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2016 January 27 - An Overview of State and Institutional Policy Conversations - Considerations and Implications for East Tennessee State University

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An Overview of State and Institutional Policy Conversations - Considerations and Implications for East Tennessee State University

**Presented to the
Spring 2016 Faculty and Staff Forum**

January 27, 2016
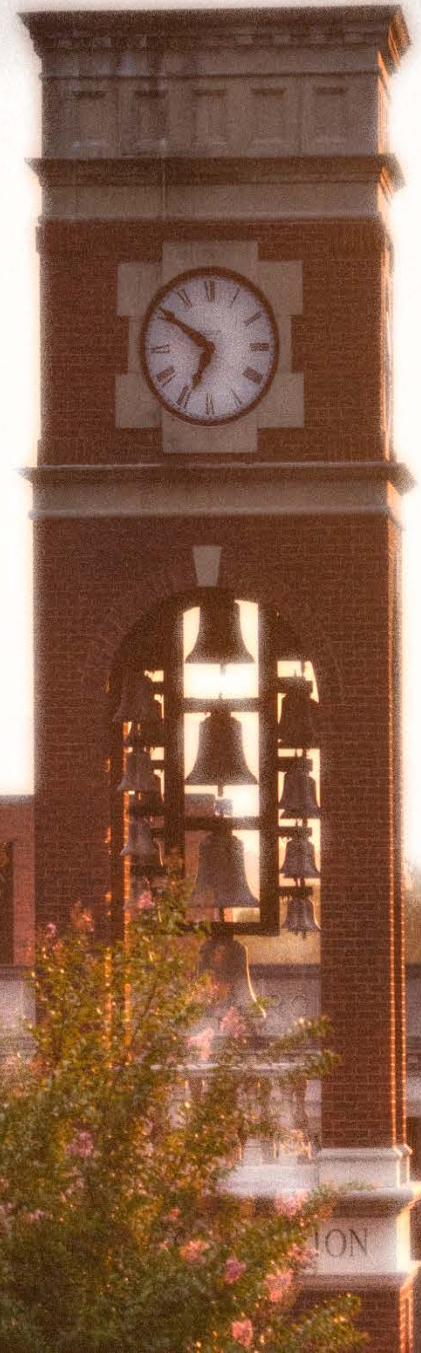
Presentation Overview

- Review of the history of higher education governance; factors that influence policy change; and, considerations for the state of Tennessee

- Overview of the responsibilities of state and local governing boards and implications for ETSU

- Campus construction update

- Legislative policy issues

- 2015-25 Strategic planning and budgeting process

- Strategic initiatives for 2015-16

Governance Overview

- States have historically turned to governing/coordinating boards to balance the tension between institutional and statewide educational priorities. These boards trace their formation to the desire of state leaders to create rational systems of post-secondary governance.

- As the nation transitioned into the post-WWII era, elected officials faced significant pressures to grow their post-secondary infrastructures to meet the demands of the nation's workforce. Historically, few states had established statewide governing/coordinating structures in the first half of the 20th century, but emerging forces spurred change:

  - Pressures to manage proliferation of institutions and programs, and to curb unnecessary duplication as states responded to dramatic enrollment increases

  - The prevailing public management approaches of the time emphasizing rational planning and quantitative analysis

  - Desire to buffer political pressures and develop structures to distribute resources

- By 1971, all but four states (Delaware, Michigan, Nebraska and Vermont) had established statewide governing/coordinating boards.

Governance Overview

- The Federal Education Amendments of 1972 required states to establish postsecondary education planning commissions in order to be eligible for federal planning and other categorical grants.

- Later in the 1970s, severe economic conditions led states to develop regulatory policies (i.e. mission definition and program review) in an effort to contain costs and eliminate unnecessary duplication.

- As the economy improved in the early 1980s, the prevailing views about the role of government shifted to reflect a neo-liberal approach to public policy. Political leaders advocated for decentralization, deregulation, privatization, and an increased reliance on performance measures and incentive funding to ensure the responsiveness of institutions to public purposes.

- Over the course of the past fifty years, these governance entities have played a significant role in defining state priorities for higher education. While no two governing entities are identical, they commonly share a general set of forms and structures.

Governance – Form and Structure

- **Planning agency model** - Provides the greatest amount of institutional autonomy based on the limited regulatory powers of the statewide board whose primary function to provide statewide planning and coordination without the authority to compel institutional action.

- **Advisory coordinating board model** - Quasi-centralized structure in which the statewide board serves in a review and recommendation capacity with little, if any, statutory authority.

- **Regulatory coordinating board model** - Similar to the advisory board, but has the power to approve institutional budgets and programs. In practice, many states with a coordinating board structure serve in an advisory capacity for budgets and regulatory capacity for programs.

- **Consolidated governing board model** - Centralized structure in which the statewide board serves in a regulatory capacity over issues ranging from tenure and promotion to the determination and allocation of institutional budgets.

Governance – Form and Structure

Consolidated Governing Boards		Coordinating Boards					Planning/Service Agencies
		Regulatory Coordinating Boards Boards with Program Approval Authority			Advisory Boards Boards with No Program Approval Authority – Only Authority to Review and Recommend		(Four states have agencies in addition to governing boards)
One Board for All Public Institutions	Two Boards Encompassing All Public Institutions	Consolidated or Aggregated Budget	Budget Review and Recommendation	No Statutory Budget Role	Consolidated or Aggregated Budget	Budget Review and Recommendation	No Statutory Budget or Program Approval Roles
Alaska Hawaii Idaho Kansas Montana Nevada North Dakota Rhode Island South Dakota DC Puerto Rico	Arizona Florida Georgia Iowa Maine Minnesota Mississippi New Hampshire North Carolina Oregon Utah Vermont Wisconsin Wyoming	Alabama Arkansas Colorado Indiana Illinois Kentucky Louisiana Maryland Massachusetts Missouri Ohio Oklahoma South Carolina Tennessee West Virginia	Connecticut Nebraska New Jersey Texas Virginia Washington	New York		Alaska California New Mexico	Delaware Michigan Minnesota New Hampshire Pennsylvania Vermont DC Puerto Rico
States = 9, plus DC and PR	States = 14	States = 15	States = 6	States = 1	States = 0	States = 2, plus (1)	States = 3, plus (3, DC and Puerto Rico)

* Aims McGuinness, Jr., 2003. The States and Higher Education Financial Management: A Comparative Study of State–Institutional Relationships in the United States.

Recurring Policy Challenges that Precipitate Change

- **Access to high-cost graduate and professional programs**. In most states, regional economic, political and cultural differences present serious challenges to state policymakers. Local and regional end-runs to the governor or legislature to get special attention either to advance or block such initiatives usually spark political struggles that inevitably lead to major restructuring proposals.

- **Conflict between the aspirations of institutions.** Institutional conflicts over programs, off-campus sites, service areas, facilities, transfer and articulation, and budgets are historic in many states. Major reorganization proposals, usually mergers or consolidations, frequently occur after years of other efforts to achieve improved cooperation and coordination.

- **Political reaction to institutional lobbying.** Political pressure from institutional leaders can stress the political process. Many states have historically looked to empower central authorities, with the hope that state boards will resolve conflicts before they get to the legislature. The reverse situation also occurs frequently. A state board will act to curtail an institutional end-run and then face a legislative proposal, frequently stimulated by the offending institution, to abolish the state board.

Recurring Policy Challenges that Precipitate Change

- **Frustrations with barriers to student transfer and articulation**. Cumulative evidence that student transfer between institutions is difficult, or the number of credits limited, often leads to proposals to create a "seamless" system.

- **Concerns about too many institutions with ill-defined or overlapping missions**. Governance debates often emerge from proposals to merge, consolidate or close institutions or to make radical changes in institutional missions.

- **Lack of regional coordination among institutions**. Many states have regions or communities where two or more public institutions, each responsible to a different state board or agency, are competing to offer similar one- and two-year programs. In the worst situations, this may involve a postsecondary technical institute, a community college and two-year lower-division university branches competing for an overlapping market in the same region.

