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6-8-2020

2020 June 8 - University Council Agenda and Minutes

University Council, East Tennessee State University

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AGENDA
University Council
Monday, June 8, 2020
Meeting Conducted Via Zoom
8:30 a.m. – 11:00 a.m.

1. Call to Order
2. Roll Call
3. Standing Items
 - 3.1. Approve minutes of the May 11, 2020 meeting (*attachment*)
 - 3.2. Review agenda
 - 3.3. Call for Voluntary Reports of UC-Essential Action Items from Governance Organizations (*attachment pertaining to Dr. Bishop's report from Academic Council*)
4. President's Report
 - 4.1. COVID-19 Response Update
 - 4.2. ETSU Future Operations Workgroup (*attachment*)
 - 4.3. ETSU Strategic Options Workgroup
5. Action Items
 - 5.1. Old Business
 - 5.2. New Business
 - 5.2.1. Election of 2020-21 University Council Vice Chair – Dr. Noland
6. Information Items/Presentations
 - 6.1. Update on University Council Membership for 2020-21 – Dr. Bishop
 - 6.1.1. Deans Group
 - 6.1.2. Council of Chairs
 - 6.1.3. Graduate & Professional Student Association
 - 6.2. Strategic Plan Update and Future Planning Outlook – Dr. Hoff
 - 6.3. Enrollment Update – Dr. Mayhew
7. Announcements
8. Adjournment

University Council
June 8, 2020
Meeting conducted via Zoom

1. Call to Order

Dr. Wilsie Bishop called the meeting to order.

2. Roll Call

Ms. Amanda Mowell called the roll. Those in attendance were: Ms. Bridget Baird, Dr. Joseph Bidwell, Dr. Wilsie Bishop, Dr. Bill Block, Mr. Scott Carter, Dr. Cheri Clavier, Dr. Dennis Depew, Dr. William Duncan, Dr. Susan Epps, Ms. Kayla Frank, Dr. Adam Green, Mr. Stephen Hendrix, Dr. Mike Hoff, Dr. Keith Johnson, Dr. Karin Keith, Dr. B.J. King, Dr. Karen King, Ms. Candy Massey, Dr. Sam Mayhew, Dr. Brian Noland, Mr. Shivam Patel, Ms. Pamela Ritter, Dr. David Roane, Mr. Jeremy Ross, Dr. Don Samples, Dr. Jana Scarborough, Mr. Joe Smith, Ms. Alicia Williams,

Those absent were: Dr. Mark Fulks, Dr. Claudia Kozinetz, Dr. Joe Sherlin

Others in attendance: Dr. David Linville, Ms. Mary Cradic, Ms. Amanda Mowell, Dr. Kason O'Neil

3. Standing Items

3.1 Approve [minutes](#) from May 11, 2020 meeting

A motion by Dr. Don Samples to approve the minutes was seconded by Dr. David Roan, and the minutes were unanimously approved.

3.2 Review agenda

No changes were made to the agenda as presented

3.3 Voluntary Reports of UC-Essential Action Items from Governance Organizations

Mr. Stephen Hendrix had no updates to report for Faculty Senate.

Ms. Candy Massey said details are forthcoming on how Staff Senate will present Distinguished Staff Awards to recipients.

Dr. Karen King had no updates to report from Information Technology Council.

Dr. William Duncan announced that the contract has been signed for the electronic administration software. The program will make it easier to follow, submit, and manage grants. Implementation will take 6-8 months. Also, researchers began returning to labs June 1. The transition is going smoothly, and he is hopeful that the remainder of labs will reopen June 15.

Mr. Shivam Patel had no updates to report for Student Government Association.

Dr. Joe Bidwell (Council of Chairs) announced that Drs. Claudia Kozinetz and David Roane are finishing their terms on University Council and the new representatives selected are Drs. Myra Carew (Nursing) and Jeff Snodgrass (Clinical and Rehabilitative Health Sciences).

Dr. Bishop provided a report from Academic Council. New concentrations were established in the MBA program – business analytics, cyber security management, as well as a new certificate in forensic nursing. The proposals have been submitted to THEC and upon approval will become part of our academic inventory.

Academic Council also received the final report from the SGA resolution encouraging faculty to use D2L instead of digital products and services for quizzes and tests. The report includes four recommendations and Dr. Bishop said the report will be shared with other shared governance groups, including University Council, and she asked that a presentation be added to the July agenda.

A new academic department has been established in the Quillen College of Medicine. The Department of Medical Education will focus on medical education efforts and provide more rapid assessment and implementation of changes to the curriculum to meet accreditation standards. The implementation of the department is effective July 1, and, since this was a reorganized effort, there are no new costs associated with the department.

Academic Council has invested significant work in looking at curriculum and ways we can best attract students to the university because of the kinds of academic programs offered. A modification to the bachelor's of music was approved in order to create a Bachelor of Arts in Music for students who were not interested in following the professional career path but wanted the music theory that could support their work outside of musical talents. The department worked with THEC to allow us to count both bachelor's degrees together, Bishop said.

Academic Council also received a report from the Undergraduate Curriculum Committee ([attached](#)). Over the last year, the committee has reviewed 65 proposals, approved 59 revisions and 6 new programs. A report from the Graduate Council is forthcoming, Bishop said.

4. President's Report

4.1 COVID-19 Response Update

Dr. Noland spoke about events that have unfolded across the nation and reopened a wound that has existed for centuries. He asked members to reflect upon their leadership and look at how our decisions impact our values of and goals of equity and inclusion. The next couple of months, he noted, will be unprecedented in terms of pace and urgency of issues. Dr. Noland then encouraged everyone to read the [Office of Equity and Inclusion Newsletter](#) that includes a letter written by Dr. Keith Johnson.

As we look toward the fall semester, there are many questions surrounding safety and a broad range of issues to address. The Future Operations Workgroup has prepared its

[report](#) that will serve as a guide as the institution transitions from its current state to a soft opening June 15 that allows units the remainder of the month to prepare for the reopening of campus in July. As Dr. Duncan noted earlier in the meeting, research faculty and staff have returned to campus, and there will be more activity leading up to the next University Council Meeting, Dr. Noland said. He has asked Jeremy Ross to provide an overview next month of the work that Facilities is doing to ensure our buildings are ready for the return of students, faculty, and staff. Bill Rasnick has returned to ETSU to lead the COVID-19 response from the Facilities perspective.

Last month, Dr. Noland referenced potential “thunderstorms,” which are now coming much closer to the horizon. A few weeks ago, Gov. Lee’s office asked state agencies to begin preparing for significant budget reductions – ranging from 10-15%. Mr. Ross and Dr. Mike Hoff will discuss the ongoing work of the Strategic Options Workgroup. A budget reduction target of \$12.8 million may be needed by the beginning of the fall semester. There will be no examination of raising tuition and passing those costs along to students, Dr. Noland said. We as a campus will roll up our sleeves and get to work making those budget adjustments. More details will be provided as the General Assembly moves closer to finalizing the budget.

Dr. Noland then provided a legislative update as the House and Senate continue to take up bills, many of which will not likely gain traction, but are still being discussed. One bill that has been passed by both chambers affords the opportunity for our Board of Trustees to meet in a virtual format without some of the technical roll calls. Another piece of legislation would make changes to the Tennessee Lottery and would remove the credit limitation on the HOPE Scholarship. A literacy bill has also generated a great deal of discussion and will likely roll forward to the fall.

4.2 ETSU Future Operations Workgroup

Dr. David Linville said the Future Operations Workgroup invested a lot of time and energy to develop a [plan](#) that is functional and useful. The report starts with some guiding principles because as a University it is important to pay attention to the larger strategy and not get lost in the tactical responses that were necessary as the pandemic was accelerating, he noted. The report is a tool and framework that can be used to make decisions between four different stages of operations depending on what the pandemic is doing. It provides flexibility at the department and unit level. Innovation and flexibility were critical to our success in March, Dr. Linville added.

Next, Dr. Noland opened the floor for questions. Several issues were discussed, including benefits eligibility for adjunct faculty and the metrics that will be monitored and what would prompt the decision to change the current operational stage. The flexibility for colleges and departments to determine the best means of instructional delivery was also discussed. Dr. Bishop said she is working with the deans to operationalize the recommendations report. The document will include parameters and specific guidance for things colleges and departments should work on such as physical distancing in classrooms and more.

Next, Dr. Bishop presented a draft of the revised Academic Calendar for Fall 2020 ([attachment 1](#); [attachment 2](#)). Dr. Noland said institutions around the country are considering changes to the fall semester in anticipation of a second wave of the

coronavirus. The recommendation brought forward for consideration includes adjustments to the holiday structure so that when students go home for Thanksgiving they do not return to campus – faculty and staff will return, but the final week of courses and exams will be offered remotely. Essentially, the revised calendar removes Labor Day, Veterans Day, and Fall Break and moves them to the first two days of the week of Thanksgiving. The University would be closed Nov. 23-27. Instruction would continue after Thanksgiving by remote modalities, and exams would begin on Saturday. Dr. Bishop said proctoring packages for exams are being identified. Discussion ensued around concerns about testing integrity for final exams and how these revised calendar might impact graduate students presenting dissertations.

Dr. Noland encouraged University Council members to discuss this proposal with colleagues. After sharing with other groups and collecting feedback, a final decision will be announced in the coming weeks, and the Board of Trustees will take action for approval at a forthcoming called meeting.

4.3 ETSU Strategic Options Workgroup

Dr. Noland said the Strategic Options Workgroup is operating under the assumption that the state budget will be significantly reduced. Because of the way the state may implement cuts it could change the timeline by needing to make more cuts up front instead of later. Reduction targets have been communicated with each unit lead, and they have been asked to estimate cost-saving tactics by June 15. The workgroup is also developing a voluntary retirement incentive plan and will conclude its final report by July 1, Dr. Hoff said.

