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HOUSE OF REPRESENTATIVES

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February 4, 2022

Teresa MacCartney
Interim Chancellor
University System of Georgia

Re: Request for Information

Chancellor MacCartney:

The Georgia General Assembly's House of Representatives Appropriations Committee is responsible for the State of Georgia's amended and general fiscal year budgets for state agencies and departments. The duties of the Subcommittee on Higher Education ("Subcommittee") include appropriations for the University System of Georgia ("System").

As we have discussed, members of the Subcommittee have requested information related to appropriations by the System and its constituent universities. This includes, but is not limited to, questions related to financial efficiency of the System and expenditures within the System. As Chair of the Subcommittee, I believe the information requested is necessary to permit the Subcommittee's members to fulfil their elected responsibilities to the people of Georgia.

I recognize the System office may not be able to provide all the information requested without relying on the System's constituent universities and you will likely have to request information from the presidents of those universities. In order for the General Assembly to oversee and be accountable to the people of Georgia for the multi-billion dollar investment of public funds directly and indirectly committed to the System, the universities must be forthcoming in providing information to the General Assembly. I respectfully request you emphasize to the presidents both our appreciation for and expectation of their full cooperation with not only the letter, but also the spirit, of requests for information. I also appreciate your understanding and cooperation in making them available for hearings in the event the Subcommittee has questions regarding the information requested.

For the purposes of this request, please utilize the definitions enclosed.

Areas in which spending and emphasis appear to have greatly increased are (1) central university administration and (2) efforts represented as increasing institutional diversity, equity, inclusion, advocacy, and activism. While the latter may be facially laudable goals, we have been informed that these efforts in practice often result in inappropriate and/or misuse of state resources; divert students, staff, and faculty from the essential goal of providing an excellent, cost-efficient education likely to result in on-time graduation and preparing graduates for a life of opportunity and choices; frustrate and

interfere with academic freedom; and, in some cases, potentially violate federal/state law and/or state policy, potentially exposing the System to a range of negative consequences, including significant legal liability.

Consequently, the following requests for data focus on this area.

1. Please provide the following for each USG institution for each academic years between 2016 – 2022:
 - (a) Positions reporting directly to the institution’s president or provost/vice president for academic affairs (or equivalent) by name of position, name of occupant, salary, and benefits (positions typically included on a “President’s Cabinet” or “Provost’s Cabinet” and assigned significant supervisory, administrative, and/or executive function. This does not include administrative support personnel (such as administrative assistants or associates));
 - (b) Annual increases in compensation for each year for each position identified in 3(a). To determine if a position should be regarded as a successor position to a position consolidated or otherwise reclassified, please identify the position incorporating the job functions of the reclassified position;
 - (c) Positions reporting directly to the individuals identified in (a) above (positions with significant supervisory, administrative, and/or executive function, but excluding support personnel such as administrative assistants or associates) by name of position, name of occupant, salary, and benefits;
 - (d) Annual increases in compensation for each year for each position identified in 1(c). To determine if a position should be regarded as a successor position to a position consolidated or otherwise reclassified, please identify the position incorporating the job functions of the reclassified position.
2. An organizational chart for each USG institution identifying all units, individuals, and/or offices in which a primary purpose, primary job responsibility, or more than 50% of the organization or individual’s compensated time involves directly advancing, advocating for, or supporting -
 - (a) Affinity or identity groups based on:
 - i. racial identity;
 - ii. gender, sexual orientation or identity;
 - iii. ethnicity;
 - iv. social justice, social advocacy or activism;
 - v. diversity, equity, and inclusion;
 - vi. implicit bias or unconscious bias;
 - (b) Advocacy for or promotion of social justice;

- (c) Advocacy for or promotion of anti-racism;
- (d) Serving students, faculty, and/or staff whose participation in and/or perceived benefit is primarily predicated upon those participating individuals' identifications based on race, gender, sex, sexual orientation or identity, ethnic identity or affinity, and/or services targeted toward serving a specific student population based on those individuals' race, gender, sex, sexual orientation or identity, and/or ethnic identity.