Recurring Policy Challenges that Precipitate Change

- **Concerns about the current state board's effectiveness or continuing relevance to state priorities**. Reorganizations often result from desires for leadership change. State policymakers tend to see the importance of statewide coordination in times of severe fiscal constraints, but when the economy is strong and these leaders face fewer difficult choices among competing priorities, the relevance of state agencies is less evident.

- Common triggers for change include:

  - A sense that a board, or its staff, is ineffective or lacks the political influence or judgment to address critical issues facing the state, which are often one or more of the other perennial issues. They may be perceived as unable to resolve problems before they become major political controversies, or they may have handled difficult issues poorly in the past.

  - A desire to change leadership style or underlying philosophy of the state role. This may be a reaction to aggressive, centralized leadership and an effort to shift to a more passive, consultative leadership approach – or the reverse. The change may be to move from a focus on administrative, regulatory or management issues internal to postsecondary education to a focus on policy leadership relative to a broader public agenda.

  - State leaders also may propose reorganization not because the structure has problems but simply to change the leadership or personalities involved in the process.

Central Principles – Autonomy and Accountability

- The tension between autonomy and accountability resides at the core of all issues pertaining to higher education governance.

  - Institutions prefer autonomy from the state oversight, with ample discretion to manage the operations of the campus.

  - Institutions point to their historic missions as guilds of scholars and students and argue that they should not be treated as other state agencies or private corporations.

  - State policy leaders posit that institutions must meet specific thresholds of accountability outcomes in return for public funding.

  - States point to the large proportion of state revenues appropriated to these institutions and contend that the public deserves accountability.

- Over the past decade, many states such as Tennessee have attempted to address the autonomy/ accountability tension by developing broad public agendas that link higher education to statewide goals such as increasing educational attainment, improving quality of life, and facilitating economic competitiveness.

Central Principles – Autonomy and Accountability

- Progressive states have provided authority to the coordinating or governing boards to align fiscal policies—appropriations, tuition policy, and student-aid policy—with their respective public agendas for higher education, incentivizing institutional support of state priorities.

- Many states have recognized the benefits of minimal regulation balanced by accountability for institutional performance and outcomes. At the macro level, states advance their public agenda by supporting, and not intruding upon, institutional self-governance.

- The emerging trend of autonomy/accountability provides for significant institutional autonomy due to many contextual reasons (i.e., reduction of state support for operations, limited scope of state government, desire for responsiveness to business and industry, belief that institutions are more efficient without state intervention, etc.).

- For example, states such as Virginia, Oregon, and Wisconsin have examined and/or implemented policies that increase autonomy to institutions in return for reductions in state appropriations and/or assurances to meet public accountability thresholds.

Changing Assumptions About the State Role in Postsecondary Education

Policy movement FROM:	Policy shifts TO:
Rational planning for static institutional models	Strategic planning for dynamic market models
Focus on providers, primarily public institutions	Focus on clients, students/learners, employers and governments
Service areas defined by geographic boundaries and monopolistic markets	Service areas defined by the needs of clients served by multiple providers
Tendency toward centralized control and regulation through tightly defined institutional missions, financial accountability and retrospective reporting	More decentralized management using policy tools to stimulate desired response (e.g., incentives, performance funding, consumer information)
Policies and regulation to limit competition and unnecessary duplication	Policies to "enter the market on behalf of the public" and to channel competitive forces toward public purposes
Quality defined primarily in terms of resources (inputs such as faculty credentials or library resources) as established within postsecondary education	Quality defined in terms of outcomes and performance as defined by multiple clients (students/learners, employers, government)
Policies and services developed and carried out primarily through public agencies and public institutions	Increased use of nongovernmental organizations and mixed public/private providers to meet public/client needs (e.g., developing curricula and learning modules, providing student services, assessing competencies, providing quality assurance)

Recent Governance Changes

- **Comprehensive Reforms Linked to a Public Agenda for the Future of the State.** The governance change was part of comprehensive reforms intended to achieve long-term improvements in the state's economic competitiveness and quality of life.

  - **Kentucky:** Legislation in 1997 replaced the Council on Higher Education with the Council on Postsecondary Education. The new entity has broader authority to lead the reform agenda and to affect change through financing policy. The regulatory emphasis of the previous entity was replaced by a new emphasis on policy leadership. The reforms also created a new statewide governing board – the Kentucky Community and Technical College System – to oversee the community and technical colleges.

  - **West Virginia:** Legislation in 2000 established a new leadership/coordinating board – the Higher Education Policy Commission – to replace the two previous state-level governing boards – the Board of Trustees for the West Virginia Universities and the Board of Directors for the West Virginia State Colleges. At the same time, the legislation created governing boards for each of the public institutions and established a step-by-step process for establishing independently accredited community and technical colleges separated from sponsoring four-year institutions.

Recent Governance Changes

- **California:** The California legislature dissolved the Postsecondary Education Commission in November 2011. In the absence of a state coordinating body, data collection and strategic planning responsibilities have been transferred to the state's three system boards: the California Community Colleges Board of Governors, California State University Board of Trustees, and University of California Board of Regents.

- **Connecticut:** In 2011, the Connecticut General Assembly created the Connecticut Board of Regents for Higher Education, which assumed academic and financial authority over the Connecticut State University System, the Connecticut Community Colleges, and Charter Oak State College, the state's online public institution.

  – The legislature provided the newly formed Board of Regents with authority to establish statewide tuition and fees, review degree and certificate programs, establish financial aid policies, and coordinate statewide policy through periodic strategic planning. Before the statewide governing board was created, academic affairs and finance matters were addressed at the institutional level.

  – The University of Connecticut, and its six respective branch campuses, operate under a separate Board of Trustees.

Recent Governance Changes

- **Oregon:** The state has redesigned the way it supports students and how it governs and invests in public universities and community colleges.

  - In 2011, SB 242 freed the Oregon University System from state agency status, giving the system more flexibility in operations. The bill also created the Higher Education Coordinating Commission as a way to connect policies of universities and community colleges and give Oregon's postsecondary education more coherence.

  - In 2013, their legislature refined structure (HB 3120) and reconstituted the HECC, vesting it with broader policy and budget authority. The HECC was charged to adopt a strategic plan, to recommend to the Governor a consolidated higher education budget request aligned with the strategic plan, and to distribute state dollars to community colleges, universities, and need-based aid to achieve state goals. In that context, the HECC was also charged to develop an outcomes-based funding formula for the state's post-secondary institutions.

  - Separate legislation (SB 270) authorized independent boards for all state universities. Such self-governance provides greater flexibility to respond quickly to student needs and increases the potential for philanthropic support for institutions.

Recent Governance Changes (CTC Systems)

- **Kentucky:** The 1997 reforms created KCTCS, which includes the community colleges formerly under the University of Kentucky and the technical institutions formerly under the state Cabinet for Workforce Development.

- **Louisiana:** Legislation and a subsequent constitutional amendment in 1998 created the Louisiana Community and Technical College System, which includes the technical colleges formerly controlled by the Board of Education, and community colleges governed by other public governing boards.

- **Indiana:** Legislation in 1999 created the Community College of Indiana, a joint undertaking of Vincennes University and the Indiana Technical Colleges (Ivy Tech).

- **West Virginia:** The reforms of 2000 advanced a decade-long process of creating a community college system by formally establishing separate institutions from their former sponsoring four-year institutions.

- **Kansas:** Legislation in 2000 reconstituted the Board of Regents and transferred to the new board the responsibility for coordinating the locally governed community colleges.

- **Utah:** Legislation in 2001 resolved a 30-year governance battle. The state reconstituted the five applied technology centers and four regional programs previously overseen by the State Board of Education as 10 regional applied technology colleges within the new Utah College of Applied Technology.

The Focus Act – Policy Considerations

- As policymakers in Tennessee consider modifying our current governance structure, it is anticipated that they will research states that have provided autonomy to institutions, while concurrently creating accountability systems that require institutions to meet public agenda goals.