This workgroup, or another committee, will likely need to meet again in September once we know about enrollment and have a better idea of state budget projects, he added. The workgroup started with 67 possible items for reduction and has been very thoughtful, making sure that our values are considered, and reduced that number to 10-15. The last thing the workgroup has agreed it would want to do is implement furloughs so as not to jeopardize service or quality. We think the best approach is to target things that do not have the return we intend or seem to be outside the mission, Dr. Hoff stated.

Mr. Ross added that the decentralized budget model provides options to get the University to the \$12.8 million reduction target. The workgroup has looked to see how other institutions are addressing budget cuts and approaches vary across the country.

Dr. Noland explained that throughout ETSU's history, people have always come first, and that will continue. Cost savings put into place may not be popular, but actions will be made to protect benefits-eligible full-time faculty and staff.

Dialog commenced about how cuts would be incorporated into the budget model and what it means for academic departments. Dr. Hoff said the budget is currently being modeled based on an estimated decrease of 300 students with shared reductions across the colleges. When the decreases come in, it is likely they will have a higher

impact on some colleges more than others, especially because 74% of credit hours taken by freshmen are in the College of Arts and Sciences, he noted. If we end up better than 300, we will run the budget model and make collective decisions.

Dr. Noland finished his report by encouraging University Council members to reach out to colleagues and ask how they are doing. He said it is also time for the campus and community to have some conversations that are difficult. He asked for members to remind colleagues about social media and influence and who we are as a campus and to model our values on campus and in the virtual space.

5. Action Items

5.1 Old Business

No old business was brought before the University Council for consideration.

5.2 New Business

5.2.1. Election of 2020-21 University Council Vice Chair

Dr. Bishop has served as University Council Vice Chair for two years. Dr. Noland recommended she remain in the position for another year.

Dr. Susan Epps made a motion to approve the recommendation that was seconded by Dr. Dennis Depew. The recommendation was unanimously approved.

6 Information Items/Presentations

6.1 Update on University Council Membership for 2020-21

Ms. Kayla Frank is the new representative for Graduate and Professional Students Association and Ms. Alicia Williams will continue as the alternate.

As previously noted, Drs. Claudia Kozinetz and David Roane are finishing their terms on University Council and the new representatives selected are Drs. Myra Carew (Nursing) and Jeff Snodgrass (Clinical and Rehabilitative Health Sciences).

Dr. Dennis Depew will rotate off University Council and a new dean will be selected.

Acting Staff Senate Vice President Ms. Lisa Booher is replacing Mr. Andrew Worley as Staff Senate representative on University Council.

New University Council members will be welcomed in July.

6.2 Strategic Plan Update and Future Planning Outlook

Dr. Hoff said at some institutions planning is very formal with lengthy presentations, but ETSU has moved to more decentralized plans. Colleges have strategic plans built off the University's plan. One example is Diversity and Inclusion – the operational recommendation was to have a vice president and the pieces of the plan were minimal because it was expected that the individual in that position would lead the development of the plan. There has also been a lot of work around Facilities and ETSU's role as a place for enlightenment, development, and cultural change.

Dr. Hoff said he views planning as a collection of items that everyone does to

represent the institution. He shared two important KPIs – the fall 2019-20 retention rate is currently 75%, a 3% increase over last year. The graduation rate is 51% of start at ETSU, end at ETSU (fall 2014). These are almost the highest rates in the history of the institution.

6.3 Enrollment Update

Dr. Mayhew presented an update for fall and an overview of the last three months ([attachment](#)). The Board of Trustees approved no fee increases for tuition, housing, and meal plans; therefore, Admissions has been working with University Relations to share this affordability message called the “ETSU Advantage.”

ETSU Promise Plus launched in January, and nearly 500 inquiries and 124 students are in the program for fall. Work continues to identify students who are eligible. Last month, Free Freshman Tuition launched with over 200 inquiries to date. Housing is at 82% occupancy rate.

CARES Act funding has been distributed and qualifying students have received communication. Also, Academic Advising units are busy and sending postcards to those who have not registered for fall and those enrolled below fulltime.

When students went remote in March, Admissions saw a decline in applications that has since picked back up for both freshman and transfer applications in May. Dr. Mayhew compared new student orientation numbers to previous years and said 2020 headcount is slightly ahead of 2019. He and Dr. Hoff said they felt comfortable that current enrollment projections are within the confidence intervals.

Dr. Bishop noted that Drs. Joe Sherlin and Mayhew provided an enrollment and retention update to Academic Council. She said these teams are working effectively together, and she is pleased with the progress being made.

7 Announcements

Dr. Bishop said the Advisement Taskforce has presented its report and more information on advisement structure and activities will be shared in July.

8 Adjournment

The meeting adjourned at 10:30 a.m.

Altered Semester Details

Assumptions:

- Honor current “start” and “stop” dates for full semester and 5-wk and 7-wk alternate schedules
- Maintain current exam schedule using remote technology
- Move the 2 day Fall Break to the Monday and Tuesday of Thanksgiving Week
- Eliminate “in-semester” holidays (Labor Day, Fall Break, Veterans Day) to become instructional days
- 12 month Faculty/Staff recover Labor Day Holiday and Veterans Day Holiday on Monday and Tuesday prior to Thanksgiving
- Students will not return to campus after Thanksgiving holidays
- Instruction and exams following Thanksgiving Holiday Week will be accomplished through remote technology

Day Count

| | Current Schedule | | Revised Schedule | |
|--|------------------|---------------------|---------------------|-------|
| | Total | Before Thanksgiving | Before Thanksgiving | Total |
| M-W-F Classes | 40 | 37 | 39 | 42 |
| T-X Classes | 27 | 25 | 26 | 28 |
| 2nd Seven Weeks Schedule October 12 – December 4 | | | | |
| M-W- F Classes | 20 | 17 | 18 | 21 |
| T-X Classes | 14 | 12 | 12 | 14 |
| Last Five Weeks Schedule November 2 – December 4 | | | | |
| M-W-F | 12 | 9 | 9 | 12 |
| T-X | 9 | 7 | 6 | 8 |

- Last 5 Week part of term currently has 4 courses with 17 students enrolled.
 - All 4 courses are online WEB courses.
- Last 7 Week part of term has 48 courses with 255 students enrolled.
 - 11 courses are conventional courses. (71 students)
 - 37 are online WEB courses. (184 students)

Background:

Dr. Donohoe provided the Provost's Office the following information that is pertinent to shortening and/or altering Fall Schedule:

- THEC does not have policy around academic calendars but suggests we follow SACSCOC guidelines and our own policies
 - Dr. Cheri Clavier who reached out to SACSCOC, and Dr. Wheelan stated that we can change the calendar as long as we keep the integrity of the credit in check and comply with our own policies. Dr. Wheelan would like us to notify her if we modify our academic calendar. I believe that our definition of credit alleviates some of the pressure regarding instructional time as long as we are able show that students have met the learning outcomes.
 - The ETSU Academic Calendar policy notes that: Final examinations are scheduled at the conclusion of the instructional time and noted in the academic calendar.
 - TNeCampus grades would not be available until 12/9/2020 so we would have to delay end of term processing until that date. We normally would conduct end of term processing on 12/14/2020.
 - There will be some issues with the Last 5 week and Last 7 week parts of term, we may be able to slide their start dates up closer to the start of the term to fit them into the November 25 last day of class date. Doing so may result in some student's not being able to keep those courses due to their life schedules.
-
- Last 5 Week part of term currently has 4 courses with 17 students enrolled.
 - All 4 courses are online WEB courses.
 - Last 7 Week part of term has 48 courses with 255 students enrolled.
 - 11 courses are conventional courses. (71 students)
 - 37 are online WEB courses. (184 students)

Ms. Morgan provided the following:

Financial Aid Regulations/Implications to Shortening Fall 2020 Semester

On 11/5/2019, the US DOE announced a revised policy for standard term length. The revised policy states

- Terms of between 14 and 21 weeks in length may now be considered semesters or trimesters. As under the prior policy, academic progress for semesters or trimesters must be measured in semester/trimester credit hours with full-time enrollment defined as at least 12 semester/trimester credit hours per term.
- Under the revised policy, terms that are not substantially equal in length can now be considered standard terms, and the number of weeks in any given term may vary from year to year.

The following chart compares the prior policy with the revised policy:

| Term | Prior Policy | | Revised Policy | |
|--------------------|---------------|---------------|----------------|---------------|
| | Minimum Weeks | Maximum Weeks | Minimum Weeks | Maximum Weeks |
| Semester/Trimester | 15 | 17 | 14 | 21 |
| Quarter | 10 | 12 | 9 | 13 |

If ETSU chooses to shorten fall 2020 semester, outlined below are some key points that need to be taken into account to ensure ETSU remains a standard term institution.

