

Clayton State University Safety Task Force
Final Report
Friday, June 8, 2007

Task Force Members:

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Task Force Charge:

To review and analyze current University policies and procedures; to determine best practices in dealing with disruptive or potentially disruptive students, faculty, staff or visitors/guests to the campus; to provide recommendations regarding policy or procedure changes; and to provide faculty and staff with a clear statement relating to appropriate classroom behavior.

The task force held its first meeting on May 3, 2007 and was granted one month to accomplish the charge. Subsequent meetings were held on May 10, 2007 and May 17, 2007. Given the truncated timeframe for completion of the charge the task force decided to subdivide into groups that would be responsible for reviewing policies and procedures and providing recommendations relating to four broad categories: students, faculty, staff and visitors/guests. In addition, given the large volume of material to review the task force streamlined its approach to assure consistency.

It is the desire of task force members that this report serves as a catalyst for on-campus discussion regarding safety issues. While the committee does not provide a specific timetable it is assumed that once approved by President Harden or his designee(s) task force recommendations will be implemented as expeditiously as possible.

Assumptions:

The Safety Task Force discussed a number of assumptions regarding the charge including issues directly related to students, faculty, staff; traveling abroad, living adjacent to campus and teaching and/or completing courses at off-site locations. In addition, the task force discussed University agreements regarding safety and security with the cities of Morrow and Lake City.

However, through much dialogue it was determined that beyond the fact that student success is the primary goal of the University, the overarching assumption of the task force was that providing a safe and secure on-campus environment for students, faculty, staff and visitors/guests is equally as important.

Definitions:

“Student” is defined as any individual enrolled in a course offered by Clayton State University; On-campus or at an off-campus location. This definition also applies to any individual who has accepted an offer of admission to the University as an undergraduate, graduate, professional, or a non-degree seeking student and who is on campus for the purpose of orientation, enrollment, or financial obligations.

“Faculty” is defined as any individual hired to teach a course (undergraduate, graduate or continuing education) offered by Clayton State University; On-campus or at an off-campus location.

“Staff” is defined as any individual hired by the University and whose primary job responsibilities involves one or more of the following functions: administration, office clerical, secretarial, service, or maintenance. This definition does not apply to student workers.

“Visitor” is defined as individual(s) that are on the University campus property absent a specific invitation from authorized university departments, faculty or staff.

“Guest” is defined as individual(s) that are on the university property in response to a specific invitation or ‘open-ended’ invitations such as to gather information related to possible enrollment/attendance in programs, courses, etc.

Facts:

The Safety Task Force used as an impetus the unfortunate tragedy at Virginia Tech University to guide its discussions regarding safety and security issues on campus. A safe and secure campus environment enhances the University image, promotes student success and fosters campus life.

Discussion:

The Safety Task Force conducted an extensive review of the following: University publications (handbooks, policy and procedure manuals, etc.); University System of Georgia Board of Regents (BOR) Policies and Procedures manuals; Websites; and other documents to identify relevant information for review. In addition, websites of peer institutions were reviewed for specific policies, procedures and information related to the task force charge. A partial listing of documents and websites reviewed is provided in Appendix B.

Given the committee charge information was reviewed based on the four broad categories: students, faculty, staff and visitors/guests. Section 1902 (Disruptive Behavior) of the BOR policy manual clearly stipulates that students, faculty or staff cannot engage in disruptive behavior. The policy states the following:

1902 DISRUPTIVE BEHAVIOR

Any student, faculty member, administrator, or employee, acting individually or in concert with others, who clearly obstructs or disrupts, or attempts to obstruct or disrupt any teaching, research, administrative, disciplinary, or public service activity, or any other activity authorized to be discharged or held on any campus of the University System is considered by the Board to have committed an act of gross irresponsibility and shall be subject to disciplinary procedures, possibly resulting in dismissal or termination of employment (BR Minutes, 1968-69, pp. 166-168; 1970-71, p. 98).

Complete subcommittee reports regarding disruptive or potentially disruptive students (Annex A), faculty (Annex B) staff (Annex C) and visitors/guests (Annex D) is provided.