- There are strengths and weaknesses to any governance structure; however, structure is of critical importance as states are increasingly shifting to mission-centered and outcomes-driven funding formulas.

- One of the perceived strengths of Tennessee's current governance structure is the central role of THEC in developing and implementing the outcomes based funding formula. This nationally lauded policy mechanism ensures that the distribution of state funds across institutions is linked to performance outcomes and degree production.

- Caution will be given to ensure that governance change does not jeopardize the policy growth that has transpired over the past decade. Given its policy role, it is anticipated that THEC will be strengthened to ensure dedicated progress towards the goals of the *Drive to 55* initiative.

The Focus Act – Policy Considerations

- Efforts to strengthen THEC could enhance the *Drive to 55* framework, with the Commission assuming enhanced coordinating responsibilities for the state's universities and community colleges.

- Under an enhancement scenario, THEC would hold a wide range of powers, duties, and authority over the unique and individual governing boards for the state universities.

- It is anticipated that no changes will be made to the governance of those institutions that reside in the University of Tennessee system.

- Given the need for program coordination, transfer and articulation, and a host of other policy priorities, the Community Colleges and the Tennessee Colleges of Applied Technology would be placed under the auspices of a unified governing board (Tennessee Board of Regents) with a reformed TBR being coordinated by THEC.

Responsibilities at the State Level

- **Planning**

  - Developing and approving a state master plan for higher education

  - Approving institutional master plans which outline mission, degree offerings, resource requirements, physical plant and personnel needs, and enrollment levels

  - Structure the evolution of *Drive to 55* and the state's public agenda for higher education

  - Reporting accountability and policy information related to the public agenda and the *Drive to 55*.

- **Capital Projects**

  - Developing a system to coordinate and prioritize state-wide capital and deferred maintenance projects

  - Approving institutionally funded capital projects/expenditures

  - Approving the institutional issuance of revenue bonds (?)

Responsibilities at the State Level

- **Budgets**
  - Developing and implementing the outcomes funding methodology
  - Submitting an integrated appropriation request for higher education institutions to the Governor and the General Assembly
  - Distributing and allocating appropriations
  - Approving institutional operating budgets (?)
  - Approving tuition and fee increases within a given range

- **Academic Quality**
  - Approval and coordination of new academic programs
  - Review of academic program production, placement rates, and other elements of the quality assurance process
  - Facilitate institutional collaboration and program development
  - Implementing uniform standards for placement of students in remedial or developmental courses and the transferability of credits

Responsibilities at the State Level

- **Financial Aid and Outreach**

  - Administering the panoply of need, merit, and other various state-wide financial aid programs

  - Evaluating and assessing the outcomes of such programs

  - Administering statewide outreach programs such as Gear Up, Tennessee Reconnect, and other initiatives to meet the goals of *Drive to 55*

- **Technology and Research**

  - Administering the technology needs of public higher education (?)

  - Facilitating statewide Banner, D2L, and other macro level learning and technology platforms (?)

  - Coordinating statewide research objectives post-EPSCOR (?)

- **Maintaining Statewide Unit Record Databases**

  - Support data transmission and reporting across all systems

  - Track and report enrollment, graduation, transfer, and other data aspects on a state-wide basis across all institutions.

Board Member Selection

- Many states with local governing boards have created processes that engage, inform, and promote coordinated professional development for the members of local boards.

- In Oklahoma and West Virginia, the state level coordinating boards are charged to develop and sustain a Board of Governors education program that encapsulates the broad powers delineated to the institutional boards.

  – Upon selection and appointment to an institutional board, members are required to participate in a cohort/peer training program that educates trustees about the nature of their responsibilities.

  – Upon appointment by the Governor, candidates participate in mandatory professional development opportunities that provide a context and understanding of the depth and breadth of issues facing their institutions.

- Among the myriad challenges inherent in the selection of members are the needs to balance state versus local interests and the importance of identifying potential appointees with the background, interest, and time required of such service.

- Campus boards vary widely in number, membership, tenure, etc. and there is no magic formula that defines the composition of board membership.

Responsibilities of Local Boards

- Develop a campus master plan that aligns with the goals of the state's public agenda (*Drive to 55*)

- Assume responsibility for the quality and integrity of the institution

- Assume responsibility for ensuring that the institution's mission is executed

- Protect constituent and public interests in the institution

- Ensure that the institution's core purposes and values are fulfilled through development and oversight of institutional policies and operations

- Appoint, evaluate, and compensate the institutional President

- Direct the preparation of budget and facilities requests for submission to THEC

- Establish market driven tuition and fee rates and approve institutional tuition increases

- Establish institutional specific policies related to out-of-state enrollment levels and tuition policies

Responsibilities of Local Boards

- Determine, control, supervise and manage the financial business and education policies and affairs of the institution

- Serve as a steward of institutional resources and assist in fund raising and revenue generation to sustain and improve the institution

- Certify to SACS that the institution is in compliance with the Principles of Accreditation, accreditation standards, and all affiliated policies of the Commission on Colleges

- Review all academic programs and concentrations, and address the viability and adequacy of each

- Approve the tenure and promotion of faculty

- Oversea and govern student affairs, student life, admissions, and intercollegiate athletics

- Assume all other powers delegated to the institution through the dissolution of the former system-level governing board

Implications of Governance Change for ETSU

We continue to operate under the governance of the Tennessee Board of Regents

Upon passage of the FOCUS act, we will need to "rewire" the structure and operations of the institution. In anticipation of passage, the institution will undertake the following actions:

- Conduct baseline assessment of current institutional and board policies

- Begin review of policy adjustments across all facets of the institution

  – Academic (i.e. tenure and promotion, program development and approval, faculty handbook, etc.)

  – Student affairs (i.e. student conduct, Title IX, alcohol, etc.)

  – Fiscal (i.e. tuition and fees, compensation, human resources, audit, etc.)

  – Health Sciences (i.e. HIPPA, MEAC, clinical services, etc.)

- Review and catalog critical services provided by the Tennessee Board of Regents

- Outline services that may require bridge structures between the current system and the advent of local boards

- Review/catalog contracts and other items that would need to be transferred to a local board

- Expectation that as details emerge from Nashville that a calendar of activities would be developed and subsequent due diligence efforts would be reported to, and approved, by the IUC as appropriate and feasible.

- An ad-hoc committee of the Faculty Senate has been created and my office will work with that body to keep them engaged in, and informed of, the process at both the campus and state level.

Legislative Policy Issues

- A total of 1,218 new bills have been filed for the 109th General Assembly. This includes 859 new bills filed Thursday, January 21, 2016, which was the filing deadline for both the House and the Senate. Bills of interest include:

  - Freedom of Speech – Legislation introduced requiring each institution to adopt a policy protecting students' speech and activity. TBR will be inquiring with the Academic and Student Affairs units across the system for their input.

  - A number of tuition bills have been filed that restrict tuition increases, request that all state institutions charge the same rate for tuition and fees, allow for students from border states to receive instate tuition, and establish tuition discounts for law enforcement officers, firefighters and veterans.

  - Several gun/campus safety bills have been introduced and it is anticipated that some form of campus safety legislation will be passed this session.

  - A bill requiring students to use the rest rooms of the stated sex on their birth certificates was filed.

  - The Governor's FOCUS (Focus on College and University Success) bill was also introduced which would give the six universities under the TBR system greater autonomy.

  - The Governor's budget will be released next week and we anticipate positive support for higher education

Legislative Policy Issues – Campus Safety

- Approximately 25 institutions across the nation experienced a shooting on their campus in 2015. At Umpqua Community College, eight students and a faculty member perished at the hands of a mass shooter.

- According the National Conference of State Legislatures, eight states have provisions that allow the carrying of concealed weapons on public post-secondary campuses (Colorado, Idaho, Kansas, Mississippi, Oregon, Texas, Utah and Wisconsin).

- During the 2015 legislative session, Texas' legislature passed a bill permitting concealed weapons on campuses. The legislation will take effect in August 2016 and has been the focus of rich conversation.