- It is still not permissible for terms to overlap.
- A student's cost of attendance would be reduced for fall 2020 due to the reduction of weeks in the term.
- FAO would have to re-budget all students with a new budget based on the new term dates/number of weeks in the term
- If fall 2020 is shortened, the entire academic year must still meet the 30-week requirement.
 - Example: If fall 2020 is 14 weeks, spring 2021 must be a minimum of 16 weeks in order to meet the regulatory definition of an academic year
 - This means a possible change to length of spring 2021 term to meet requirements

Enrollment Update

June 2020



EAST TENNESSEE STATE
UNIVERSITY

- ETSU Promise Plus
 - 487 inquiries; 124 students
- Free Freshman Tuition
 - 222 inquiries
- Housing and Residence Life
 - +60 returning assigned; - 100 applications
 - 250 to confirm; June 1 deadline; 82%
- Financial Aid
 - CARES Act: \$5.5 million; 7617 students;
- Current students
 - June call-campaigns, postcards, part-time



First Time Freshman Data

| Year | March | April | May | Total |
|------|-------|-------|-----|-------|
| 2020 | 171 | 155 | 113 | 8518 |
| 2019 | 221 | 139 | 84 | 7620 |
| 2018 | 228 | 189 | 102 | 7850 |

- Submitted applications by month
 - Total is end of May each year



Transfer Data

| Year | March | April | May | Total |
|------|-------|-------|-----|-------|
| 2020 | 317 | 223 | 353 | 1915 |
| 2019 | 256 | 271 | 306 | 1843 |
| 2018 | 223 | 239 | 249 | 1872 |

- Submitted applications by month
 - Total is end of May each year



New Student Orientation

| | 2017 | 2018 | 2019 | 2020 |
|-----------|------|------|------|------|
| BIO | 339 | 336 | 345 | 268 |
| FTF | 1499 | 1442 | 1286 | 1473 |
| TR/Adult | 485 | 508 | 513 | 567 |
| Total | 2323 | 2286 | 2144 | 2308 |
| 2020 Comp | -15 | 22 | 164 | |



Enrollment Comparison

Fall 2020

Snapshot as of: 06/05/2020

Compared to: 05/31/2019, 06/01/2018, 06/02/2017

Source: Registrar's Office

| Enrollment Level | Fall 2017 | Fall 2018 | Fall 2019 | Fall 2020 | 1 Yr Change | 1 Yr % Change | 2 Yr Change | 2 Yr % Change |
|-------------------|-----------------|-----------------|-----------------|-----------------|---------------|---------------|--------------|---------------|
| Headcounts | | | | | | | | |
| Undergraduate | 8,399 | 7,766 | 7,333 | 7,781 | 448 | 6.11% | 15 | 0.19% |
| Graduate | 1,335 | 1,366 | 1,249 | 1,370 | 121 | 9.69% | 4 | 0.29% |
| Total | 9,734 | 9,132 | 8,582 | 9,151 | 569 | 6.63% | 19 | 0.21% |
| Enrollment Level | Fall 2017 | Fall 2018 | Fall 2019 | Fall 2020 | 1 Yr Change | 1 Yr % Change | 2 Yr Change | 2 Yr % Change |
| FTE's | | | | | | | | |
| Undergraduate | 7,648.80 | 7,015.20 | 6,661.87 | 7,090.40 | 428.53 | 6.43% | 75.2 | 1.07% |
| Graduate | 864.58 | 941.75 | 841.33 | 912.83 | 71.5 | 8.50% | -28.92 | -3.07% |
| Total | 8,513.38 | 7,956.95 | 7,503.20 | 8,003.23 | 500.03 | 6.66% | 46.28 | 0.58% |





EAST TENNESSEE STATE
UNIVERSITY



Office of Equity and Inclusion Newsletter

June 3, 2020



A Message from Dr. Keith Johnson, Vice President of Equity and Inclusion

“Without Struggle, There is No Progress”

Like many, we are still trying to process the public murder of 46-year-old Mr. George Floyd, a Black man who was senselessly murdered in broad daylight by police officers of the Minneapolis Police Department. Mr. Floyd was unarmed, in handcuffs and face down on the ground. Even though there were several bystanders, cell phones recording the incident and Mr. Floyd begging for his life, this officer persisted for a little over 8 minutes until he breathed his last breath. My degrees and many successes in this instance are futile, as this could have easily been me or my son. The issue surrounding his loss of life amounted to \$20. This type of police brutality is nothing new, but it being so blatant and careless elevates it to a new level. Historically and even in recent times, this type of behavior has been woven into the fabric of American culture. What the world just endured is akin to what my parents witnessed in 1955 with the murder of Emmitt Till, and what my grandparents and great-grandparents witnessed with public lynchings of Black Americans. Though I realize we have made some progress in this country in many areas, there are still so many more that have been ignored for far too long.

I am privileged as a Black, American male working from home during the era of COVID-19. However, only 1 in 5 Black Americans in this country have that same privilege. It’s been very difficult watching so many Black Americans succumb to COVID-19, being shot and killed in their own homes by those who are sworn to protect and serve, being falsely accused by someone who used their race and privilege as a weapon against us and countless other scenarios. Just because many of us are not openly expressing our

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Peace cannot be kept by force; it can only be achieved through understanding. ~ Albert Einstein ~

Continued - “Without Struggle, There is No Progress”

frustrations, dismay, anger, hopelessness and desperation, does not mean that we are OK. Just because we smile and are able to sustain a regular work schedule, and appear to be very productive in our work environments, does not mean that we are OK. We are not OK.

What happened to Mr. George Floyd highlights the disparities that continue to plague Black America in this country, ranging from health care, black wealth, education, death rate, incarceration, and employment, to name a few. This most recent outcry was a collective effort among many individuals of many backgrounds, ethnicities, including White Americans to say enough is enough. In Dr. Martin Luther King Jr.'s “I have a Dream” speech in 1963, he said “all men, yes, black men as well as white men, would be guaranteed the inalienable rights of life, liberty, and the pursuit of happiness.” In 2020, the dream has not been fully realized. Almost 60 years later, it is clear that America has defaulted on its promises to citizens of color, especially Black Americans. What most people forget about regarding that speech is Dr. King also spoke about the “fierce urgency of now.” Mr. Floyd’s death, among others, launched a call to action. The protests that are being played out around the country, and now around the world, send that message that the time is now.

Historically, protests have been the voice and language of the unheard. However, it is unfortunate that the real message that Colin Kaepernick, former quarterback for the San Francisco 49ers, was emphasizing by kneeling during the singing of the National Anthem, may be overshadowed by the looting and misbehaving of several with personal motives to riot. Though their anger is understood, their actions are not appropriate and do not represent those of us who stand in solidarity. After having been inundated with the continuous live media coverage, many of you are judging the actions of the looters and other law-breaking citizens across this country, and not seeing the depth and breadth of this deep-rooted problem that exists. A lot of what I have written will make for very uncomfortable conversations; however, the dialog will need to occur in order for any kind of healing to begin. Fredrick Douglass, once stated “Without struggle, there is no progress.” Like many times in the past, we have struggled, but for true change to happen, there have to be diversity champions from all walks of life. We need you to step up and challenge the norms that have consistently harmed Black people. Those who sit idle and choose not to respond when you have the power and influence to do otherwise, are part of the problem. This is not a “Black” problem, it’s an American problem. If you are not sure what to do to be a change agent, here is a suggested list of things that can help. By no means is this an exhaustive list; however, the more you educate yourself, the more options become available.

1. Always confront racism and inappropriate behavior/language when you see, hear, read, or experience it.
2. Encourage your peers to talk about racism. Learning “what not to say” should not be your goal. There are many options that you can exercise. Write a letter to the editor when a racist incident occurs or educate your family members who have racist tendencies.
3. In your professional environment, eliminate discriminatory policies and practices that are institutional and harmful to Black Americans.
4. Get involved in activities or organizations that include Black Americans.
5. When conducting employment searches, make sure there are sound policies and practices for attracting Black Americans....and when you get them, mentor them, create a supportive and welcoming environment.

~ continued on page 3 ~

Continued - “Without Struggle, There is No Progress”

6. Support our Black students by not assuming that the playing field is level and they “are like everyone else.”
7. When teaching our Black students, don’t assume that their knowledge or opinions represents an entire population. Believe it or not, we may not be an expert. So, don’t always call on us to answer the questions that are related to Black matters.
8. Understand that you are part of the solution regardless of your race or background.
9. Come to grips that this is not a “Black” problem.
10. Remember that you are not powerless . . . Do not be fearful of speaking up if a person, regardless of age or status, says a racist comment or joke.
11. Educate yourself.

The Office of Equity and Inclusion is here to support the faculty, staff and students that it serves. Please feel free to reach out and contact us. We are here to foster an environment of inclusion. Our mission is to seek support and advance the University’s mission, vision, and values by providing guidance for the development and implementation of proactive diversity, access, inclusion and research. Our office serves to promote an environment where people come first, are treated with dignity and respect and are encouraged and supported to achieve their full potential. The office will collaborate with university and community partners on matters associated with equity and inclusion to foster relationships and advocate for underrepresented populations. Our office serves to promote an environment where people come first, are treated with dignity and respect and are encouraged and supported to achieve their full potential. The office will collaborate with university and community partners on matters associated with equity and inclusion to foster relationships and advocate for underrepresented populations.

Our office recognizes in tandem with the novel coronavirus, the tragic events have caused trauma and stress to ETSU faculty, staff, students, and especially the Black community. We want you to know that we are here for you. There are several resources on our campus that support you: the Counseling Center, Dean of Students, and the Multicultural Center. Even though many of you are away from campus, each of you are an integral part of the university. We will keep our virtual office hours available to encourage positive and supportive communication.

In the days ahead, we must strongly affirm East Tennessee State University’s fundamental commitment to equity and inclusion. Equity and inclusion must become institutional to effect change. We must continue to level the playing field and stand strong together as an educational community fighting to be inclusive, supportive, and welcoming to all.

Dr. Chassidy Cooper, Equity and Inclusion Coordinator



Dr. Chassidy Cooper has a new office location. Dr. Cooper’s office is located in the Women’s Resource Center, Campus Center Building, Room 220. You can also contact Dr. Cooper at coopercl@etsu.edu or 439-4444. Please do not hesitate to reach out to Dr. Cooper.