Visitors and Guests: State and local laws provide legal authority for disruptive or potentially disruptive visitor/guests to be removed from campus when:

- Acting in a boisterous manner so as to disrupt the orderly operation of the university,
- Provide criminal sanctions for entering the property/premises after being given written and/or verbal notice not to return.

A complete subcommittee report regarding disruptive or potentially disruptive visitors/guests is provided in Annex D.

Conclusions:

There are clear policy statements that prohibit students, faculty and staff from engaging in disruptive behavior on campus. In addition, local and state laws allow for the removal of disruptive visitors or guests to the University.

Recommendations:

The Safety Task Force recommendations are a result of thorough and deliberate review of information relating to safety and security in the academy and thoughtful on-going discussions regarding policies and procedures and the impacts on-campus. The recommendations are not ranked in order of importance, however, it is assumed that once specific recommendations are approved by President Harden or his designee(s) implementation should proceed as expeditiously as possible. In addition, it is important to note that several recommendations are not listed in the subcommittee reports; these items were overarching and received unanimous Task Force support. A complete listing of Task Force recommendations are provided in Appendix A.

ANNEX A
Student Subcommittee Report

Student Subcommittee Report

I. Task and Scope

Identify and review policies, procedures, rules/regulations and/or laws related to acceptable behaviors for students and, if necessary, formulate recommendations to improve the safety/security of the campus community.

II. Assumptions

Definitions:

“Student” is defined as any individual enrolled in a course offered by Clayton State University; On-campus or at an off-campus location. This definition also applies to any individual who has accepted an offer of admission as an undergraduate, graduate, professional, or a non-degree seeking student and who is on campus for the purpose of orientation, enrollment, or financial obligations.

III. Facts

Student awareness of campus policies and procedures is critical to a safe and secure campus environment and promotes student success and fosters campus life.

IV. Discussion

An extensive review of various University and Board of Regents publications, websites, and other documents was conducted to locate existing procedures/policies related to student responsibilities, rights, and appropriate versus inappropriate behavior. The following documents were reviewed:

- Student Code of Conduct
- Judicial Affairs Disciplinary Procedures
- University Judicial Board: Structure and Membership
- Drug Free Schools and Community Act: Campus Biennial Review 2006
- Clayton State University Student-Athlete Handbook
- Counseling Services for Crisis Intervention and High Risk Students
- Student Handbook
 - Drugs (The President’s Statement)
 - Disruptive Behavior (The Regents Policy)
 - Emergency Contact with Students
 - Grievance Procedures
 - Access to/Retention of Student Records
 - Sexual Harassment Policy
 - University Policy on Smoking

V. Conclusions

A review of the aforementioned materials demonstrates that most policies, procedures, and guidelines at Clayton State University related to student conduct and discipline provide a good basis for the development of comprehensive and specific policies and practices in several areas:

1. **Student Code of Conduct:** Description of what constitutes a disruption of the learning environment needs to be more detailed and guidelines should state the consequences for such disruption. Persons responsible for ensuring a classroom environment that facilitates learning should be clarified. In general, all categories of conduct regulations contained in the Student Code of Conduct (e.g., Academic Conduct Regulations, General Conduct Regulations) should include clearly stated consequences for violating the code.
2. **Disciplinary Procedures:** Describe current campus practices. However, decisions related to procedures to follow when violations occur relating to academic conduct including academic integrity and inappropriate classroom behavior, need to be carefully considered in light of due process safeguards that protect the legitimate interests of the University and the rights of students.

There is an immediate need to develop a comprehensive campus alcohol and drug policy that includes policies and procedures on parental notification for students under the age of 21 who violate the policy. While alcohol and drug prevention is not the primary focus of the subcommittee report, illegal use of both often serves as an early warning sign for students who may pose safety risks on campus. This need is extremely important as the University moves forward with on-campus housing in Fall 2008.