The request for information above includes, but is not limited to, all offices and positions in which advancing one or more of those areas is identified as:

- (e) A requirement of the position in its job description or position announcement (e.g., a job requirement or preference in which applicants must demonstrate evidence of supporting social justice);
- (f) A description of the unit's vision or mission explicitly incorporates those goals (e.g., an institution funding "cultural and community centers" to support students from historically underrepresented populations);
- (g) The office or position depends upon funding from a unit or position explicitly dedicated to one of those goals (e.g., Office of Institutional Equity, Director of Equity);
- (h) Funds book studies or other professional/staff/student development (e.g., a faculty support center hosting a book study on Ibram Kendi's *How to be an Anti-Racist*);
- (i) Funds research or scholarship in those areas (e.g., internal funding for research provided by an individual or unit identified above or for a purpose outlined above, such as providing faculty with funding to support/buy-out instructional responsibilities to advance research or projects relating to diversity, equity, advocacy, or activism);
- (j) Provides funding for institutional and/or individual membership, travel to, conference fees, or for other purposes in organizations with a primary purpose of advancing the items listed in subsection (a) above;
- (k) Provides funding with a primary purpose of advocacy and/or activism related to subsection (a) above.

3. To the extent the items requested under this heading are not identified in the request for information in the immediately preceding section, during the last five academic years, for each USG institution, please identify all campus initiatives, programs, and/or requirements (including positions, organizations, or programs) in or for which a primary purpose, primary job responsibility, or more than 50% of the organization or individual's time involves directly advancing, advocating for, or supporting:

- (a) Affinity or identity groups based on:
 - i. racial identity;
 - ii. gender, sexual orientation or identity;

- iii. ethnicity;
 - iv. social justice, social advocacy or activism;
 - v. diversity, equity, and inclusion;
 - vi. implicit bias or unconscious bias;
- (b) Advocacy for social justice;
- (c) Advocacy for anti-racism;
- (d) Serving students, faculty, and/or staff whose participation in and/or perceived benefit is primarily predicated upon those participating individuals' identifications based on race, gender, sex, sexual orientation or identity, ethnic identity or affinity, and/or services targeted toward serving a specific student population based on those individuals' race, gender, sex, sexual orientation or identity, and/or ethnic identity.

Examples include identity- or "affinity-" based housing targeting students of a particular sexual orientation or identity; centers or discrete physical spaces identified as serving "multi-cultural" students; specific institutional programming for transgender faculty, staff, and/or students.

The request for information above includes, but is not limited to, all offices and positions in which advancing one or more of those areas is identified as:

- (e) The initiative or position provided funded "release time" for a faculty member to serve in a role supporting or advocating for an item above;
- (f) A primary purpose of the initiative incorporates those goals;
- (g) The office or position is entirely or partially funded from a unit or position explicitly dedicated to one of those goals (e.g., Office of Institutional Equity, Director of Equity) or otherwise reports to/coordinates with that office or individual;
- (h) Funds or otherwise professional/staff/student development related to the items above;
- (i) Funds or otherwise supports
- (j) Funds research or scholarship in those areas (e.g., internal funding for research provided by an individual or unit identified above or for a purpose outlined above, such as providing faculty with funding to support/buy-out instructional responsibilities to advance research or projects relating to diversity, equity, advocacy, or activism);
- (k) Provides funding for institutional and/or individual membership, travel to, conference fees, or for other purposes in organizations with a primary purpose of advancing the items listed in subsection (a) above.
- (l) Provides funding with a primary purpose of advocacy and/or activism related to subsection (a) above.

