuesday") and get accurate and timely information out on any occurrences or incidents (street closures, accidents, police activity, etc.)

Pillar Four: Community Policing and Crime Reduction					
Action Steps	Responsible	Deadline	Resources	Potential Barriers	Result
Implement Crisis Response Team to partner with Counseling Center and Grady Memorial Hospital to respond more efficiently to people in crisis (also reflects pillar five)	Chief Spillane (or designee) Assistant Chief Coleman	Summer Semester 2021	Counselors on-staff, response vehicles, funding for positions	Funding for positions, a “No” from my boss would limit my vision for a true Crisis Response Team, budget may delay until FY2022	In-Process, working on PRF to add counselors to PD and viewed vehicle currently owned by GRADY.
Reduce unnecessary charges that can be addressed by programs, policies and processes outside of the criminal justice system (also reflects pillar 2).	Chief Spillane (or designee) Assistant Chief Coleman	Summer Semester 2021	Accreditation Manager, Training Division, Legal Affairs, District Attorney	Legal challenges if there is a victim, lack of alternative resources to jail.	In-Progress

Pillar Five: Training and Education					
Purchase and Install a three screen TI Systems De-escalation/Use of Force Simulator	Chief Spillane (or designee)	November 1, 2020	Training Unit	None	Complete and installed, training complete, in-use.
Develop training to de-escalate onsite and resolve at a later time.	Chief Spillane (or designee) A/C Coleman Training Staff	2 nd Quarter 2021 (when we expect to complete 2021 in-service requirements)	Training Unit	None	In-progress to be included in the 2021 In-Service Training and Roll Call Training quarterly
Expand bias-based policing course offerings (in addition to the annual course requirement)	Chief Spillane (or designee) Training Staff	Spring Semester, 2021	Training Unit	None	Lesson plans being developed.
Involve GSU faculty and community members in recruit and in-service trainings	Chief Spillane (or designee)	Up for discussion		Recruit Training is done at the Fulton County Public Safety Training Center following the States Mandate curriculum. We could have discussions with outside entities but the training is controlled by POST	Training is controlled and approved by POST and must be done by a POST Certified Instructor using a POST Approved Lesson Plan
Enhanced judgmental use of force training in our new TI Training System Simulator	Chief Spillane (or designee)	November 1, 2020	TI Trainer, POST IT Certified Instructors	None	Currently using the simulator for enhanced training, will require quarterly run-thru for sworn staff.

Pillar Six: Officer wellness and safety					
Implement a peer to peer counseling model within GSUPD. These models have shown to reduce officer anxiety and stress which reduces the likelihood of an officer “snapping” at a citizen.	Chief Spillane (or designee) Assistant Chief Coleman Major Nicolay Hammond	December 31, 2020	Trainers, staff	None	Training completed in September and Team being built to provide Peer to peer support. Will also include our Crisis Response Counselors if approved

ACTION PLAN

Goal / Expected Outcome: *DEVELOPING DEI INITIATIVES THAT INTEGRATE WITH UNIVERSITY OFFICIAL POLICIES AND PROCEDURES*

Action Steps	Responsible	Deadline	Resources	Potential Barriers	Result
<i>What Will Be Done?</i>	<i>Who Will Do It?</i>	<i>By When?</i>	<i>What's needed to complete this step? (People, money, tools, etc.)</i>	<i>What could get in the way of task completion? How will you overcome them?</i>	<i>What is the outcome of the task?</i>
Develop policy around policies around training, equity and inclusion; evaluate feasibility of implementation of mandatory bias training	ODDEP/HR: Diversity Education, AA/EEO Compliance, HR Employee Relations,	20-21 QTR2	Offices of the Provost, VP Finance and Legal Affairs	<ul style="list-style-type: none"> • State Guidelines • Employees/Leadership time commitment • Leadership support for mandatory Adding the action to University Action Plan should aid in commitment.	Staff awareness, sensitivity and compliance.
Review sufficiency of current training for faculty and staff on creating inclusive learning and working environments; expand opportunities as necessary. Develop Train the Trainer and Certificate Programs	ODDEP/HR: Diversity Education, AA/EEO Compliance, Talent Management	20-21 QTR2	ODDEP, Faculty Affairs, HR, IIT platform	<ul style="list-style-type: none"> • State Guidelines • Employees/Leadership time commitment • Leadership support for mandatory Adding the action to University Action Plan should aid in commitment.	Sustainable training plan with institution-wide assistance around execution of the training.
Expand usage of Affirmative Action Plan (AAP)/EEO/Diversity Reports and improve communication around all three	ODDEP: Hiring and Investigation, Training and Compliance	20-21 QTR3	ODDEP, Consultants, Faculty Affairs, Legal Affairs, OIE	Leader's ability to meet and finding the appropriate venues to report on the AAP/EEO/Diversity. Using standing meeting times with Leaders.	Effective use of data to support our actions and goals in the area of DEI.