VI. Recommendations

1. The Vice President for Student Affairs should develop and implement a system of communication among campus constituents (i.e. offices, departments, schools, etc.) that is legal and assures communication of student behavioral/conduct concerns to appropriate University officials.
2. All policies (discipline, behavior, etc.) relating to students must be reviewed and revised to ensure congruence with best practices nationally.
3. Policies related to interim suspension or temporary removal of a student from the University should be more clearly defined, especially as they relate to (1) students with documented mental health disabilities, and (2) the readmission requirements for students who have been temporarily removed from classes.

4. Comprehensive policies and clear guidelines/protocols for dealing with students in distress or who disclose, exhibit, or threaten self-harm or harm to others should be developed and communicated to key campus officials.
5. Develop and implement a comprehensive alcohol and drug policy that includes a stipulation for notifying parents of students under the age of 21 who violate the policy.

ANNEX B
Faculty Subcommittee Report

Faculty Subcommittee Report

I. Task and Scope

Identify and review policies, procedures, rules/regulations and/or laws related to acceptable behaviors for faculty and, if necessary, formulate recommendations to improve the safety/security of the campus community.

II. Assumptions

Definitions

“Faculty” is defined as any individual hired to teach a course (undergraduate, graduate or continuing education) offered by Clayton State University; on-campus or at an off-campus location.

III. Facts

Faculty awareness of safety policies and procedures is critical to a safe and secure campus environment and promotes student success and fosters campus life.

IV. Discussion

- A. A review of various university publications, signage, and web pages was conducted to locate existing procedures/policies related to faculty responsibilities and safety of students, faculty, and staff.
- B. Charge #1 was to identify, review, and note sources/provide copies of current policies and practices relating to safety, appropriate student behavior for faculty.
 - 1. Academic Catalog
 - Pages 41-42 – Some inappropriate behaviors are listed but the consequences of inappropriate behavior are not provided.
 - 2. Faculty Handbook
 - a. Section 207.04 – Sexual Harassment
 - b. Section 207.05 Faculty-Student Relationships
 - 3. Student Handbook
 - a. Section C – Disorderly assembly
 - b. Section D – Disorderly conduct

4. Emergency Response Plan (Public Safety)
Violent or Criminal Behavior Section – Provides how to respond to hostile/violent behavior.

V. Conclusions

- A. Policies need to be more specific and state consequence of inappropriate behavior.
- B. Policies need to be clearer as to authority that faculty/staff member has to have student removed when student exhibits inappropriate behavior.
- C. Policies need to state that inappropriate classroom behavior is an academic issue and the Chief Academic Officer will make the final decision.
- D. Emergency Response Plan needs to include information on how to handle disruptive students (not just hostile or violent student).

VI. Recommendations

Policies need to be established that explicitly establish behaviors and responsibilities in and out of the classroom for faculty/student interaction. Below are examples:

- A. Student Classroom and Course-Related Behavior
 1. Students and faculty each have responsibility for maintaining an appropriate learning environment. Students who fail to adhere to behavioral standards may be subject to discipline. Faculty members have the professional responsibility to treat students with understanding, dignity and respect, to guide classroom discussion and to set reasonable limits on the manner in which students express opinions.
 2. Disruptive students in the academic setting hinder the educational process. Although disruptive student conduct is prohibited, the purpose of this policy is to clarify what constitutes disruptive behavior in the academic setting; what actions faculty and relevant administrators' offices may take in response to disruptive conduct.

B. What Constitutes Disruption?

1. "Disruption," as applied to the academic setting, means behavior that a reasonable faculty member would view as interfering with normal academic functions. Examples include, but are not limited to: persistently speaking without being recognized or interrupting other speakers; behavior that distracts the class from the subject matter or discussion; or in extreme cases, physical threats, harassing behavior or personal insults, or refusal to comply with faculty direction.
2. Civil expression of disagreement with the course instructor, during times when the instructor permits discussion, is not in itself disruptive behavior and is not prohibited.
3. Some disruptive students may have or appear to have emotional or mental disorders. Although such students may be considered disabled and are protected under the Rehabilitation Act/ADA, they are held to the same standards of conduct as any student.