Counseling Center Connection Group for Students

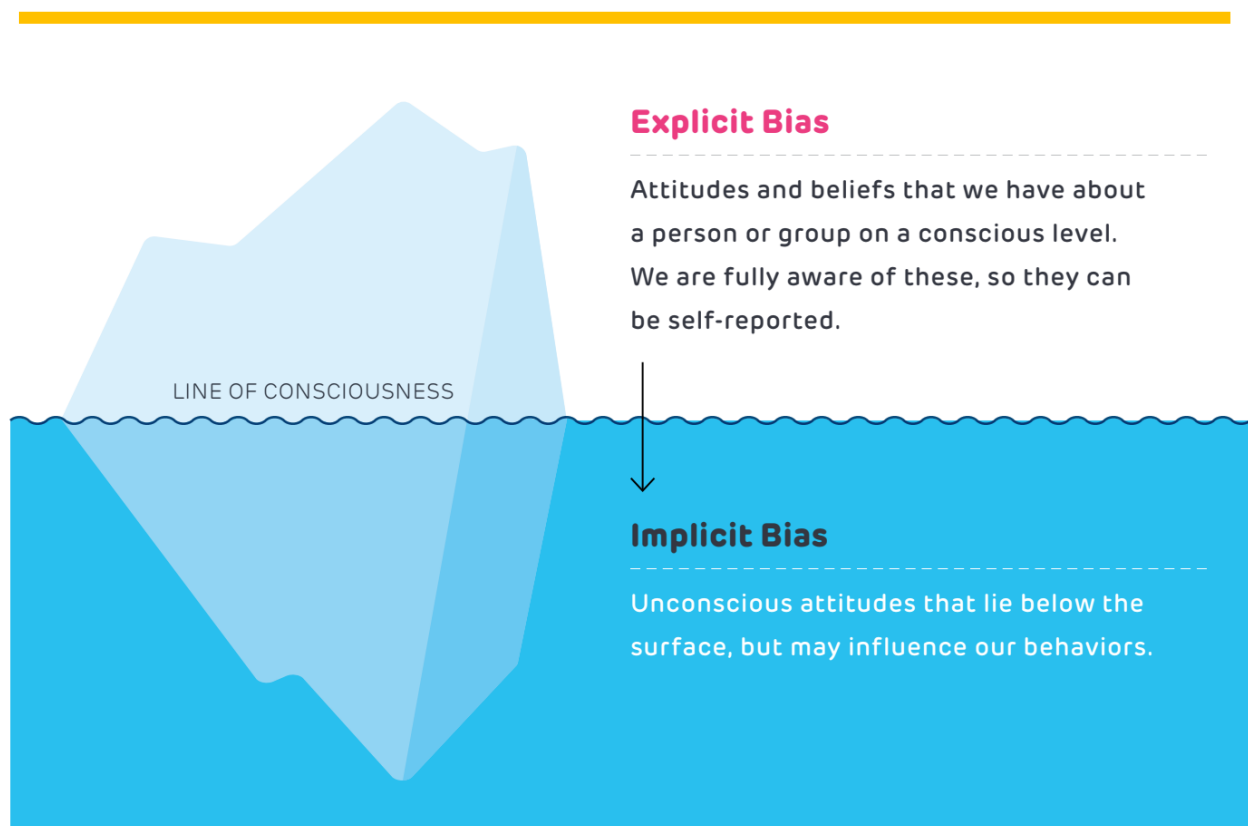
The **Coffee and Connection** group provides a space for students to process the nation's current events. From a global pandemic, to the recent death of George Floyd, to the protests happening nationwide, we know that our students are being impacted and the burden is heavy. The goal is for them to have a supportive, non-judgmental space to respectfully discuss the events and the impact both on them as an individual and on the nation.

Coffee and Connection, a peer support group, meets every Thursday from 11:00am to 12:30pm. The group offers social connection and tools relating to anxiety, stress management, mindfulness, and more!

This group is open to all students with an ETSU zoom account. This group is available for out-of-state residents!

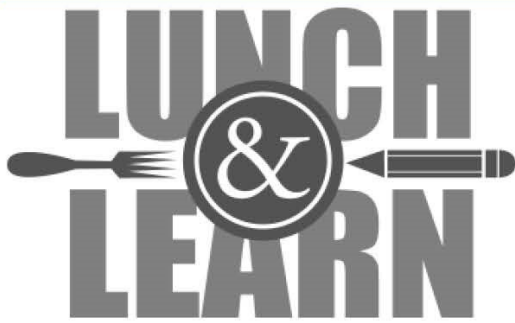
Student will need to fill out the peer support group consent form to participate found at: <https://www.etsu.edu/students/counseling/services/groups.php>

Additional resources regarding social justice, diversity and inclusion can be found at: <https://www.etsu.edu/students/counseling/>



Clear up your confusion about implicit bias: <http://kirwaninstitute.osu.edu/implicit-bias-training/resources/mythbusters.pdf>

Implicit Bias Test: <https://implicit.harvard.edu/implicit/takeatest.html>



Eat. Connect. Discover.

Join us via zoom for an hour of discussion and learning.

All times are noon-1 p.m.

All sessions are open to members
of the ETSU community.

Dates subject to change.

View our website for additional information.

Sponsored by:

The ETSU Office of Equity and Inclusion

Summer 2020 Series

Tuesday, June 9th

The Culturally Responsive Classroom

Discussion lead: Amy Johnson, Interim Associate Provost for Faculty & Director of the Center for Teaching Excellence

Join Zoom Meeting <https://etsu.zoom.us/j/95436219629>

Meeting ID: 954 3621 9629

Tuesday, July 14th

Reframing Disability

Discussion lead: *Mary Little, Director and ADA/504 Coordinator of Disability Services*

Join Zoom Meeting <https://etsu.zoom.us/j/94846518433>

Meeting ID: 948 4651 8433

Tuesday, August 11th

Supporting Underrepresented Learners in an Online Environment

Discussion lead: *Michele H. Williams, Academic Success Specialist, College of Pharmacy*

Join Zoom Meeting <https://etsu.zoom.us/j/95501678536>

Meeting ID: 955 0167 8536

To request an accommodation in order to fully participate in the Lunch & Learn program, please contact the ETSU Office of Equity and Inclusion at 423-439-4445

2nd Annual Equity and Inclusion Conference

SAVE THE DATE

September 21-23, 2020
D.P. Culp Student Center

Due to concerns related
to Coronavirus/COVID-19
preparations are being
made to have a
Virtual Conference



Equity and Inclusion CONFERENCE

By All, For All: Remapping
Our Communities, Economies, and
Lives Through Equity and Inclusion

etsu.edu/equity



**EAST TENNESSEE STATE
UNIVERSITY**

Participants will:

- Increase their knowledge and awareness of equity and inclusion issues on campus
- Recognize the importance of equity and inclusion in the health of our organizations and communities
- Develop increased empathy for diverse student populations and student experiences
- Learn how to advocate for the well-being of diverse student populations
- Acquire tools for making their classrooms and co-curricular programs more inclusive

Upcoming Events

June 2020

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|---------|--------|--|--------------|---|
| Tuesday | June 9 | <p>Lunch and Learn Session <i>The Culturally Responsive Classroom</i></p> <p>Discussion lead by: Amy Johnson, Interim Associate Provost for Faculty and Director of the Center for Teaching Excellence</p> | 12:00-1:00pm | <p>Join Zoom Meeting https://etsu.zoom.us/j/95436219629</p> <p>Meeting ID: 954 3621 9629</p> |
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July 2020

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| Tuesday | July 14 | <p>Lunch and Learn Session <i>Reframing Disability</i></p> <p>Discussion lead by: Mary Little, Director and ADA/504 Coordinator Disability Services</p> | 12:00-1:00pm | <p>Join Zoom Meeting https://etsu.zoom.us/j/94846518433</p> <p>Meeting ID: 948 4651 8433</p> |
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August 2020

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| Tuesday | August 11 | <p>Lunch and Learn Session <i>Supporting Underrepresented Learners in an Online Environment</i></p> <p>Discussion lead by: Michele Williams, Academic Success Specialist, College of Pharmacy</p> | 12:00-1:00pm | <p>Join Zoom Meeting https://etsu.zoom.us/j/95501678536</p> <p>Meeting ID: 955 0167 8536</p> |
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September 2020

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| Tuesday | Sept. 15 | <p>Lunch and Learn Session <i>Becoming an LGBTQ Ally</i></p> <p>Discussion co-lead by: Bethany Novotny, Assistant Professor, Dept. of Counseling and Human Services and Stacey Williams, Professor, Dept. of Psychology</p> | 12:00-1:00pm | <p>Join Zoom Meeting https://etsu.zoom.us/j/92785616155</p> <p>Meeting ID: 927 8561 6155</p> |
| Mon-Wed | Sept. 21- 23 | 2nd Annual Equity and Inclusion Conference | TBA | Virtual Conference |

October 2020

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| Tuesday | Oct. 20 | <p>Lunch and Learn Session <i>How to Run an Inclusion Search</i></p> <p>Discussion co-lead by: Lori Erickson, Assistant Vice President and Kasey Hommel, EEO Specialist, Office of Human Resources</p> | 12:00-1:00pm | <p>Join Zoom Meeting https://etsu.zoom.us/j/97822406142</p> <p>Meeting ID: 978 2240 6142</p> |
| Tuesday | Oct. 27 | <p>Lunch and Learn Session <i>Diversity, Inclusion, and Career Services: Helping students navigate their career through and after college</i></p> <p>Discussion lead by: Jeffrey Alston, Director University Career Services</p> | 12:00-1:00pm | <p>Join Zoom Meeting https://etsu.zoom.us/j/92318735769</p> <p>Meeting ID: 923 1873 5769</p> |

November 2020

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| | | <p>Lunch and Learn Session <i>The Biology of Skin Color</i></p> <p>Discussion lead by: Cerrone Foster, Assistant Professor, Biological Sciences</p> | 12:00-1:00pm | <p>Join Zoom Meeting https://etsu.zoom.us/j/99516630751</p> <p>Meeting ID: 995 1663 0751</p> |
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Up-Coming

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| Spring | 2021 | Corazon Latino | TBA | |
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Equity and Inclusion Advisory Council Member Spotlight



Adrianna Guram serves as the Associate Director for Residence Life in ETSU's Department of Housing and Residence Life. An ETSU alum, she has been back on campus since fall 2013, where she has worked with her colleagues on creating a welcoming and inclusive community for students living on-campus. In her free time, Adrianna enjoys working on completing her Ph.D., spending time playing games with friends, and watching her beloved Green Bay Packers.