Campus Safety - Infrastructure Upgrades

- Classroom locks – Campus infrastructure survey conducted in response to questions generated by the Faculty Senate. Of the 451 locks surveyed, 44 percent have interior door locks. Initial estimates indicate that an investment of $126,500 would be required to replace the remaining 253 locks.

- Panic buttons – 133 panic buttons in fall 2015. Cost per new installation ranges from $500 to $1500 depending upon existing room infrastructure.

- ID Card Readers – Cost estimates for campus implementation have yet to be determined, but the technology presently exists across multiple facets of the institution.
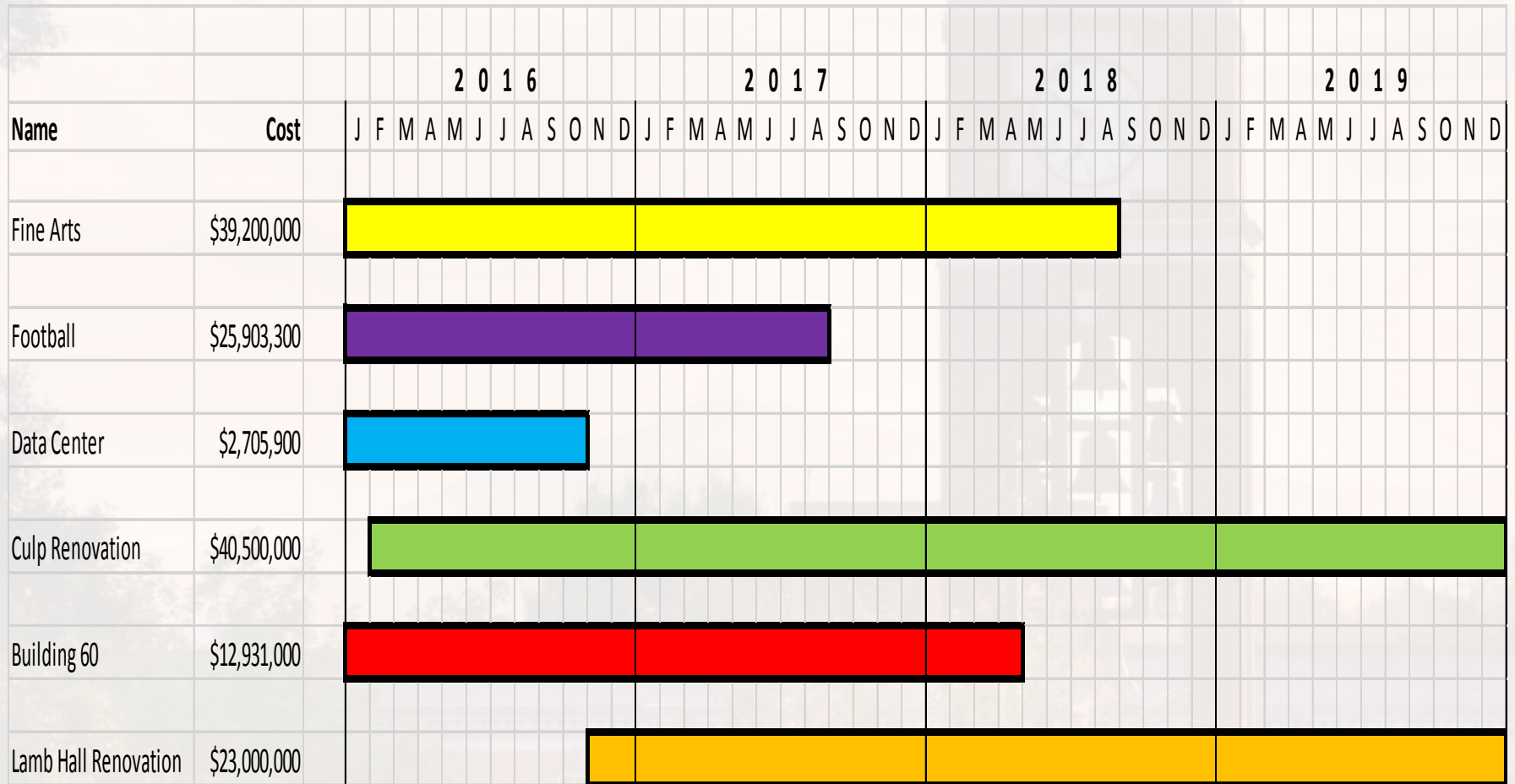
Campus Construction Update

- Fine Arts

- Football

- Data Center

- Culp renovation

- Building 60

- Lamb Hall renovation

- Space utilization, backfill, and renovations

Project Disposition and Timelines

Name	Cost	2016 J F M A M J J A S O N D	2017 J F M A M J J A S O N D	2018 J F M A M J J A S O N D	2019 J F M A M J J A S O N D
Fine Arts	$39,200,000				
Football	$25,903,300				
Data Center	$2,705,900				
Culp Renovation	$40,500,000				
Building 60	$12,931,000				
Lamb Hall Renovation	$23,000,000				

Fine Arts – Design and Project Update

ETSU FINE ARTS CLASSROOM BUILDING SITE PLAN | 1"=60'
East Tennessee State University   12/21/15

MHM
McCARTY HOLSAPLE McCARTY
ARCHITECTS & INTERIOR DESIGNERS
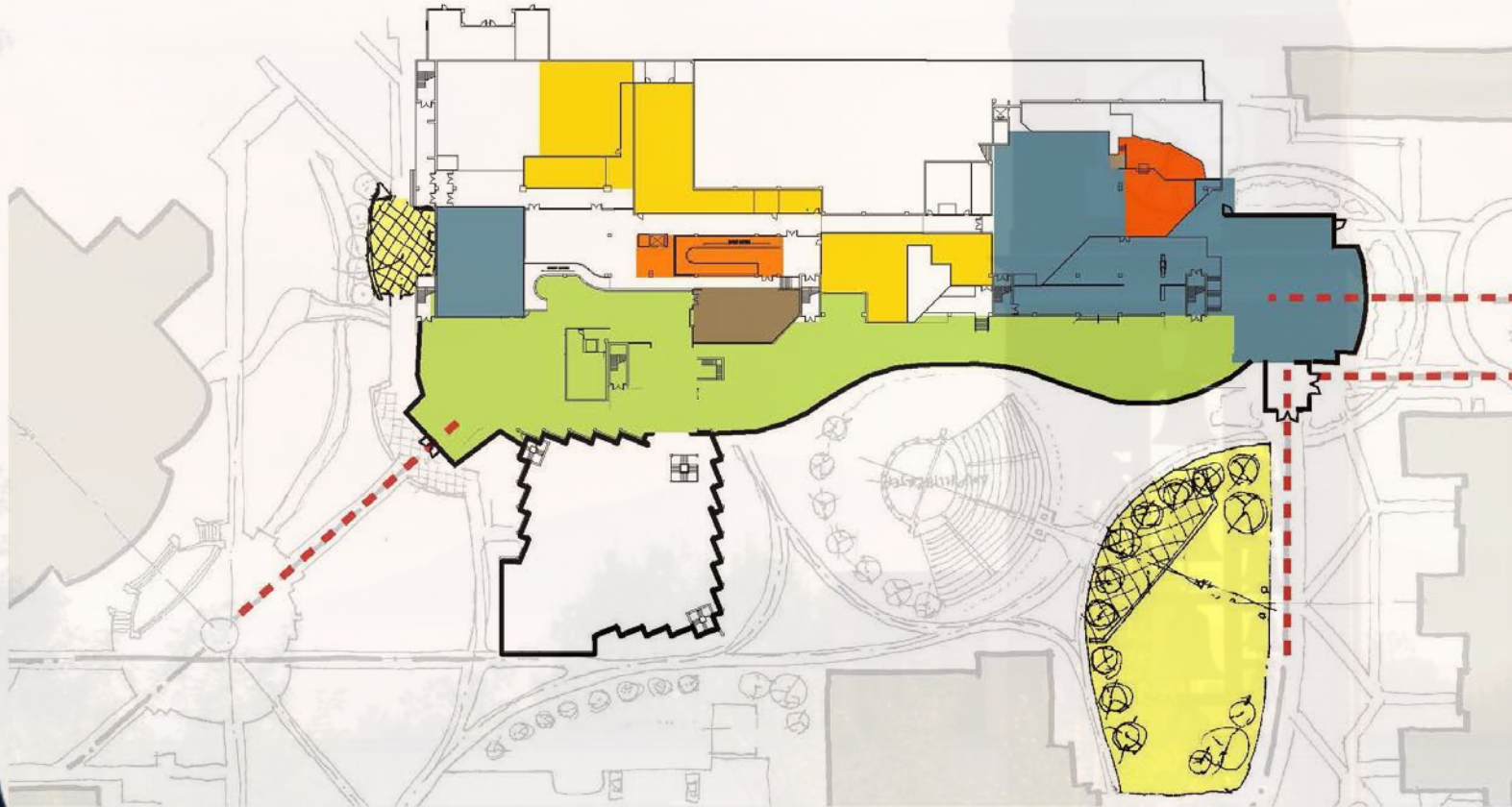
Football– Design and Project Update