C. Policies

1. Students are required to adhere to the behavior standards listed in the Student Handbook and to refrain from disrupting classes and other academic settings.
2. If a student is disruptive, the faculty member and/or the appropriate administrator may ask the student to stop the disruptive behavior and warn the student that such disruptive behavior can result in academic or disciplinary action.
3. A faculty member is authorized to ask a student to leave the classroom or other academic site if the faculty member deems it necessary. If the faculty member does this, she/he shall file a Disruptive Classroom Incident Report with the Office of Judicial Affairs and the appropriate Academic Office within 24 hours. The Office of Judicial Affairs shall provide the student with a copy of the report and work with the appropriate academic administrator.
4. A faculty member may also exclude the student from the classroom or other academic area pending resolution of the matter by: (1) informing the student of the exclusion, (2) informing the student of his/her rights to request an expedited review of the exclusion, and (3) by immediately referring the matter to the Office of Judicial Affairs by submitting the Disruptive Classroom Incident Report and informing the appropriate administrator. If

such exclusion occurs, and if the student requests a review, the Office of Judicial Affairs and the Appropriate Academic Office shall review the exclusion within three business days of the date the student requests the review.

5. Nothing in this policy prohibits an immediate call to the University Office of Public Safety or referral of the matter to another policy office, as determined to be appropriate by the classroom instructor.

D. Possible Sanctions

1. Authority of Instructor and Relevant Academic Administrator
 - a. Warning
 - b. Exclusion from the instructor's classroom or academic area, pending expedited review by Judicial Affairs/Academic Administrator.
 - c. Academic sanction, if course participation is a component of the final grade and is indicated in the course syllabus.
2. Authority of the Office of Judicial Affairs and Academic Administrator
 - a. Warning
 - b. Educational Sanctions, such as classes, papers or community service
 - c. Disciplinary Probation
 - d. Suspension
 - e. Expulsion
 - f. Exclusion from any part of or all of campus
3. Authority of the Provost or President
 - a. Summary Suspension
 - b. Exclusion from any part of or all of campus

E. Classroom Conduct

The classroom is a special environment in which students and faculty come together to promote learning and growth. It is essential to this learning environment that respect for the rights of others seeking to learn, respect for the professionalism of the instructor, and the general goals of academic freedom are maintained. All members of the academic community should demonstrate respect for the classroom environment. Differences of viewpoint or concerns should be expressed in terms, which are supportive of the learning process, creating an environment in which students and faculty may learn to reason with clarity and compassion, to share of themselves without losing their identities, and to develop an understanding of the community in which they live.

F. Faculty Responsibilities for Student Safety

1. The following information addresses safety related issues and emergency procedures about which faculty are expected to advise or assist students. Students will be provided with the appropriate safety information relevant to the hazards encountered in each classroom. Faculty will be responsible for providing this information during the first class meeting or in the syllabus.
2. Faculty responsibilities include:
 - a. Inform students at the first class meeting and throughout the semester of the appropriate safety information relevant to the hazards encountered in their classroom. The Public Safety Information “Spiral Flip Chart” could be used and should be posted throughout campus.
 - b. Be aware of and provide information to students on procedures during incidents such as earthquakes, major fires, hazardous material spills.
 - c. Enforce all applicable safety regulations developed by the University.
 - d. Supervise classes and labs where hazardous materials or equipment are used.
 - e. Advise students that prior to bringing a visitor to class, permission must be obtained from the faculty member, a parent or guardian (if the visitor is seventeen or younger), and/or the Dean or Department Head (if the visit is to a potentially hazardous location).

- f. Ask students to inform the faculty of any specific physical disabilities that would require assistance in the event of an emergency evacuation.
- g. Identify and report risks or unsafe conditions to Public Safety or the Physical Plant.

SOURCES FOR FACULTY SUBCOMMITTEE

CSU Academic Catalog

CSU Faculty Handbook

CSU Emergency Response Plan

Websites Reviewed (not a complete list)

- Board of Regents
- Bluefield State College, WV
- California State University, Fullerton, CA
- University of North Carolina, Charlotte, NC

ANNEX C
Staff Subcommittee Report

Staff Subcommittee Report

I. Task and Scope

Identify and review policies, procedures, rules/regulations and/or laws related to acceptable behaviors for staff and, if necessary, formulate recommendations to improve the safety/security of the campus community.