ASPECTS - Aligning Support, Pride, Education and Community for Transgender Students

Counseling Today, a publication of the American Counseling Association, interviewed **Dr. Bethany Novotny**, Assistant Professor, Dept. of Counseling and Human Services for an article entitled [Affirming All Shades of the Rainbow](#). In the article, she talks about her work with ASPECTS - Aligning Support, Pride, Education and Community for Transgender Students. The article brings national attention to Dr. Novotny's work at ETSU and shines light on some of the unique struggles of this marginalized group.



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Facebook: [https://](https://www.facebook.com/etsuequity/)

www.facebook.com/etsuequity/

Instagram and Twitter - [etsu_equity](#)

**We would like to
 hear from you.**

If you have an announcement, event, accomplishment, etc. you would like to have published in the newsletter send them to Kim Maturo at matur@etsu.edu.

2020

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| YELLOW - First/Last Day of Class | GREEN - Exam Schedule | MAUVE - Holidays being deferred | TEAL - T-giving Holidays; students do not return to campus afterward | BLUE - Graduation Date |
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Recommendations from the Future Operations Workgroup

June 1, 2020

Background

The Future Operations Workgroup was established by President Noland to develop recommendations and a plan for the university leadership on how best to transition from the remote operational state of the university imposed during the 2020 spring semester due to the COVID-19 pandemic.

Membership

David Linville, executive vice provost for academics and health (workgroup chair)

Joe Bidwell, chair of the Department of Biology

Tom Donohoe, registrar

Kim Edwards, space management coordinator

Stephen Hendrix, president of the Faculty Senate

Betsy Kearney, director of budget development and business process improvement

Sam Mayhew, assistant vice president for student life and enrollment

Matt McGahey, senior associate athletic director

Shivam Patel, president of the Student Government Association

Randy Wykoff, dean of the College of Public Health

President Noland provided the workgroup with the following charge at its first meeting held on April 29, 2020:

“Develop recommendations and a plan to return to appropriate academic operations, campus operations, and business operations.”

Drs. Bishop and Green joined President Noland for the meeting’s discussion, providing background from the senior leadership team and the deliberations involved to date. The workgroup understood the importance of employing the same principles of being nimble and flexible used during the necessary physical distancing measures imposed during the spring semester in its consideration of options to safely resume campus operations for faculty, staff, students and visitors.

Guiding Principles

The workgroup believes the university’s plan for future operations should be easily adapted to meet the needs of the changing COVID-19 environment. This provides the university with the ability to loosen or restrict physical distancing and other safety measures in response to public health outcomes. The workgroup approached its task using guidance provided in publications from the federal government including the Centers for Disease Control and Prevention, the State of Tennessee, and local health departments. Additionally, plans shared by other universities and

reports from professional and trade associations provided further insight into the changes being implemented across higher education.

The following guiding principles were used to inform the workgroup's deliberations:

- Create options and scenarios that prioritize the safety of faculty, staff, students, and visitors.
- Provide flexibility for employees and students who may need to continue working and learning from a remote environment.
- Maintain focus on the university's mission to ensure the continuity of academic instruction, research, and service while safeguarding students' continued progression in their courses of study.
- Develop ideas and solutions that are easily implemented and do not unnecessarily complicate processes.
- Promote principles that highlight individual responsibility for the health of the campus and community.
- Provide departments and units with the flexibility to innovate and implement plans which complement the workgroup's recommendations.

Recommendations

The workgroup recommends the university use a framework of stages to guide its plans for operations. We submit this document with significant detail for each stage, recognizing the need to provide departments and units on campus with some guidance while balancing the prescriptive nature of guidelines with flexibility for innovation and creativity at the unit level. We recommend the senior leadership use this document as a baseline plan, making necessary changes and introducing new parameters as needed to ensure the continued operation of the university in a safe manner. The plans outlined in this document should not remain static.

These recommendations would apply to all faculty, staff, students, and visitors. They apply to all university operations on and off campus including instructional sites in Kingsport, Bristol, Elizabethton, Sevierville, Abingdon, and Asheville. We recognize that select modifications may need to be considered for situations that may arise at distant sites and for students who are working at external sites for required clinical or experiential exposure.

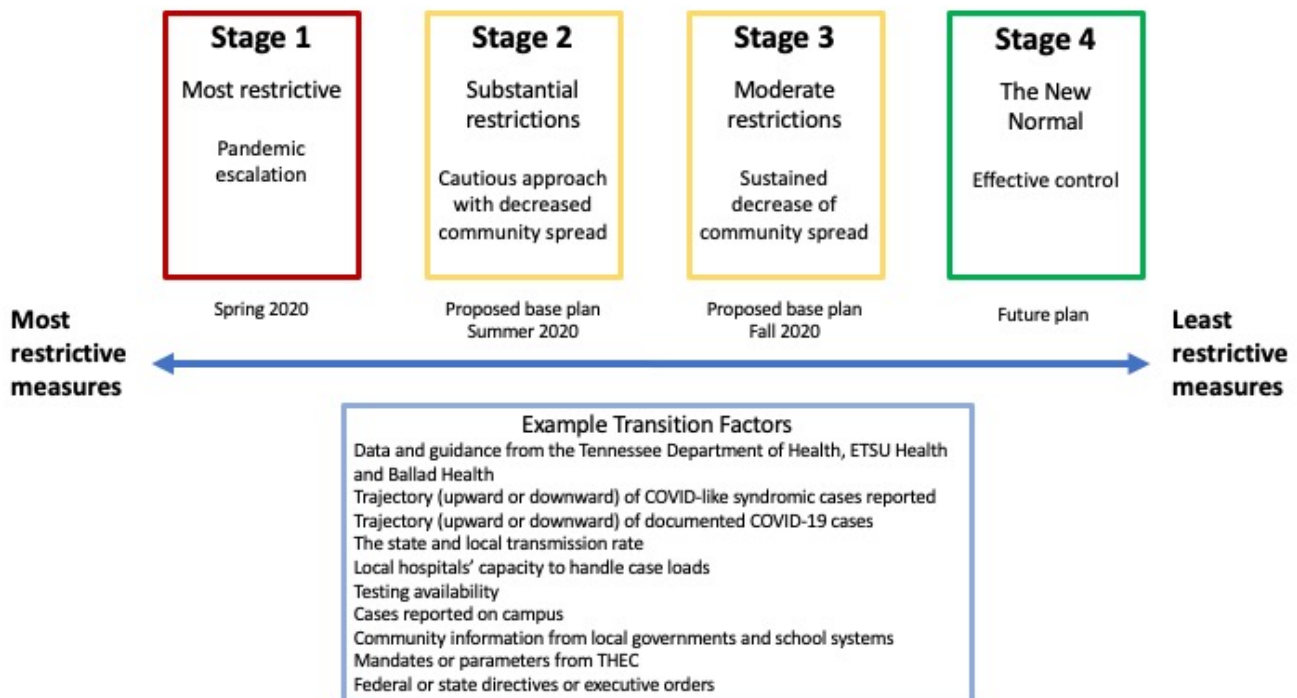
Central to successfully implementing a plan, the workgroup recommends a robust communication plan for sharing decisions about university operations, and an on-going education plan for faculty, staff and students. The education plan should have a required individual training component. Critical in the messaging is the need to highlight individual responsibility for the collective health and safety of the campus. Serious consideration should be taken for including a by-stander campaign as one strategy to encourage individuals to constructively address behaviors and situations that fall short of the expectations for promoting health and safety.

The workgroup recommends senior leadership adopt Stage 2 as the operating plan for summer 2020. Should pandemic conditions continue improving, the workgroup envisions Stage 3 as the operating plan for starting the fall 2020 semester. In light of a potential resurgence of COVID-19 cases in late fall and early winter, the workgroup strongly recommends the senior leadership consider modifying the fall 2020 semester calendar to complete all face-to-face activities prior to the Thanksgiving break. By using select holidays and fall break as instruction days, all instruction could be completed before Thanksgiving with online exams occurring after the break. These schedule changes would limit the potential spread of the virus in the campus community following Thanksgiving, should a seasonal resurgence occur. In order to implement Stage 3 and potentially an altered fall calendar, the workgroup recommends that a decision be made in early summer to provide faculty, staff, and students the opportunity to prepare.

Framework

The workgroup recommends the following operating stages to be used on a continuum for resuming campus activities during the summer and starting the 2020 fall semester. The stages are designed to facilitate sliding back and forth to address the need for loosening or restricting physical distancing measures because of the pandemic. Such flexibility allows the ability to swiftly implement more stringent measures should they become necessary.

Stage Overview



Summary of Stages

Stage 1 – Most Restrictive Measures (similar to 2020 spring semester status)

Pandemic escalation

- All campus instruction provided remotely using D2L and Zoom.
- Experiential learning in the community suspended.
- Residence halls minimally occupied.
- Employees working remotely.
- Research and service activities suspended with few exceptions.
- Limited campus access.
- University events canceled or postponed.
- Travel suspended.
- All Study Abroad and other international programs suspended.
- Athletic practice and competition suspended.

Stage 2 – Substantial Restrictions (proposed base plan for 2020 summer term)

Cautious approach with decreased community spread of virus

- All campus instruction provided remotely using D2L and Zoom with few possible exceptions to allow on campus instruction in select courses requiring specialized equipment, clinical rotations, or other face-to-face learning.
- Experiential learning in the community is possible on a case by case basis in partnership with community sites (*e.g.*, clinical rotations, internships, externships, service learning) provided the host organization abides by appropriate safety standards.
- Residence halls minimally occupied.
- Employees working both remotely where possible, with some on campus, including options for staffing rotations within offices.
- Research and service activities permitted with physical distancing and other safety measures.
- No meetings or gatherings with more than 10 individuals.
- All individuals must use face coverings when on campus.
- Crowd control and waiting line measures in place to promote physical distancing (plexiglass at select service windows, spaced marks on floors).
- Enhanced cleaning of public spaces.
- Large university events canceled or postponed.
- Festivals, camps, and conferences canceled or postponed.
- Non-essential travel suspended.
- All Study Abroad and other international programs for ETSU students suspended.
- Athletic competition possible without spectators, limited practices or meetings based on guidance from the NCAA and Southern Conference.