4. For the past five academic years, please identify all institutionally-funded or -supported speakers, book studies, professional development, co-curricular programming, and other initiatives with a target audience of students, faculty, and/or staff that relate to:
 - (a) Race or racial identity;
 - (b) Advantage, "privilege," or disadvantage based on racial identity or affinity;
 - (c) Gender, sexual orientation or identity;
 - (d) Advantage, "privilege," or disadvantage based on gender, sexual orientation or identity or affinity;
 - (e) Ethnicity or ethnic identity;
 - (f) Advantage, "privilege," or disadvantage based on ethnic identity or affinity;
 - (g) Social justice, social advocacy or activism;
 - (h) Anti-racism, implicit bias, unconscious bias, implementing anti-racism, and/or identifying practices identified as racist or anti-racist;
 - (i) Serving students, faculty, and/or staff in which inclusion in the initiative is predicated upon participating individuals' identifying based on race, gender, sex, sexual orientation or identity, ethnic identity or affinity, and/or services targeted toward serving a specific student population based on those individuals' race, gender, sex, sexual orientation or identity, and/or ethnic identity.
5. For each USG institution, please indicate whether faculty and/or staff (as relevant) are permitted to include research, service, and/or scholarship related to the items listed in Item One of this request as part of their annual performance agreements, annual review documents, or other evaluation form establishing the performance for which they will be compensated or assessment of it.
6. For each USG institution in the last five years, please identify all initiatives, programs, and supports "targeted" or otherwise focusing primarily upon serving students, faculty, and/or staff targeting or otherwise based upon participating individuals' identifying based on race, gender, sex, sexual orientation or identity, ethnic identity or affinity, and/or services targeted toward serving a specific student population based on those individuals' race, gender, sex, sexual orientation or identity, and/or ethnic identity.

For each item identified above, please identify the approximate cost associated with that offering, initiative, position, or program. Please include direct costs (e.g., salary and benefits of the position, material or speaker costs of a book study, or workshop), associated direct costs (e.g., course releases for faculty (based on the salary and benefits of the participating faculty member), incorporation or inclusion of time spent on the initiative into the individual's annual workload agreement or work requirements, costs associated with advertising or supporting the initiative), and indirect costs (e.g., supervision and evaluation of the initiative, accounting costs associated with the initiative, costs associated with physical space).

7. Within the last two academic years, for each USG institution, please identify whether the institution included the following as a position requirement for or preference in ANY employment vacancies (whether explicit or implicit).

If so, please specifically identify the position, whether it was “required” or “preferred,” then describe/identify the evidence on which the inclusion in this response was conclusion is based, and the degree the requirement played in, influenced, and/or was given particular weight in the employment decision relating to the position. Please also identify whether the individual filling the position provided evidence of the requested qualification.

Examples include, but are not limited to:

A job requirement that a candidate “provide evidence of supporting a socially-just working environment” or “knowledge of social justice pedagogy;”

A position requiring candidates’ narratives or letters of interest to address how the candidate “infused” or “embedded” anti-racism in their teaching, scholarship, and/or service;

A “strong preference” that a candidate “demonstrate a disposition supporting racial justice.”

- (a) Evidence of activism, scholarship, and/or engagement viewed as supporting social justice; equity; inclusion; diversity; anti-racism; and/or addressing institutional and/or structural racism or discrimination;
- (b) A disposition, commitment, and/or other mental impression supporting or aligned with activism, scholarship, and/or engagement supporting social justice; equity; inclusion; diversity; and/or anti-racism;
- (c) Other evidence, mental impressions, declarations, dispositions, and/or demonstrations of support for equity, advocacy against structural or institutional inequity;
- (d) Evidence, declaration, or identity of an individual’s conscious or unconscious bias or privilege and how the individual redressed it;
- (e) Evidence of experience with a “diverse” population or working in a “diverse” environment.

If the foregoing were included in position requirements or preferences, please describe how they were evaluated in filling each vacancy.