II. Assumptions

Definitions

“Staff” is defined as any individual hired by the University and whose primary job responsibilities involves one or more of the following functions: administration, office clerical, secretarial, service, or maintenance. This definition does not apply to student workers.

III. Facts

Staff awareness of safety and security policies and procedures is critical to a safe and secure campus environment and promotes student success and fosters campus life.

IV. Discussion

University publications, BOR and University websites were reviewed to locate existing policies and procedures relating to staff conduct and behaviors. Essential to this review was the understanding that within the University System of Georgia staff are delineated into at least five sub-categories. Thus, comparisons among peer institutions were difficult. The following documents provided specific insight as to staff conduct at the University:

- a. Clayton State University Employee Conduct/ Working Environment Conduct Policy. This policy states that “It is the policy of CSU that employees maintain a working environment that encourages mutual respect, promotes civil and congenial relationships among employees and is free from all forms of harassment and violence.”
- b. Clayton State University Progressive Discipline Policy. This policy states that “a system of progressive discipline may be used for encouraging an employee to correct unacceptable behavior and to adhere to the Rules of Employee Conduct.”

V. Conclusions

The review of the Employee Conduct/ Working Environment Conduct Policy and the Progressive Discipline Policy yielded the following conclusions:

1. There is an immediate to need develop existing staff policies and procedures relating to disruptive behavior into comprehensive documents consistent with a University of approximately 500 employees.
2. There is not a mechanism currently in place to clearly communicate existing policies and procedures.
3. While BOR Policy 1902 Disruptive Behavior references the fact that a staff member can be disciplined by the University for engaging in disruptive behavior the term “disruptive” is not defined and thus open for interpretation.

VI. Recommendations

1. With each new hire Human Resources should provide each in-coming employee with a copy of the Conduct/Working Environment policy.
2. All policies regarding disruptive staff behavior must be reviewed and revised to reflect current safety and security best practices.
3. The University must further define disruptive staff behavior and clearly communicate the definition to the entire University community.
4. Clear and consistent disciplinary sanctions for staff engaging in disruptive behavior must be developed and communicated to staff members.
5. Policies must be developed that address issues relating to student/staff interaction and the authority that a staff member has to have a disruptive student removed their office.

ANNEX D
Visitors/Guests Subcommittee Report

Visitors

I. Task and Scope

Identify and review policies, procedures, rules/regulations and/or laws related to acceptable behaviors for visitors and, if necessary, formulate recommendations to improve the safety/security of the campus community.

II. Assumptions

For the purposes of this task, the assumption(s) were made that visitors are not considered to be individuals attending Continuing Education courses, students, staff, faculty, vendors or other individuals that are on campus as a result of an invitation from a member of the campus community.

Definitions:

“Visitor” is defined as individual(s) that are on the University campus property absent a specific invitation from authorized university departments, faculty or staff.

“Guest” is defined as individual(s) that are on the university property in response to a specific invitation or ‘open-ended’ invitations such as to gather information related to possible enrollment/attendance in programs, courses, etc.

III. Facts

Monitoring access to the campus deters criminal activity while improving campus safety.

IV. Discussion

A review of various university publications, signage, and web pages was conducted to locate existing procedures/policies related to visitors to the campus. The information collected was divided in to two primary categories: 1. State/Local laws; and, 2. Campus Rules/Regulations. (No federal laws were identified as relevant to the scope of this report.)

- a. State/Local laws: State and local laws provide legal authority for the visitors to be removed from campus when:
 - Acting in a boisterous manner so as to disrupt the orderly operation of the university,
 - Provide criminal sanctions for entering the property/premises after being given written and/or verbal notice not to return.

These laws are narrowly applied within specific context, for example, “Failure to leave campus” when directed by an authorized university official does not apply to students, but would apply to individuals (visitors) actively engaged in behaviors that disrupt the university operations.