Stage 3 – Moderate Restrictions (proposed base plan for 2020 fall semester)

Effective responses with sustained decrease of community spread of virus

- Faculty will identify courses, competencies, or experiences that can only be acquired in a face-to-face setting. These courses, competencies and experiences will be the first priority for using classrooms, teaching labs and other on-ground resources.
- All other academic material will be offered in a hybrid format, to assure all students have an opportunity for both on-line and on-ground learning. Achieving a direct faculty-to-student interface, wherever possible, should be a priority, even if this can not happen at every regularly scheduled class session.
- Laboratory and on campus experiential courses permitted with physical distancing and other safety measures.
- Experiential learning in the community with select limitations.
- Online instructional resources are used to address limitations with face-to-face instruction.
- Residence halls occupied with significant efforts to limit face-to-face exposure.
- Employees working on campus with remote work option available for those who identify an elevated risk of COVID-19 exposure to themselves or others in their household.
- Research and service activities permitted with physical distancing and other safety measures.
- All Individuals must use face coverings when on campus.
- Crowd control and waiting line measures in place to promote physical distancing (plexiglass at select service windows, spaced marks on floors).
- Enhanced cleaning of public spaces.
- Select large university events possible with safety plans in place.
- Outgoing university-related domestic travel is suspended with limited exceptions.
- Outgoing university-related international travel is suspended.
- Study Abroad and other international programs for ETSU students suspended.
- Athletic competition possible based on guidance from the NCAA and Southern Conference.

Stage 4 – The New Normal (future plan)

Effective control

- On campus face-to-face instruction, limited physical distancing expectations.
- Laboratory and on campus experiential courses permitted.
- Experiential learning in the community with few limitations.
- Residence halls occupied.
- Employees working on campus with remote work option available with approval.
- Research and service activities continue with appropriate physical distancing measures.
- Large university events permitted.
- Domestic and international travel permitted.
- Athletic competition permitted.

Individual Responsibility

Individuals are expected to follow guidelines and principles that promote the health of the campus and community at large. These measures help protect one another and slow the spread of the virus. Because medical experts believe the continued spread of the virus is partially due to contagious people who have no symptoms, all faculty, staff, students, and visitors are asked to adhere to the following guidelines:

- Stay home when feeling ill, when exposed to COVID-19 (*e.g.*, positive household member case), or if diagnosed with a confirmed case of COVID-19. To reinforce individual responsibility, faculty must demonstrate flexibility with students who are absent from class due to illness or quarantine. Likewise, supervisors must be flexible with employees who are absent due to illness or quarantine.
- Employees or students who are particularly vulnerable to COVID-19 according to the CDC are encouraged to work with their supervisors or course faculty to identify possible alternatives for work and academic instruction.
- Employees and students who are diagnosed with a confirmed case of COVID-19 should notify the university.
- Wash hands more frequently, avoid touching face, practice good respiratory etiquette.
- Wear an appropriate face covering to help protect against the spread of the virus.
- Practice recommended physical distancing to the greatest extent possible.
- Adhere to notices and instructions posted around campus related to COVID-19 mitigation.
- Abide by specific safety and health parameters that are outlined in this document and in future directives provided by the university.

Detailed Operating Stages

Stage 1 – Most Restrictive

Parameters, Considerations, and Needed Actions

(Similar to operating state at the end of 2020 spring semester)

Stage 1 Parameters

Employees and Offices

- Employees working remotely.
- Clinical faculty and staff are working in ETSU Health locations that remain open to provide patient care. Decisions about opening or closing ETSU Health clinical locations should be made in conjunction with the Vice President for Clinical Affairs.

- Offices closed with department or unit level plans for limited, occasional access to offices for business continuity (*e.g.*, paper dependent processes, bank deposits).
- Select employees permitted on campus for maintaining facilities and certain operations.
- Centralized staff pool identified and available to work remotely. Due to disruption of needing to work remotely, a centralized staff pool provides employees the opportunity to shift to a different area with unmet needs.
- Student APS workers, Federal Work Study (FWS) workers, and Regular Work Study (RWS) recipients not reporting to work.

Travel

- All outgoing university-related domestic travel is suspended.
- All outgoing university-related international travel is suspended.
- All Study Abroad and other international programs for ETSU students are suspended.
- Recommendation for personal travel and international students traveling to ETSU is to follow the most current guidelines from the Centers for Disease Control and Prevention and other appropriate authorities.

Academic Instruction

- All campus instruction provided remotely using D2L and Zoom.
- Experiential learning on campus and in the community is suspended.
- The Testing Center in the Sherrod Library is closed and unable to provide exam services.
- University School provides remote instruction.

Research

- Non-critical, on-campus research activities and field research suspended with few exceptions.
- Minimal access permitted to laboratories for critical activities (maintenance of animals, unique reagents, and essential equipment and materials).
- Approval for exceptions and access to maintain critical research activities is provided by the Vice Provost for Research in discussion with the college dean.
- Research procedures involving person-to-person interaction with participants that do not involve administration of a drug, medical device, or stabilization of a high-risk condition as a therapeutic benefit are temporarily paused or modified to allow for remote study visits.
- All studies should have a contingency plan in place that details how the study is being conducted during the pandemic.
- Other research and scholarship activities that can occur remotely continues (*e.g.*, analyzing data, writing and reviewing manuscripts, preparing presentations, developing new grant proposals, convening online discussions with students and lab staff, *etc.*).
- ORSPA accepting electronic approvals for documents such as proposals, contracts, and other agreements. Specific guidelines and detailed information about research activities, operations, awards, and IRB are provided on the ORSPA website.

Athletics

- All athletics-related activities are suspended, including competition, championships, organized practices and meetings.

Residence Halls and Dining Services

- Residence halls minimally occupied and limited to students granted an exception to live on campus.
- Grab and go meal services only.
- Isolation plans in place for students who test positive or are in quarantine because of exposure.
- Residence halls may provide accommodations for select outside organizations according to its operations plan (*e.g.*, Ballard Health to house health care workers).

Student Life and Campus Services

- Student support services continue providing assistance via remote connection including tutoring, Disability Services, academic advising, Financial Aid, and the Counseling Center.
- Virtual orientation is provided for new students.
- Post Office window services open.
- Sherrod Library building is closed; services and collections available online.
- Culp Center closed.
- Basler Center for Physical Activity/CPA closed. Intramural activities and Club Sports suspended.
- Wi-Fi accessible for individuals in personal vehicles at the following parking locations: Carillon/Bell Tower parking areas between Gilbreath Hall and Burgin Dossett, parking lot at 902 Maple Street, and southwest corner of the Parking Garage.
- ETSU Bookstore closed, online orders only.
- Bucky's Food Pantry available to assist students.
- Child Study Center closed.
- Little Bucs closed.

Visitors to Campus

- University events canceled or postponed.
- Festivals, camps, and conferences canceled or postponed.
- Campus tours suspended with options available for online, virtual visits for prospective students.

Safety, Health, and Security

- All individuals must use appropriate face coverings on campus when around others.
- University Health Center open with reduced hours, telehealth appointments available.
- Select employees permitted on campus operate under physical distancing protocols and use of appropriate face coverings.
- Clinical faculty and staff working with patients should follow protocols and procedures provided by ETSU Health clinical leadership.

Stage 1 Considerations

- Students will expect higher quality online instruction in the future since there is ample time to prepare if this stage is reimplemented at some point (compared expectations after the quick shift to remote instruction that occurred in spring 2020).
- Availability of at home technology access for students and faculty.
- Some practical laboratory or other face-to-face experiences may not be possible and require modifications of course learning outcomes.
- Departments and units should be mindful of the need for planning for continuity of services should faculty or staff become ill.

Stage 1 Needed Actions

- Permission requested or notice sent to regulatory agencies, SACSCOC, and program accreditors (as required) in order to provide remote instruction to students.
- Review and possibly modify select academic policies (Pass/Fail grading option, suspending academic dismissals).
- Human Resources should review employment policies and procedures to provide flexibility related to working remotely.
- Human Resources should update centralized staffing pool available to work remotely.

Stage 2 – Substantial Restrictions

Parameters, Considerations, and Needed Actions

(Proposed base operating plan for the 2020 summer term)

Stage 2 Parameters

Employees and Offices

- Employees working both remotely and on campus with options in place for staffing rotations in offices to maintain physical distancing expectations. For example, certain employees could work on campus on select days while the remaining office staff work remotely. Offices should implement a plan to provide for this type of decreased staffing density.
- Flexibility is provided for employees who may need to work remotely (*e.g.*, individuals who identify themselves or immediate family members to be at high risk as defined by the CDC). Supervisors should work with employees to explore options.
- Clinical faculty and staff are working in ETSU Health locations that remain open to provide patient care. Decisions about opening or closing ETSU Health clinical locations should be made in conjunction with the Vice President for Clinical Affairs.
- Offices open with options for extended hours to provide flexibility for service and staffing rotations.
- Centralized staff pool identified and available to have employees work in a different area. Due to disruption of services normally provided on campus, a centralized staff pool provides employees the opportunity to shift to a different area on campus with unmet needs.

- Academic classrooms on campus might temporarily be used to provide flexible space to promote physical distancing of employees.
- Student APS workers, Federal Work Study (FWS) workers, and Regular Work Study (RWS) recipients not physically reporting to work. There remains the potential for select student workers or temporarily employed (contracted) students to work remotely.