8. Within the last two academic years, for each USG institution, please identify any requirements within USG institutions that employees, as a condition of hiring, tenure, promotion, or other evaluation, retention or advancement, to provide evidence of, address, or otherwise include:
- (a) Incorporating, infusing, or integrating diversity, equity, inclusion, social justice, anti-racism, and/or inherent conscious or unconscious bias into performing the duties of their position;
 - (b) Incorporating, infusing, or integrating diversity, equity, inclusion, social justice, anti-racism, and/or inherent conscious or unconscious bias beyond their position (e.g., providing evidence of social activism or advocacy).

If so, please explain how these changes were incorporated into tenure, promotion, and retention requirements or guidance (i.e., did they proceed through the institution's shared governance process or were they imposed).

9. Within the last five academic years, please identify any initiatives within USG institutions to assist faculty, other instructors, or staff incorporate, infuse, or integrate diversity, equity, inclusion, social justice, structural or institutional racism or inequity, and/or anti-racism within course curricula, syllabi, or instructional materials.

Please indicate whether each identified initiative was required, encouraged, or elective, both for the relevant unit (e.g., office, college, academic department) and individual faculty member/instructor/staff member. If the decision to include/incorporate the material had an organizationally formal or structural component (i.e., did an administrator impose it or did it proceed through a curriculum adoption process), please specifically identify the nature of the requirement or suggestion and the extent to which it was explicitly or implicitly required and/or encouraged.

If the incorporation, infusion, or integration resulted in modification of curricular requirements, instruction, course materials, and/or student evaluation, please explain/identify:

- (a) Whether it resulted in the removal of other material in the program, course, or offering (including changing course texts, readings, or other instructional materials);
 - i. For any textbook or reading modifications, please indicate (1) the removed work, (2) the work with which it was replaced.
 - (b) The process for identifying the sufficiency of the modification to incorporate or infuse the desired material (e.g., who and how was it determined whether the modification sufficiently incorporated or infused topics to meet the desired goal);
 - (c) Whether the decision for modification was made by a professor or other individual with appropriate academic expertise in the primary academic discipline of the course (as that term is used by the Southern Association of Colleges and Schools Commission on Colleges and/or the United States Department of Education and/or the University System of Georgia).
 - (d) Whether the modification of a program, course, or other instruction resulted in increased cost to a student taking the program or course.
11. For each USG institution in the last three years, please identify all instances in which the term "equality" (or its functional equivalent) was removed from institutional publications and the term "equity" (or its functional equivalent) was substituted.
 12. For each USG institution during the past two years, please identify all institutional publications and materials in which the term "anti-racist" was utilized. Please also identify all institutional publications and materials explicitly referencing Dr. Ibram Kendi, Dr. Beverly DiAngelo, or Dr. Carol Anderson.

Chancellor, I truly appreciate the degree to which you appreciate the General Assembly's duty generally – and the Appropriations Subcommittee on Higher Education specifically – has to ensure Georgia's multi-billion dollar annual expenditure on higher education is managed in the interests of the people of Georgia. I greatly appreciate your cooperation in providing information for the Subcommittee's consideration.

Sincerely,

David Knight
Georgia House of Representatives
District 130

Enclosure: Definition Attachment

ATTACHMENT: DEFINITIONS

For the purposes of this request, please utilize the following definitions.