- b. Campus Rules/Regulations: Rules and regulations are primarily found in two documents, *Policies Concerning the Use of Outdoor Facilities of Clayton State University Campus*, and, *Parking Rules and Regulations* and, were identified through signage placed in various locations on campus.
 - 1) Policies concerning outdoor facilities. These policies identify regulations for the proper use of campus facilities. For example: the soccer field may be used by students, faculty, staff, and alumni and groups approved by the Office of Continuing Education.
 - 2) Parking Rules and Regulations. Parking rules and regulations identify authorized parking locations for visitors as well as exempting visitors from displaying a permit in their vehicle.

V. Conclusions

- a. State and Local Laws: State laws are sufficient when applied by trained public safety officers. Local laws are sufficient, but multiple jurisdictions make application of ordinance charges difficult and inconsistent resulting in few city or county ordinance charges being issued.
- b. Campus Rules/Regulations: The campus rules are minimally adequate for controlling visitor’s access to university facilities and are not widely known to members of the community. Further, they are not readily accessible to visitors as they arrive on campus. Also, existing policies/procedures do not accurately reflect the proper locations for obtaining permission for the use of campus facilities.
- c. Faculty/Staff Training/Awareness: Adequate information is currently not available to faculty and staff related to the proper access and use of facilities by visitors.

VI. Recommendations

- a. Annexation by the City of Morrow. Currently, university grounds are not incorporated in one primary judicial venue. A majority of the campus is in unincorporated Clayton County. Only two facilities are located within the corporate city limits of Morrow. Annexation of the campus by the City of Morrow up to the Lake City, city limits will provide for seamless consistent judicial services and ordinances. Further, it will ensure seamless fire and emergency medical service.
- b. Visitor Center 'Carousel'. The Public Safety office is not easily accessible to visitors and/or campus community members for obtaining parking permits and/or directions. The placement of a parking 'carousel' on the Clayton State Boulevard median would provide a highly visible location for visitors to obtain parking permits, receive directions and information regarding proper use of the facilities. Parking rules and regulations will be revised to require all visitors and guests to obtain parking permits.
- c. Update Rules/Regulations & Notify Campus Community. Updating/revising the existing policies, rules and regulations to accurately identify authorized use and proper offices for obtaining permission to use campus facilities will reduce conflicts. Providing this information to the campus community will ensure they can appropriately direct requests from visitors.
- d. Securing Athletics Facilities. Currently, community members can access and use the tennis courts, soccer field and other areas freely. Adding padlocks to the gated entry points then requiring individuals to check keys in or out through the Athletics office, (later the Student Activities Center will provide a physical control point) will assist public safety officers in identifying unauthorized individuals.

APPENDIX A
Task Force Recommendations

Safety Task Force Recommendations

General

1. Implement mandatory emergency procedures training classes presented by Public Safety for all faculty (adjuncts included) and staff.
2. Implement the Emergency Communications Plan (Appendix C). The University should purchase Avaya phones for key areas on-campus (where necessary VOIP connections already exist) to provide additional locations for audible announcements.
3. There is a need for a central on-line location for all University policies and procedures relating to safety and security.

Students

4. An internal communication system should be developed and implemented among campus constituents (i.e. offices, departments, schools, etc.) that facilitate communication of student behavioral/conduct concerns to appropriate University officials.
5. All policies (judicial, discipline, behavior, etc.) relating to students must be reviewed and revised to ensure congruence with best practices nationally.
6. Policies related to interim suspension or temporary removal of a student from the University should be more clearly defined, especially as they relate to (1) students with documented mental health disabilities, and (2) the readmission requirements for students who have been temporarily removed from classes.
7. Comprehensive policies and clear guidelines/protocols for dealing with students in distress or who disclose, exhibit, or threaten self-harm or harm to others should be developed and communicated to key campus officials.
8. Develop and implement a comprehensive alcohol and drug policy that includes a stipulation for notifying parents of students under the age of 21 who violate the policy.
9. Explore the possibility of creating a “Laker Creed” a standard of civility requiring strict adherence by students.