OVERALL STADIUM SITE PLAN

ETSU NEW FOOTBALL STADIUM

MHM

ETSU Campus Data Center
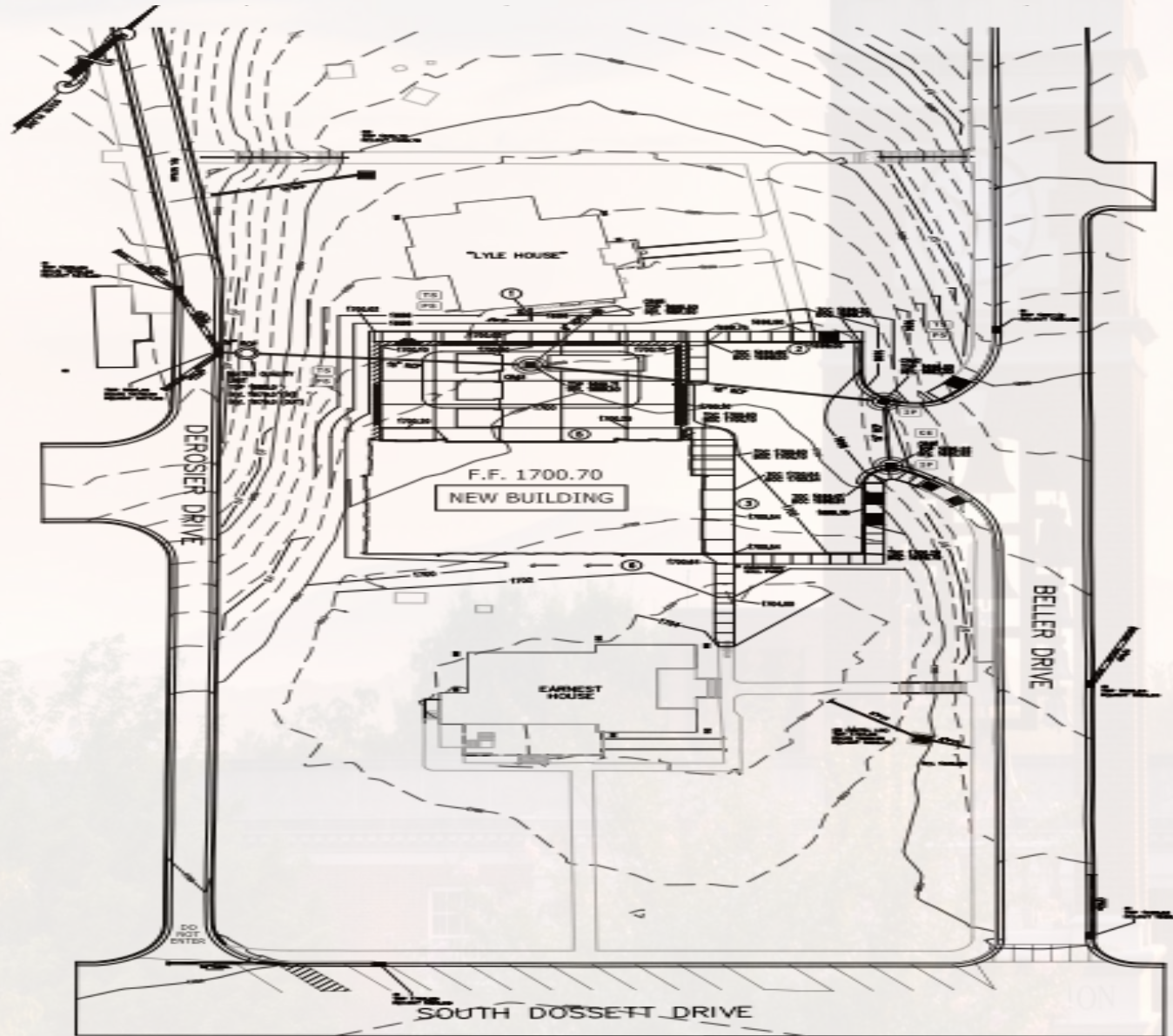
Culp Center Renovations

LOWER LEVEL - 1ST FLOOR

Legend:
- Food Service
- Student Media
- Gaming
- SORC
- Outdoor Seating
- Elevator / Open Stair
- Student Lounge Space

EAST TENNESSEE STATE UNIVERSITY

Culp Center Renovations

MIDDLE LEVEL – 2ND FLOOR

■ Bookstore   ■ Student Lounge Space   ■ Elevator / Open Stair
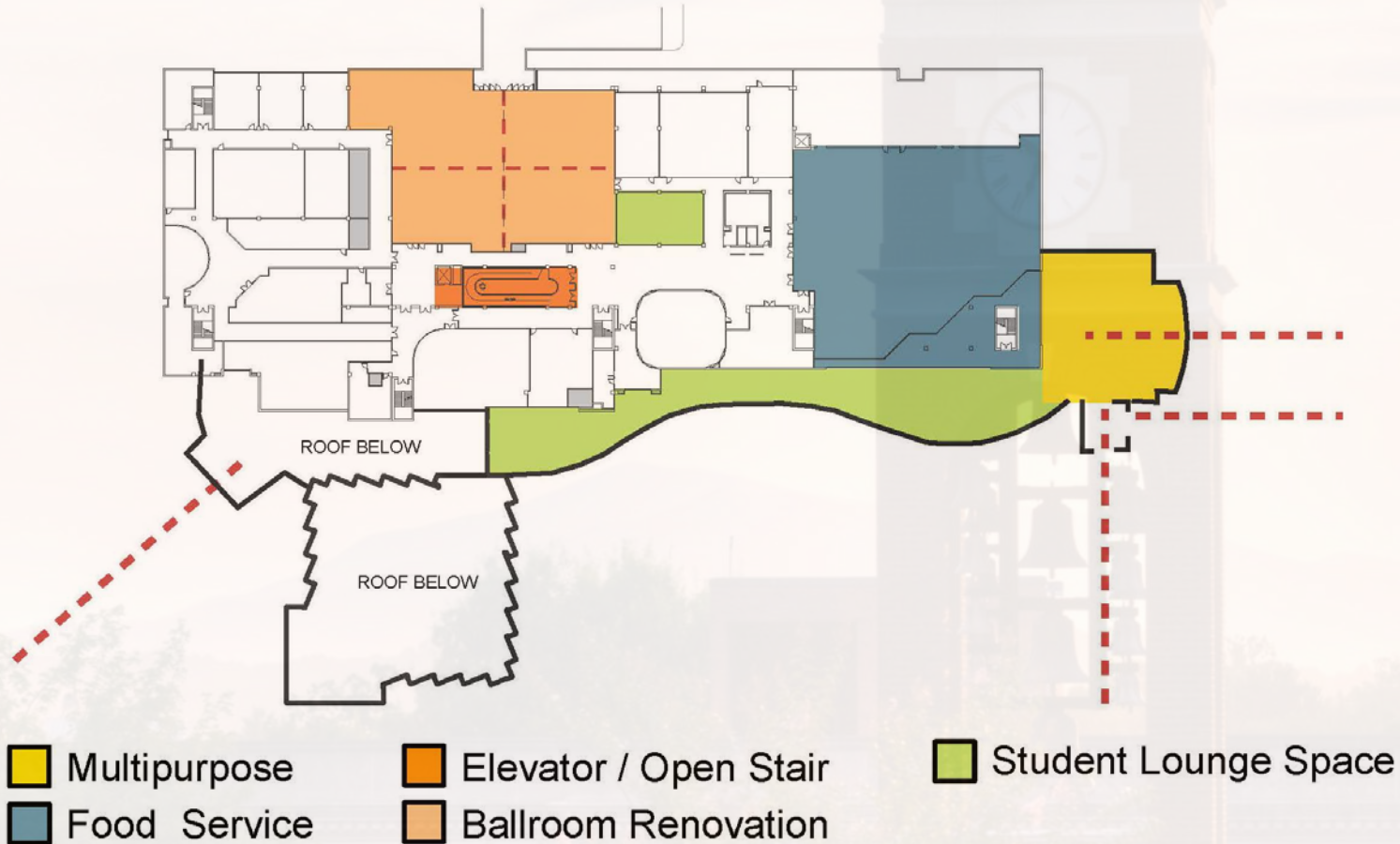■ Food Service   ■ New Addition Open To Below