<p>Develop HR DEI Annual Audit of HR policies and procedures to support University commitment to DEI</p>	<p>ODDEP: Hiring, Investigations, Training, Diversity Education HR: Employee Relations, Talent Management, Classification and Compensation, Employee Development and Wellness</p>	<p>20-21 QTR3</p>	<p>Legal Affairs, Faculty Affairs, VP Finance, Auditing Services (Provide sample template for an Auditing Plan), IIT</p>	<p>Time Commitment of staff involved in this project. May need additional assistance. Integrating this DEI in ongoing HR/ODDEP audits. As policies/procedures are created, the review of their impact on DEI will be reviewed.</p>	<p>Ongoing review of HR/ODDEP policies that will aid in creating an equitable and inclusive University community.</p>
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Expanded recommendation for an Office of Community Engagement and Impact (OCEI)

The OCEI will connect community knowledge and concerns with community and faculty-led opportunities for teaching, research, and service. Specifically, the OCEI will

- Build relationships with the community by
 - Attending community meetings in area impacted by GSU campuses
 - Hosting Discussions with communities that are impacted by and impact Georgia State University
- Create opportunities for information and resource sharing
 - Creating a clearing house for faculty expertise in areas that might affect communities (i.e., racism, health disparities, non-profit development)
 - Create a clearinghouse in which community members and organizations can share their research-related needs with potential faculty partners
- Develop an internal grant program in which communities and faculty work together, using a Community Based Participatory Action research framework to develop, implement, analyze and disseminate research activities.

This expanded recommendation reflects Task Force Charge 1 and 3 and 2016 Strategic Plan Goal 4, initiative 3: *Be a nationally recognized model for leadership in inclusion.*

Recommendations from President's Taskforce regarding the hiring of VP for DEI.

Retain a search firm to assist with pre, during and post hiring. There should be focused research on Search Firms that have been successful in searching for VP's DEI.

Such duties/phases should include developing a strategy addressing and engaging the following:

Pre-Post

- Discuss with various constituents (faculty, Academic Administrators, staff, Presidents exec committee, students, alums) what knowledge, skills and abilities are needed in a potential candidate
- Review surveys that have been conducted by University that may lead to a successful search for VP DEI (i.e., Coach Survey, Staff Council Survey, Student Survey)
- Meet with President's Task Force regarding KSA's that are needed in an individual
- Meet with Implementation Committee regarding KSA's that are needed in an individual
- Identify Search Committee members that is representative of those listed in first bullet

During Interview/Visits

- Develop interview questions that are reflective of discussions noted above
- Allow Task Force and Implementation Committee to provide specific recommendations to search questions
- Identify Interview Teams for 1:1 meetings. Teams should include those listed in first bullet in pre-post section

Selection Deliberations

- President and Provost will lead deliberation discussions with those they deem appropriate to identify top 3-4 candidates
- Identify top 3-4 candidates for presentation to constituents

Hiring

- President and Provost lead the onboarding of new VP
- Presentation from new VP to constituents about short, mid and long-term goals

Student Affairs Subcommittee

Focus Group Report

December 7, 2020

The responsibility of the Student Affairs subcommittee was to consider how the environment for diversity, equity and inclusion can be improved for students at Georgia State University. Students thrive in inclusive environments, both socially and academically, where diversity is respected, and the general principles of civility are practiced. In order to better understand the challenges students face in this area, the student affairs subcommittee has recommended that the university complete a campus climate survey. This climate survey will provide an opportunity to understand the experiences of the student population and whether the university's values are reflected in the daily experience of our students. In preparation for the completion of this survey, the student affairs subcommittee conducted a series of focus group in the summer and fall of 2020 to begin to identify issues of concerns for students at Georgia State University.