Travel

- Outgoing university-related domestic travel is suspended including travel for participation in conferences, symposia, and other events. Travel by vehicle within the region (typically covered by blanket travel authorizations) for reaching ETSU sites is permitted. Other regional travel, which may include local visits to donors by advancement staff or university officials required to attend state meetings in Nashville or other locations, is permitted with prior authorization by the appropriate vice president. Limited exceptions for other domestic travel may be authorized by the appropriate vice president.
- All outgoing university-related international travel is suspended.
- All Study Abroad and other international programs for ETSU students are suspended.
- Recommendation for personal travel and international students traveling to ETSU is to follow the most current guidelines from the Centers for Disease Control and Prevention and other appropriate federal agencies.

Academic Instruction

- All campus instruction provided remotely using D2L and Zoom with few possible exceptions to allow on campus instruction in select courses requiring specialized equipment, clinical rotations, or other face-to-face learning. These activities would be limited to students residing locally or those granted exceptions to remain in residence halls. Permission for such on-campus instructional activities must be granted by the college dean.
- Experiential learning in the community possible on program by program basis in partnership with community sites with approval by the college dean.
- The Testing Center in the Sherrod Library is closed and unable to provide exam services.
- University School must operate within the guidelines of its pandemic operations plan.

Research

- Laboratory and field research activities permitted within appropriate safety parameters.
- Graduate students are permitted to participate in research activities that are required for their academic course of study.
- Undergraduate students supported by NIH R15 grants or NSF grants are permitted to participate in research activities. Additionally, Honors-in-Discipline students and University Honors Scholars students are permitted to participate in research activities that are required for their academic course of study.

- Student or faculty research projects requiring access to community sites including local schools, health facilities or other comparable sites may face additional restrictions, including a limit on the number of ETSU personnel allowed to enter the campus or clinic. The department or college may need to prioritize projects that require such access.
- All lab personnel should wear appropriate personal protective equipment (PPE), including masks (need not be medical masks, any appropriate face covering (double-ply) would suffice), reusable eye protection and gloves while working in the labs. Individuals working at off-campus field sites should wear PPE appropriate for working conditions and practice physical distancing.
- Physical distancing should be practiced as much as possible; hand washing and other hygienic practices implemented as appropriate.
- It is recommended that research lab meetings be conducted via Zoom to limit interactions.
- COVID-19 research studies are permitted to proceed with requirements for PPE use by investigator and subjects.
- Other research procedures involving person-to-person interaction are permitted with the requirement of appropriate PPE use by the investigators and subjects.
- Specific guidelines and detailed information about research activities, operations, awards, and IRB are provided on the ORSPA website.

Athletics

- As detailed in the Department of Athletics' operations plan, team activities including meetings, strength and conditioning sessions, and practices may occur on a modified schedule in accordance with guidelines issued by the NCAA and Southern Conference.
- Competition, if permitted by NCAA and Southern Conference, occurs without spectators.

Residence Halls and Dining Services

- Residence halls minimally occupied and limited to students granted an exception to live on campus.
- Grab and go meal services only.
- Isolation plans in place for residence hall students who test positive or are in quarantine because of exposure.
- Residence halls may provide accommodations for select outside organizations according to its operations plan (*e.g.*, Ballad Health to house health care workers).

Student Life and Campus Services

- Student support services continue providing assistance via remote connection including tutoring, Disability Services, academic advising, Financial Aid, and the Counseling Center.
- Virtual orientation is provided for new students.
- Select services available to students in Burgin Dossett Hall operating on potentially modified schedules including Admissions, Bursar's Office service windows, Financial Aid, Registrar's Office, Records, and Graduation Office.

- Post Office window services open.
- Sherrod Library offices open to employees only with the building closed; services and collections available online. Testing Center services suspended.
- Culp Center offices open to employees only with the building closed. Limited access is provided to the Post Office and dining hall.
- ETSU Bookstore closed, online orders only.
- Basler Center for Physical Activity/CPA closed. Intramural activities and Club Sports suspended.
- Wi-Fi accessible for individuals in personal vehicles at the following parking locations: Carillon/Bell Tower parking areas between Gilbreath Hall and Burgin Dossett, parking lot at 902 Maple Street, and southwest corner of the Parking Garage.
- Bucky's Food Pantry available to assist students.
- Child Study Center closed.
- Little Bucs closed.

Visitors to Campus

- University events both on and off campus canceled or postponed.
- Festivals, camps, and conferences canceled or postponed.
- Campus tours possible with small numbers of individuals; options available for online, virtual visits for prospective students.

Safety, Health, and Security

- All individuals must use appropriate face coverings on campus when around others.
- No meetings or gatherings with more than 10 individuals.
- Use Zoom to facilitate meetings and remote services with employees and students.
- Crowd control and waiting line measures in place to promote physical distancing (plexiglass at select service windows, spaced marks on floors to show 6 feet of physical distancing).
- University Health Center open with reduced hours, telehealth appointments available.
- Clinical faculty and staff working with patients should follow specific protocols and procedures provided by ETSU Health clinical leadership.
- Heightened cleaning of public spaces.

Stage 2 Considerations

- Complete transitioning from Stage 1 to Stage 2 should occur as quickly as possible, but with sufficient time to ensure each of the Stage 2 Needed Actions listed below can be accomplished.
- Departments and units should be mindful of the need for planning for continuity of services should faculty or staff become ill.

Stage 2 Needed Actions

- Permission is requested or notice sent to SACSCOC and program accreditors (as required) in order to provide remote instruction to students.

- Review and possibly modify select academic policies (Pass/Fail grading option, suspending academic dismissals).
- Human Resources should review employment policies and procedures to provide flexibility related to working remotely.
- Human Resources should update centralized staffing pool available to work in different areas with unmet needs.
- Each department and unit office creates a plan to provide for decreased staffing density in order to accommodate physical distancing expectations.
- Facilities Management creates a plan to assist departments and units with service-oriented spaces in Burgin Dossett Hall and select other campus locations in evaluating and installing plastic or plexiglass shields at select service windows or desks.
- Facilities Management creates a plan for enhanced custodial cleaning services in public spaces.
- Department of Athletics creates an operations plan with guidelines and procedures for team activities and student athlete expectations consistent with the university's operating stage in the context of NCAA and Southern Conference directives.
- Department of Housing and Residence Life updates its process for reviewing and granting individual students an exception for remaining on campus in residence halls.
- Department of Housing and Residence Life reviews and updates its existing pandemic operating guidelines including isolation and quarantine plans.
- Dining Services creates or updates existing plans for grab and go services and support for students isolated or quarantined in residence halls.
- The University School updates its pandemic operations plan.
- The Registrar creates guidelines or a protocol on temporary use of academic space on campus for employee flexible workspace to promote physical distancing or potentially for use by University School.
- A central reporting system should be created for employees and students to report they have been diagnosed with COVID-19. It is important to capture this information to ensure that any additional cleaning or safety measures are taken into consideration. It also provides needed information about cases on campus that can be used in making decisions about campus operations.
- A communication plan is coordinated through University Relations on how the university is transitioning to this stage.

Stage 3 – Moderate Restrictions

Parameters, Considerations, and Needed Actions

(Proposed base operating plan for the 2020 fall semester)

Stage 3 Parameters

Employees and Offices

- Employees working both remotely and on campus, options in place for staffing rotations in offices to maintain physical distancing expectations.

- Flexibility is provided for employees who may need to work remotely (*e.g.*, individuals who identify themselves or immediate family members to be at high risk as defined by the CDC). Supervisors should work with employees to explore options to allow them to work remotely.
- Clinical faculty and staff are working in ETSU Health locations that remain open to provide patient care. Decisions about opening or closing ETSU Health clinical locations should be made in conjunction with the Vice President for Clinical Affairs.
- Offices open with options for extended hours to provide flexibility for service and optional staffing rotations.
- Student APS workers, Federal Work Study (FWS) workers, and Regular Work Study (RWS) recipients working.

Travel

- Outgoing university-related domestic travel is suspended including travel for participation in conferences, symposia, and other events. Travel by vehicle within the region (typically covered by blanket travel authorizations) for reaching ETSU sites is permitted. Other regional travel, which may include local visits to donors by advancement staff or university officials required to attend state meetings in Nashville or other locations, is permitted with prior authorization by the appropriate vice president. Limited exceptions for other domestic travel may be authorized by the appropriate vice president.
- All outgoing university-related international travel is suspended.
- All Study Abroad and other international programs for ETSU students are suspended.
- Recommendation for personal travel and international students traveling to ETSU is to follow the most current guidelines from the Centers for Disease Control and Prevention and other appropriate federal agencies.

Academic Instruction

- Faculty will identify courses, competencies, or experiences that can only be acquired in a face-to-face setting. These courses, competencies and experiences will be the first priority for using classroom, teaching labs and other on-ground resources. Special physical distancing measures and occupancy limits must be used for these courses, competencies and experiences to minimize the spread of droplets.
- Faculty should consider adopting discipline specific guidelines provided by professional organizations, colleagues, or other experts that are relevant to the particular instructional setting.
- All other academic material will be offered in a hybrid format, to assure all students have an opportunity for both on-line and on-ground learning. Achieving a direct faculty-to-student interface, wherever possible, should be a priority, even if this cannot happen at every regularly scheduled class session.
- Every classroom will have limited physical occupancy in order to adhere to physical distancing requirements. Students must not be seated closer than six feet from another student. Attendance in class sessions must be adjusted to permit this physical distancing.