EAST TENNESSEE STATE UNIVERSITY

Culp Center Renovations

UPPER LEVEL – 3RD FLOOR

ROOF BELOW

ROOF BELOW

- Multipurpose
- Food Service
- Elevator / Open Stair
- Ballroom Renovation
- Student Lounge Space

EAST TENNESSEE STATE UNIVERSITY

Culp Renovation - Pedestrian Way

Culp Renovation - Designer Selection/Schedule

Project Phase	Start	End
Designer Selection	Aug 2015	Jan 2016
Programming	Feb 2016	May 2016
Schematic Design	June 2016	Sept 2016
Design Development	Oct 2016	Jan 2017
Construction Documents	Feb 2017	June 2017
Bidding	July 2017	Sept 2017
Construction	Oct 2017	Dec 2019

Building 60 - Site Plan
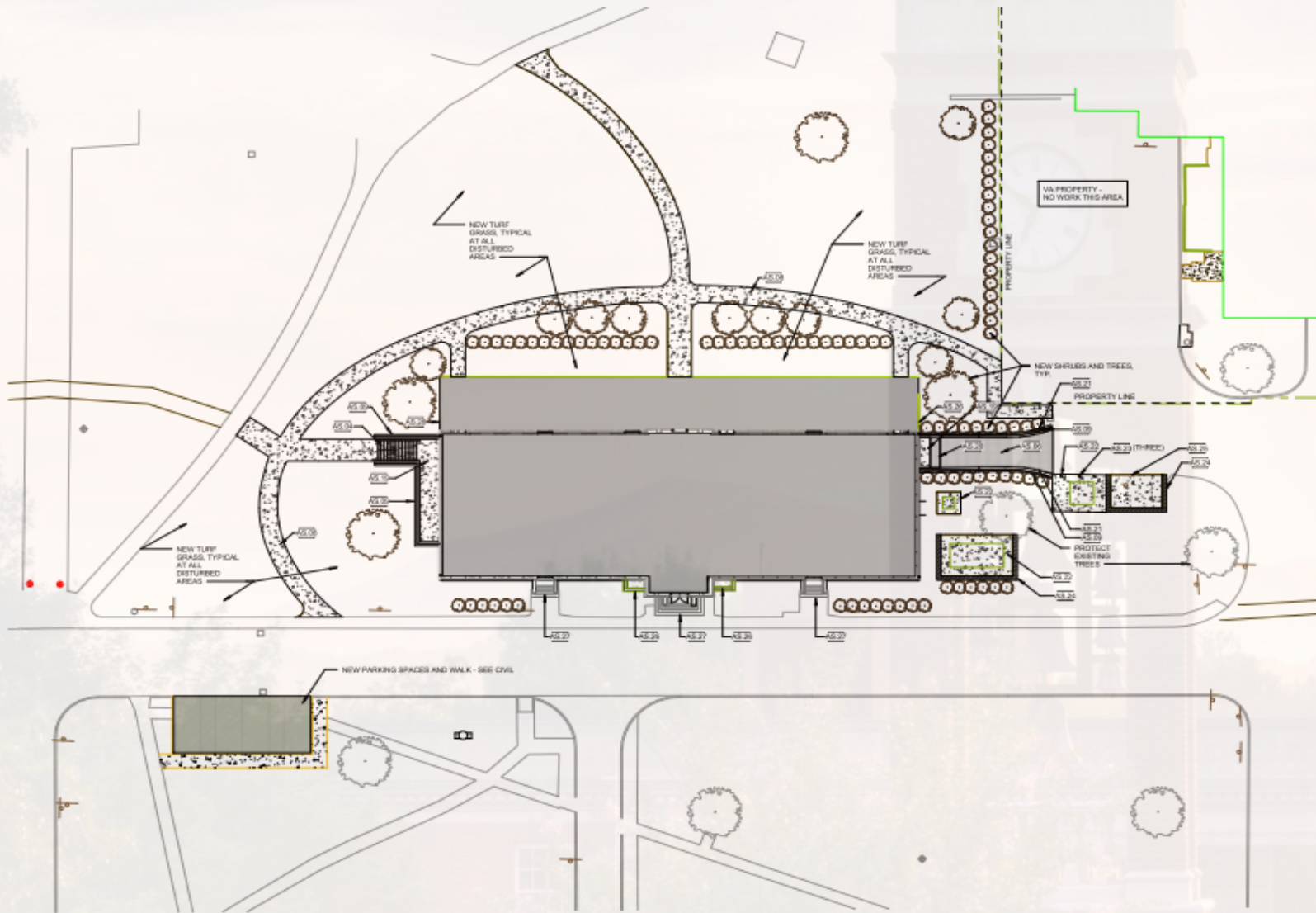
Building 60 - Designer Selection/Schedule

| Project Phase	Start	End
Programming	Aug 2014	May 2015
Schematic Design	April 2015	July 2015
Design Development	July 2015	Dec 2015
Construction Documents	Jan 2016	July 2016
Bidding	July 2016	Sept 2016
Construction	Sept 2016	Dec 2017
FF&E Installation	Dec 2017	April 2018