1. "Agreement" means a contract, arrangement, or understanding, formal or informal, oral or written, between two or more persons.
2. "Any" means one or more.
3. "Communication" means any disclosure, transfer, or exchange of information or opinion, however made.
4. "Document" means any written, recorded, or graphic material of any kind, whether prepared by you or by any other person, that is in your possession, custody, or control. The term includes agreements; contracts; letters; telegrams; inter-office communications; memoranda; reports; records; instructions; specifications; notes; notebooks; scrapbooks; diaries; plans; drawings; sketches; blueprints; diagrams; photographs; photocopies; charts; graphs; descriptions; drafts, whether or not they resulted in a final document; minutes of meetings, conferences, and telephone or other conversations or communications; invoices; purchase orders; bills of lading; recordings; published or unpublished speeches or articles; publications; transcripts of telephone conversations; phone mail; electronic-mail; ledgers; financial statements; microfilm; microfiche; tape or disc recordings; and computer print-outs.
5. The term "document" also includes electronically stored data from which information can be obtained either directly or by translation through detection devices or readers; any such document is to be produced in a reasonably legible and usable form. The term "document" includes all drafts of a document and all copies that differ in any respect from the original, including any notation, underlining, marking, or information not on the original. The term also includes information stored in, or accessible through, computer or other information retrieval systems (including any computer archives or back-up systems), together with instructions and all other materials necessary to use or interpret such data compilations.
6. Without limitation on the term "control" as used in the preceding paragraph, a document is deemed to be in your control if you have the right to secure the document or a copy thereof from another person.
7. "Funds" includes providing direct financial support and indirect financial support (such as reassigning a faculty members' time or is identified as an item within a faculty member's faculty performance agreement and/or annual review document as constituting a measurable part of that faculty member's annual workload).
8. "Identify" or "identity" means to state or a statement of:
 - (a) in the case of an organization or unit other than a natural person, its name, the address of its principal place of business (including zip code), its telephone number, and the name of its chief executive officer. If it has a person other than the chief executive officer ultimately controls it, that other person's name, the address of that person's principal place of business (including

zip code), that other person's telephone number, and the name of that other person's chief executive officer;

- (b) the case of a natural person, his or her name, business address and telephone number, institutional and/or other employer, and title or position;
- (c) in the case of a communication, its date, type (e.g., telephone conversation or discussion), the place where it occurred, the identity of the person who made the communication, the identity of the person who received the communication, the identity of each other person when it was made, and the subject matter discussed;
- (d) in the case of a document, the title of the document, the author, the title or position of the author, the addressee, each recipient, the type of document, the subject matter, the date of preparation, and its number of pages;
- (e) in the case of funding, the name of the funding opportunity, the name of the funding source, the funding source USG code, the principal investigator, co-principal investigator, and/or individual responsible for immediately overseeing the appropriate allocation of the funds;
- (f) in the case of a program, the full name of the program and the validated web address at which it can be located on the appropriate website;
- (g) in the case of an agreement, its date, the place where it occurred, the identity of all persons who were parties to the agreement, the identity of each person who has knowledge of the agreement and all other persons present when it was made, and the subject matter of the agreement.

9. "Including" means including, but not limited to.

10. "Institution" means, as applicable, the University System of Georgia and/or any of its subordinate or constituent units and/or any subordinate or constituent units of or within those units.

11. "Program" means both a general descriptor of the program, a general description of it, the specific unit in which the program is housed or overseen, the individual responsible for overseeing the program and providing information related to that individual in 7(b) (above).

12. "Relating to" means containing, constituting, considering, comprising, concerning, discussing, regarding, describing, reflecting, studying, commenting or reporting on, mentioning, analyzing, or referring, alluding, or pertaining to, in whole or in part.

13. "Relevant time period" means the time period stated in paragraph 1 of the Instructions.

14. "System" means the University System of Georgia.

15. "Year" means academic or calendar year or any other twelve-month period on which any records are based. If the latter is used in responding to a document request, specify the beginning month and date of a twelve month period.

16. "You," "your" or "your institution" means the University System of Georgia, one of its constituent universities, any subunit of that university (e.g., college, school, institute, center), and/or any employee of the System or a subordinate unit.
17. The singular form of a noun or pronoun shall be considered to include within its meaning the plural form of the noun or pronoun, and vice versa; and the past tense shall include the present tense where the clear meaning is not distorted. The term "or" shall mean "and" and vice-versa, as necessary to bring within the scope of the following document requests all information or documents that would be excluded absent this definition.

For all requests, please identify data sources from which responses are drawn. If the data source is created or a composite, please individually identify constituent sources of data