Faculty

10. Policies need to be established that explicitly establish behaviors and responsibilities in and out of the classroom for faculty/student interaction.
11. A clear definition of what constitutes disruptive behavior in the classroom must be established and communicated to the faculty.

12. The University should strengthen policies relating to the Academic Affairs role in adjudicating disruptive behaviors occurring in the classroom.
13. There is an immediate need to clearly delineate role differentiation between Academic Affairs and Student Affairs regarding disruptive classroom behavior involving students.

Staff

14. The University must further define disruptive staff behavior and clearly communicate the definition to the entire University community.
15. Each new employee should receive a copy of the Conduct/Working Environment policy.
16. All policies regarding disruptive staff behavior must be reviewed and revised to reflect current safety and security best practices.
17. Clear and consistent disciplinary sanctions for staff engaging in disruptive behavior must be developed and communicated to staff members.
18. Policies must be developed that address issues relating to student/staff interaction and the authority that a staff member has to have a disruptive student removed from their office.
19. Staff members should be afforded on-going yearly training sessions on customer service with a module on “Dealing with Disruptive Students.”

Visitors/Guests

20. The University should explore the possibility of annexation by the City of Morrow; currently, university grounds are not incorporated in one primary judicial venue only two University facilities are located within the corporate city limits of Morrow annexation of would provide for seamless consistent judicial services, ordinances and emergency medical services.
21. Construct a Visitor Center ‘Carousel’ on Clayton State Boulevard near the main entrance to campus.
22. Update and /revise the existing policies, rules and regulations to accurately identify authorized use and proper offices for obtaining permission to use campus facilities will reduce conflicts.
23. Secure athletic venues to eliminate unauthorized use of facilities by visitors and guests.

APPENDIX B

(Resources)

Websites

Admissions

<http://admisservices.clayton.edu/admissions/>

Athletic or Recreational Activities

<http://admisservices.clayton.edu/smartbodies/Forms/WAIVER%20BOR.pdf>

Bluefield State College

<http://www.bluefieldstate.edu/>

Catering Services

<http://auxiliaries.clayton.edu/cateringpolicies.htm>

CIVIL DISTURBANCE OR DEMONSTRATION

http://admisservices.clayton.edu/ps/Emerg_Response/civil_disturbance_or_demonstrati.htm

Clayton State Cheerleading Handbook

http://athletics.clayton.edu/general/cheer_handbook.pdf

Clayton State Emergency Weather Plans

<http://about.clayton.edu/weather.htm>

Crime Prevention

<http://admisservices.clayton.edu/ps/prevention.htm>

Drug-Free Schools and Communities Act- Campuses Regulations

<http://admisservices.clayton.edu/judicial/Biennial%20Review202006.doc>

Drug Screening Policy

http://admisservices.clayton.edu/ohr/policies/drug_screening.htm

Emergency Phones Operation and Usage

<http://admisservices.clayton.edu/ps/emergencyphone.htm>

Emergency Response Plan

<http://admisservices.clayton.edu/ps/emergencyresponse.htm>

Environmental Health & Safety

<http://admisservices.clayton.edu/ps/envhealth.htm>

Faculty Handbook

<http://admisservices.clayton.edu/provost/facultyhandbook.htm>

Frequently asked Questions

<http://admisservices.clayton.edu/ps/faq.htm>

Health & Safety Committee

<http://adminsivices.clayton.edu/staffcouncil/Health&Safety.htm>

Human Resources

<http://adminsivices.clayton.edu/ohr/>

IRB

<http://ctl.clayton.edu/cid/IRB/PreparingSubjectsQ4.asp>

Laboratory Safety

<http://a-s.clayton.edu/science/LabSafety/LaboratorySafetyIndex.htm>

Library-Children in the Library

<http://adminsivices.clayton.edu/library/pdf/Policy%20General%20Children%20in%20Lib.pdf>