A schedule structured interview format was utilized for the focus groups of student leaders. Students were told that their responses would be confidential so that they could speak freely without fear of comments being attributed to them directly. The schedule of questions is listed below:

1. What do you like best about being a student at Georgia State University?
2. If you could change one thing about your experience at GSU, what would it be?
3. What one word best describes the diversity climate on our campus?
4. If you are a student of color on campus, would you say that your experience is similar (or not) to white students' experiences? If you are a white student on campus, would you say that your experience is similar (or not) to students of color?
5. Have you experienced or witnessed racism or discrimination at GSU?
Can you please describe these circumstances? _What resources did you use to advocate for yourself?
6. What do you think Georgia State University could do to improve diversity, equity and inclusion on campus?
7. If GSU could do one thing to better support you as a student of color, what would it be?
8. What have your experiences with faculty been like at GSU?
9. What could faculty do better to be sure your talents are recognized and further developed?
10. If you experienced racism in the future at GSU, how would you advocate for yourself?

Focus Group dates: Friday, September 4th, Friday October 2nd, Friday, October 9th, Friday, November 20th

Students interviewed for focus groups included: student leaders, SGA officers (both Atlanta and Perimeter campuses), Spotlight and PAC programming boards, leaders of registered student organizations interested in diversity, equity and inclusion. Please see a summary of major themes emerging from focus groups below.

Key Observations. These observations should be interrogated through the campus climate survey to determine if these views are widely held throughout the student body.

1. Campus variation. Georgia State University is a multi-campus university and the experiences of students attending different campuses related to diversity, equity and inclusion vary significantly. Perimeter College student expressed different concerns than students on the Atlanta campus. Perimeter College students were also very cognizant of the experiences on their individual campuses and did not communicate much about Perimeter College or Georgia State University as a whole. Atlanta campus students tended to be more critical of the environment related to DEI than Perimeter College Students.
2. Conceptualization of diversity. Students recognized the importance of racial diversity but conceptualized it to include ethnic and religious diversity as well. One student talked about not being part of the “dominant minority” when describing her experiences. She did not suggest that the environment was unwelcoming for those who were not part of the dominant minority but did observe a differential experience.
3. Diversity is a value. Students most often used positive words when describing the diversity of GSU campuses (“fair, equal, strong, unified, inclusive”) and see it as a strength of Georgia State University.
4. Promise of diversity not fully realized. Several students described the diversity environment at Georgia State as “uneven”. While there is diversity among the student body, this diversity is not reflected among the faculty and the university does not intentionally employ the diversity of the student body to help students understand the value of diverse perspectives. Some in the focus groups also expressed concerned the GSU was not overt enough in messaging the value of diversity on campus. The University could show more support for activist causes that impact its community like Black Lives Matter.
5. Graduate students need support. There were indications that the experience of graduate students with diversity, equity and inclusion differed from the experience of undergraduate students and the kinds of support that would be beneficial for them differed from undergraduates. Attention must be given to the graduate student experience which tends to be much more specific to a department or a college than the experience of undergraduates.
6. Many students said that they had not experienced or witnessed racism on the Georgia State University campus. However, there were students who expressed concerns about the discrimination by faculty and treatment by police officers on campus. Some students expressed a desire for faculty support outside the classroom as well.
7. Desire for campus climate survey. Students recognized that the information that they shared in the focus group was anecdotal and based on their individual experiences. Many expressed the need for a campus-wide climate survey to more systematically understand the experiences of GSU students.