Lamb Hall Renovation - Site Plan
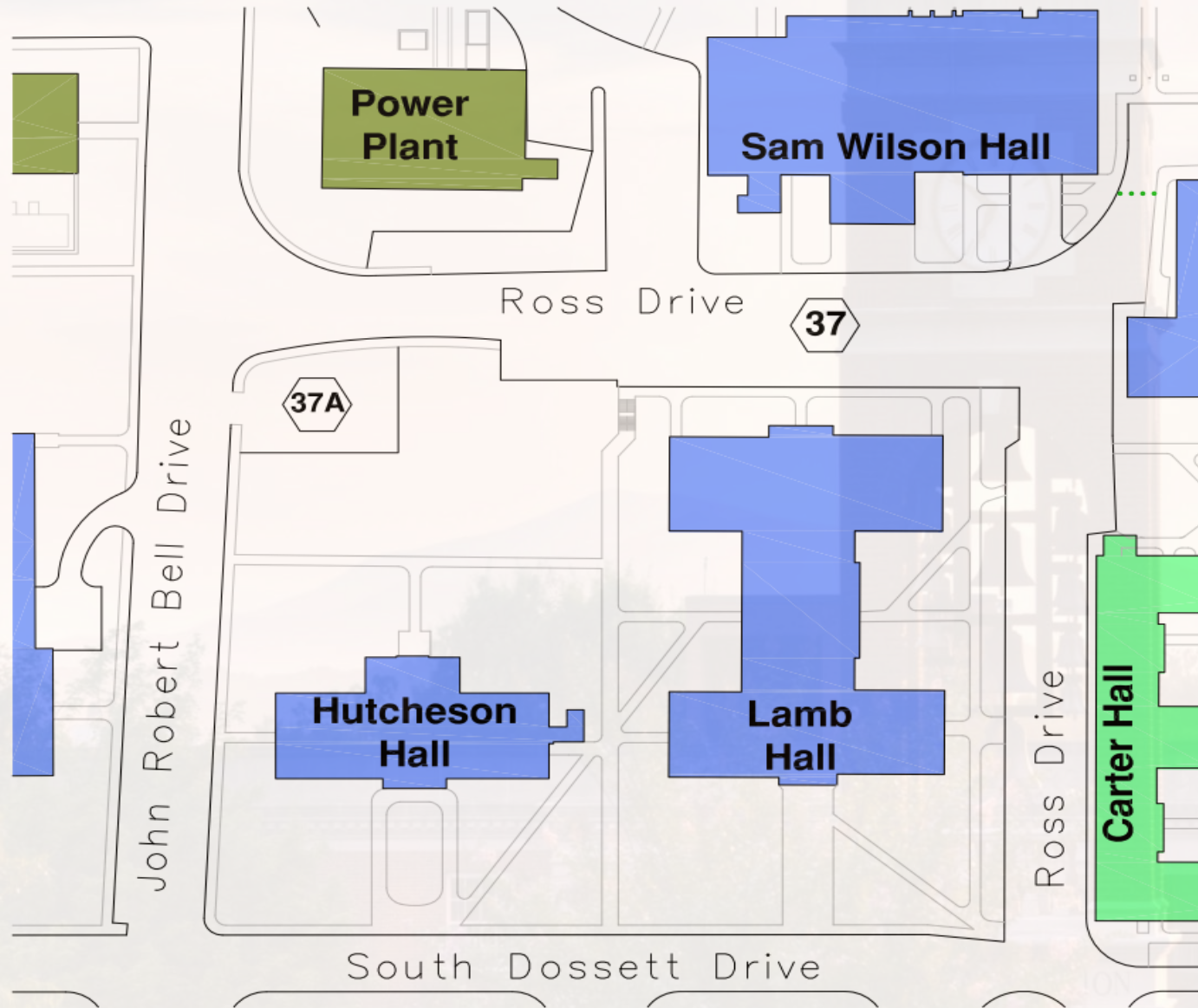
Lamb Hall- Designer Selection/Schedule

Project Phase	Start	End
Designer Selection	July 2016	Oct 2016
Programming	Nov 2016	Feb 2016
Schematic Design	Mar 2016	June 2016
Design Development	July 2016	Dec 2016
Construction Documents	Jan 2017	July 2017
Bidding	Aug 2017	Oct 2017
Construction	Nov 2017	Dec 2019

Parking Update
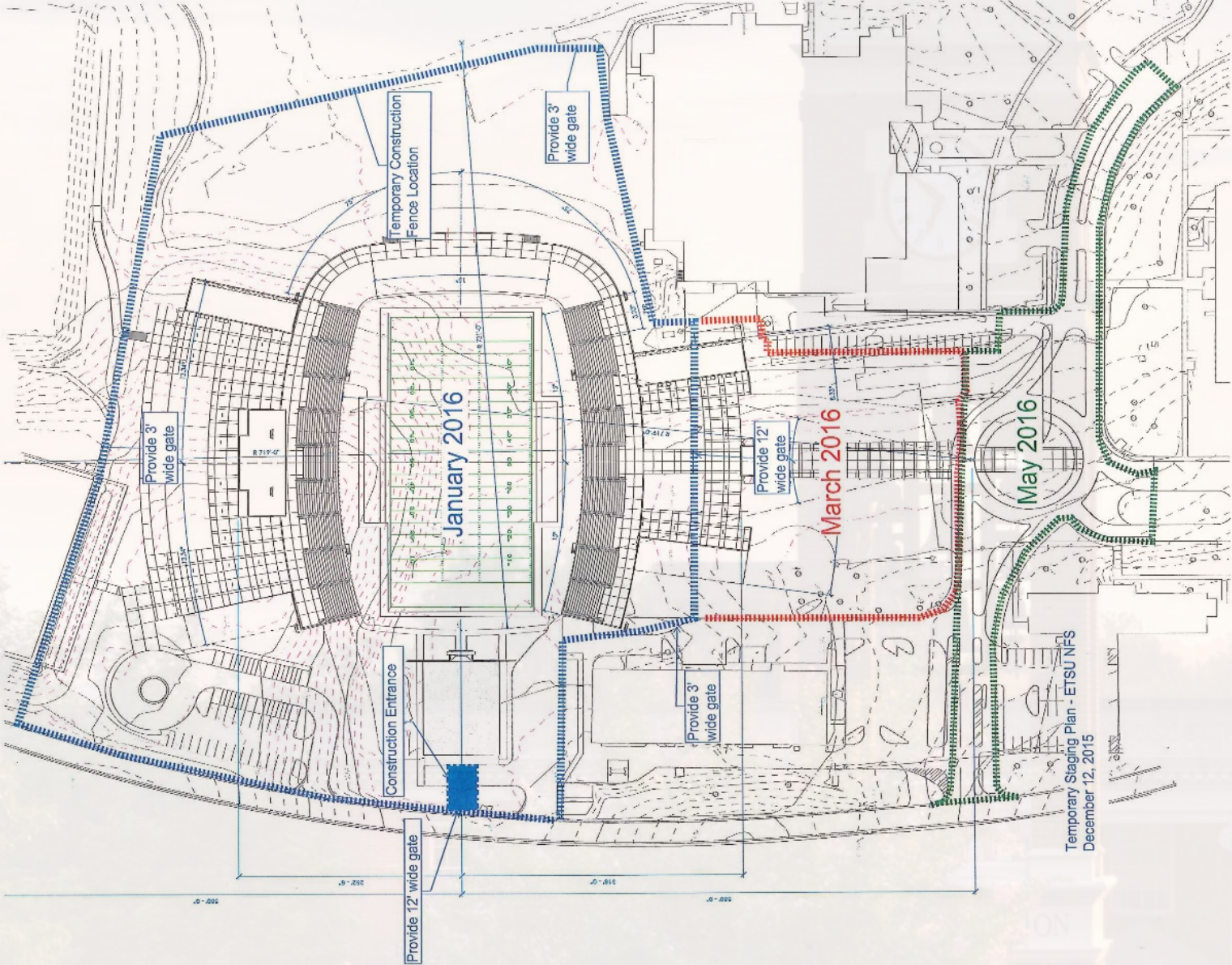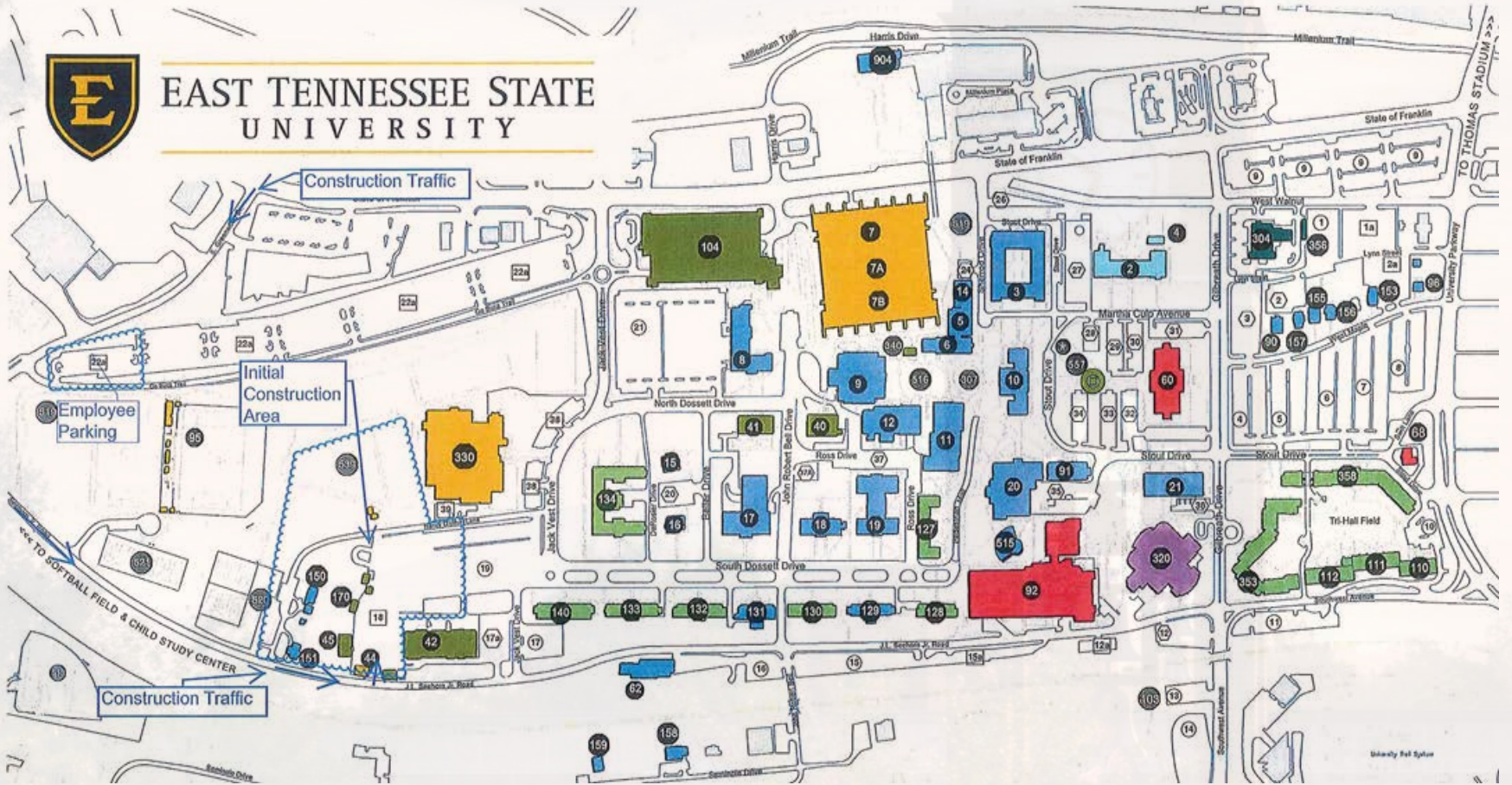
Parking Update