Procurement

<http://adminsivices.clayton.edu/procurement/ppolicies.htm>

Public Safety's Strategic Plan

<http://www.clayton.edu/presidnet/StrategicPlan/PublicSafety.htm>

Recreational Sports and Intramurals

http://adminsivices.clayton.edu/intramurals/intramural_handbook.htm

Regulations for posting announcements on campus

<http://adminsivices.clayton.edu/campuslife/policies/universitycenter.pdf>

Rites and Ceremonies (Hazing)

<http://adminsivices.clayton.edu/campuslife/fspolicies/Rites%20and%20Ceremonies%20-%20Hazing.pdf>

School of Business Process Manual

<http://business.clayton.edu/pdf/SoBProcessManual.pdf>

Smart Bodies

<http://adminsivices.clayton.edu/smartbodies/assessment.htm>

Student Code of Conduct

http://adminsivices.clayton.edu/ohr/policies/drug_screening.htm

Undergraduate catalogs

<http://publications.clayton.edu/catalog/>

University System of Georgia Board of Regents

<http://www.usg.edu/>

California State University
<http://www.calstate.edu/>

University of North Carolina at Charlotte
<http://www.uncc.edu/>

Documents (i.e. Manuals, Publications, etc.)

Clayton State University Judicial Board Structure and Membership

Clayton State University Student-Athlete Handbook

Counseling Services for Crisis Intervention and High Risk Students

Appendix C

Emergency Communications Plan

Emergency Communications at Clayton State

The VT event has highlighted the need for multiple modes of communication to the University community which are fast.

- **Mass emailing**

- An All Campus Emergency email list has been set up to send email to all faculty, student, and staff during an emergency. With the All Campus Emergency email list, it is not necessary to send separate emails to the faculty/staff and student distribution lists. One email will be sent to both distribution lists.
- Clayton State's Emergency Communication Policy permits multiple people access to send to the All Campus Emergency List:
 - JohnShiffert@clayton.edu
 - PresidentHarden@clayton.edu
 - ThomasHarden@clayton.edu
 - TomEaves@clayton.edu
 - SharonHoffman@clayton.edu
 - JohnBryan@clayton.edu
 - DavidHeflin@clayton.edu
 - BrianHaynes@clayton.edu
 - BruceHolmes@clayton.edu
 - PublicSafety@clayton.edu
 - ValerieLancaster@clayton.edu
 - SteveStephens@clayton.edu

- The Public Safety account will enable the dispatcher in the Police Department to send an all campus email when no one else is on campus. OITS will train Public Safety in the use of the All Campus Emergency email list.
- Mass email is not instantaneous. It takes time to process and send email. At Clayton State University, a campus wide email to all faculty, students, and staff will take about 3 minutes for the first recipient to receive and 15 minutes for the last student to receive.

- **Text Messaging**

- Text messaging is email sent to a cell phone, and most basic cell phones today support text messaging.
- VT did not have and/or use text messaging.
- The University should establish a policy of collecting text message email addresses from our students when they register for the DUCK.
- Banner has been modified to store multiple email accounts, and the University should begin voluntarily collecting text email addresses in the summer when students register for classes.
- By collecting text email addresses in an emergency, Clayton State can have a text-message email distribution list ready to use in case of an emergency which can reach students who are in class and unable to hear emergency broadcasts or read email.

- **VOIP Messaging**
 - **Text Displays**
 - All of CSU's telephones can be programmed to ring and display a web page, without any human intervention.
 - OITS is developing a web page which will enable the University to display an emergency on campus VOIP telephones that have LCD displays.
 - **Intercom Announcements**
 - All of CSU's telephones have speakerphones and can be programmed to broadcast an audible announcement. OITS is investigating the various options by which to accomplish this.
 - Anyone within hearing distance of a CSU VOIP speakerphone will be able to hear an emergency intercom message.
- **Bomb Threats**
 - CSU has not had any recent threats, but the University should prepare for this by installing Emergency Call Trace (ECT) on telephones in offices that are likely to receive a threat.
 - ECT uses caller id to store the phone number of the caller
 - It can also record the telephone call, but the University will need to purchase a digital recorder.