Construction and Parking - Communication Plan

- Reinstitute construction page on the parking web page

- E-mail to faculty/staff/students outlining changes for 2016

  ➤ Very little change from January – March 2016

- Reminder e-mail prior to spring break directing changes to Lot 22

- Continue construction website updates during the summer

- E-mails to faculty/staff and students prior to Fall 2016 reflecting changes

- Buc Shot adjustments for coverage in Lot 22 and Baseball if needed for fall 2016

- **Other Parking Considerations:**

  ➤ Construction Parking (Softball Stadium)

  ➤ Ongoing work of the Parking Committee

  ➤ Potential consideration to reassign lots

    ➤ Resident/Commuter

    ➤ Allocation changes

  ➤ Emerging need for an additional parking garage

ETSU's Core Values, Consistency in Mission

Purpose of the Normal School Law of 1909: 'For the education and professional training of teachers for the public schools of the state.' In a broader sense, the act focused squarely on improving living conditions in the regions of the three normal schools.

Four general principles recognized by our first president, Sidney Gilbreath:

     1. Support goal of regional service

     2. Scholarship

     3. The study of education as a science, practice in teaching

     4. A knowledge of the conditions and needs of the State.

Sidney Gilbreath

ETSU's Core Values, Consistency in Mission

- Our dedication to regional stewardship is annually recognized by the *President's Higher Education Community Service Honor Roll.*

- ETSU is engaged in solving community problems and placing students on a lifelong path of civic engagement.

- ETSU is:

  - a beacon for social and cultural education

  - the engine of economic development across our region

  - the purveyor and transmitter of knowledge

  - the foundation of the community as a whole.

Interim University Council – Roles and Responsibilities

- Guide ETSU through development of 2015-25 Strategic Plan, anticipated alterations in planning and budgeting structures.

- Once planning and budgeting structures are developed, IUC will be dissolved and replaced by a standing shared-governance body charged with oversight and responsibility for implementation, funding of 2015-25 Strategic Plan.

- Consider proposals to pursue strategic agendas that include creating new entities, launching major initiatives, or developing programs that require significant investments of university funds.

- Consider regularly the status, goals, outcomes, and success of the University's pursuit of its "completion agenda."

- Consider actions proposed by three committees that comprise the Strategic Budget Realignment Initiative.

- Review institutional budgets, salary plans, tuition-fee rates, other revenue items associated with development, implementation of Strategic Plan.

- Communicate information to constituency groups.

Strategic Planning Process

- The purpose of the planning initiative is to build upon the work of the *Committee for 125* and identify institutional priorities for incorporation into the Strategic Plan.

- This effort will align strategic planning, institutional funding, and accountability, thereby providing a framework clearly focused on "big picture" concepts rather than policy minutia.

- *Timeframe:*

  - National review of peer institution strategic plans (Fall 2015)

  - Data overview for ETSU (Fall 2015) - Staff will develop a set of key data elements to support the planning process. Such elements will include peer comparisons, building upon the KPI efforts emerging from the RPK consultants

  - Meet with campus constituencies to discuss vision, aspirations, and realities (Spring 2016)

  - Draft of 2015-25 Strategic Plan provided for internal and external review and comment (Spring 2016)

  - Strategic Plan submitted to the Interim University Council for approval (Spring 2016)

  - Budget process developed to support the implementation of the Plan (Summer 2016)

  - Implementation of new budget model (Fall 2017)

Proposed Strategic Objectives (2015-25)

- 18,000 students enrolled on-campus, on-line, or at a remote location

- Out-of-state and international enrollment – 3500

- Transfer enrollment - 2000

- 60 percent graduation rate

- 85 percent retention rate

- Student-faculty ratio of 19:1

- 12,000 applications for a freshman class of 2025 (25 ACT average for frosh)

- $100m in externally sponsored research

- $25m in annual giving to ETSU

- 12 percent alumni giving rate

- 3,500 students living on campus, with another 2500 in the surrounding two mile radius

- Close the peer salary gap via annual investments in faculty, staff, and graduate students salaries/stipends for each year of the planning cycle

Strategic Initiatives for 2015-16

- **Strategic growth agenda**
  - Maintain focus on the growth agenda
  - Diversify and expand programs such as BLUE weekend
  - Outreach to targeted high schools and student populations with the inclusion of faculty
  - Student success collaborative and expansion of ETSU 1020
- **Strategic planning and budgeting**
  - Develop format for new budget process and associated decentralized functions
  - Implement work of the administrative review and academic portfolio review committees
  - Develop 2015-25 institutional strategic plan
    - Incorporate work from sub-entities such as research, diversity, athletics, student success, instruction, and public service
    - Meet the five-year compliance mandates from TBR and prepare for institutional self-governance
    - Develop accountability framework to track progress toward master plan objectives
- **Budget Priorities for current year**
  - Identify funds to support salary enhancements across campus
  - Budget priorities will be approved by IUC prior to their submission to TBR
- **MSHA – Wellmont Merger –** Engagement with the merger process will evolve as the boards transition into the development of the COPA.
- **Institutional advancement -** Refine structure/staffing and develop benchmarks/metrics in preparation for the "new campaign"
- **Communication -** Continue efforts to enhance shared governance through public forums, departmental meetings, Council of Chairs, *Blue and Gold Digest*, Faculty and Staff Appreciation Week, Interim University Council, etc.

Questions and Discussion