- Faculty should be flexible in their approach to using the limited classroom space in a way that works best for the specific course. For example, one approach is to provide all course lectures via D2L with classroom sessions reserved for in-depth discussion of material for smaller groups of students.
- Because of the occupancy limits, not all students may be able to attend every course session. Each course should have a plan for an equitable rotation schedule for students desiring to attend face-to-face sessions.
- Many classrooms do not have the ability to provide high-quality, real-time broadcast of live classroom activities to students in remote settings using Zoom. Thus, each course should plan for providing students not in class with materials asynchronously. For example, lecture capture recordings of the class session can be posted to D2L.
- Classroom exit strategies are employed for all classrooms with faculty dismissing sections of the classroom in phases during the last 5 minutes of scheduled class period.
- Classroom entrance strategies include students wiping down their desk as they enter the classroom with provided sanitizing wipe.
- Laboratory and on campus experiential courses are permitted with physical distancing and other sanitation measures.
- Department Chairs and College Deans should work with faculty to set common expectations across the department and college to address the limitations imposed by physical distancing and remote instruction.
- Experiential learning in the community possible on a program by program basis in partnership with community sites with approval by the college dean (clinical rotations, internships, externships, service learning).
- The Testing Center in the Sherrod Library is open and able to provide exam services with physical distancing parameters.
- University School must operate within the guidelines of its pandemic operations plan.

Research

- Laboratory and field research activities permitted.
- Graduate and undergraduate students are permitted to participate in research activities.
- Student or faculty research projects requiring access to community sites including local schools, health facilities or other comparable sites may face additional restrictions, including a limit on the number of ETSU personnel allowed to enter the campus or clinic. The department or college may need to prioritize projects that require such access.
- All lab personnel should wear appropriate personal protective equipment (PPE), including masks (need not be medical masks, any face covering (double-ply) would suffice), reusable eye protection and gloves while working in the labs. Individuals working at off-campus field sites should wear PPE appropriate for working conditions and practice physical distancing.

- Physical distancing should be practiced as much as possible; hand washing and other hygienic practices implemented as appropriate.
- It is recommended that research lab meetings be conducted with physical distancing measures in place, preferably via zoom, to limit interactions.
- COVID-19 research studies are permitted proceed with requirements for PPE use by investigators and subjects.
- Other research procedures involving person-to-person interaction are permitted with the requirement of appropriate PPE use by the investigator and subjects.
- Specific guidelines and detailed information about research activities, operations, awards, and IRB are provided on the ORSPA website.

Athletics

- As detailed in the Department of Athletics' operations plan, team activities including meetings, strength and conditioning sessions, and practices may occur on a modified schedule in accordance with guidelines issued by the NCAA and Southern Conference.
- Any event that would include spectators requires an event safety plan approved prior to the event.

Residence Halls and Dining Services

- Residence halls occupied with significant efforts to limit face-to-face exposure according to the Residence Life operations plan.
- Safety plan is used for move-in period to facilitate physical distancing.
- Dining hall open with other expanded dining areas available in the Culp Center to permit maintenance of social distancing.
- Dining hall limits self-serve options for patrons.
- Grab and go meal options are available.
- Isolation plans in place for students who test positive or are in quarantine because of exposure.

Student Life and Campus Services

- Student support services are encouraged to be provided via remote connection, to the extent possible, including tutoring, Disability Services, academic advising, Financial Aid, and the Counseling Center.
- Sherrod Library is open to faculty, staff, and students with physical distancing measures in place. All individuals are encouraged to use services and collections available online.
- Culp Center open with physical distancing measures in place.
- Basler Center for Physical Activity/CPA open with limited operations and physical distancing and enhanced sanitation measures in place.
- Intramural Activities and Club Sports offering modified programs with physical distancing measures in place.
- Farmer's Market operating with physical distancing measures in place.
- BucShot operating with reduced riding capacity and physical distancing measures in place.

- Affiliated student organizations must adhere to stage 3 parameters for both on and off campus functions.
- Student organization tents may be allowed on campus with physical distancing measures in place.
- Childcare facilities operating on a limited basis to adhere to physical distancing and other safety measures.

Visitors to Campus

- Large university events with more than 50 people would require an event safety plan with prior approval needed.
- Festivals, camps, and conferences operate on a limited basis providing for physical distancing and limited enrollment. Organizers must present a safety plan for approval.

Safety, Health, and Security

- All individuals must use appropriate face coverings on campus when around others.
- Heightened cleaning of academic spaces and other public spaces.
- Avoid holding large meetings or social gatherings. While university events with greater than 50 people may be held with approved event safety plans, individuals should refrain from routinely holding large meetings or social gatherings up to that limit if such activities can be facilitated using Zoom or other technology.
- Use Zoom to facilitate meetings and remote services employees and students.
- Crowd control and waiting line measures in place to promote physical distancing (plexiglass at select service windows, spaced marks on floors).
- University Health Center open with telehealth appointments available.
- Clinical faculty and staff working with patients should follow specific protocols and procedures provided by ETSU Health clinical leadership.

Stage 3 Considerations

- Transitioning from Stage 2 to Stage 3 would presumably coincide with the start of an academic term. This decision would need to be announced many weeks prior to the start of the academic term.
- Departments and units should be mindful of the need for planning for continuity of services should faculty or staff become ill.
- Limitations on travel and other demands imposed with instruction changes will likely impact faculty members' progression for promotion and/or tenure. Special consideration may be needed for how to address these issues.
- Availability of technology in classrooms to accommodate Zoom or Tegrity recording (or Tegrity replacement).
- Departments and faculty should consider how to best support faculty in the hybrid face-to-face and remote instruction environment.
- Consider graduate assistant availability to accommodate more lab sections with fewer students and/or tutorial sections.
- Altered trash collection may be needed on campus, especially in areas that may collect trash from the dining hall.

Stage 3 Needed Actions

- The appropriate department chairs and deans must collaboratively develop the plans for the special physical distancing and other sanitation measures and occupancy limits that must be used in instructional spaces.
- Each department and unit office updates its plan to provide for decreased staffing density in order to accommodate physical distancing expectations.
- CPA staff develops operation guidelines addressing physical distancing and enhanced sanitation.
- Facilities Management creates a plan to assist departments and units with service-oriented spaces in the Sherrod Library, Culp Center, and select other campus locations in evaluating and installing plastic or plexiglass shields at select service windows or desks.
- Facilities Management creates a plan for increased custodial cleaning services in public spaces.
- Department of Athletics updates its operations plan with guidelines and procedures for team activities and student athlete expectations consistent with the university's operating stage in the context of NCAA and Southern Conference directives.
- Sherrod Library updates operating guidelines.
- Culp Center updates operating guidelines.
- Residence Life updates housing policies and contracts as necessary.
- Residence Life updates operating guidelines including isolation and quarantine plans.
- Residence Life creates or updates its resident move in plan to ensure physical distancing.
- Dining Services updates its operating guidelines.
- The event safety plan protocol must be updated to consider physical distancing requirements in review of plans for campus and athletic events.
- The Testing Center should develop operating guidelines to provide for physical distancing.
- The University School updates its pandemic operations plan.
- A communication plan is coordinated through University Relations on how the university is transitioning to this stage.

Stage 4 – The New Normal

Parameters, Considerations, and Needed Actions

(Future plan)

Stage 4 Parameters

Employees and Offices

- Employees working on campus, to the extent appropriate.
- Flexibility is provided for employees who need to remotely work (at risk individuals).
- Clinical faculty and staff are working in ETSU Health locations that remain open to provide patient care.

- Offices open.
- Student APS workers, Federal Work Study (FWS) workers, and Regular Work Study (RWS) recipients working.

Travel

- Outgoing university-related domestic travel is permitted.
- Outgoing university-related international travel is permitted.
- Study Abroad and other international programs for ETSU students are permitted.
- Recommendation for personal travel and international students traveling to ETSU is to follow the most current guidelines from the Centers for Disease Control and Prevention and other appropriate authorities.

Academic Instruction

- On campus face to face instruction with select physical distancing parameters possible.
- Laboratory and on campus experiential courses permitted.
- Specific limitations for theater, chorale, music, and voice instruction courses.
- Laboratory and on campus experiential courses permitted.
- Experiential learning permitted in the community with select limitations that may be imposed at the college level.
- Significant reconsideration of the “absentee” policy needs to be undertaken to assure that students can miss class, and still obtain the needed course content, during times of documentable illness.
- University School permitted to open within the guidelines of their pandemic operations plan.

Research

- Laboratory and field research activities permitted.
- Graduate and undergraduate students are permitted to participate in research activities.
- Student or faculty research projects requiring access to community sites including local schools, health facilities or other comparable sites may face additional restrictions, including a limit on the number of ETSU personnel allowed to enter the campus or clinic. The department or college may need to prioritize projects that require such access.
- Other research procedures involving person-to-person interaction are permitted with the requirement of PPE use by the investigator and subjects.
- Specific guidelines and detailed information about research activities, operations, awards, and IRB are provided on the ORSPA website.

Athletics

- As detailed in the Department of Athletics’ operations plan, team activities including meetings and practices may occur on a modified schedule in accordance with guidelines issued by the NCAA and Southern Conference.
- Any event that would include spectators would require an event safety plan with prior approval needed.

Residence Halls and Dining Services

- Residence halls occupied.
- Dining hall open.
- Dining hall limits self-serve options for patrons.

Student Life and Campus Services

- Student support services are encouraged to be available via remote connection including tutoring, Disability Services, academic advising, Financial Aid, and the Counseling Center.
- Sherrod Library open with physical distancing measures in place. Patrons encouraged to use services and collections available online.
- Culp Center open with physical distancing measures in place.
- Basler Center for Physical Activity/CPA open with appropriate physical distancing
- Intramural activities permitted; some limitations possible.
- Child Study Center open.
- Little Bucs open.

Visitors to Campus

- Large university events permitted with potential for select physical distancing measures.
- Festivals, camps, and conferences operating.

Safety, Health, and Security

- Potential for modified crowd control and waiting line measures in place to promote physical distancing (plexiglass at select service windows, spaced marks on floors)
- University Health Center open with telehealth appointments available.
- Clinical faculty and staff working with patients should follow specific protocols and procedures provided by ETSU Health clinical leadership.

Stage 4 Considerations

- Use experiences from Stage 2 and Stage 3 operations to guide any necessary adjustments for Stage 4.

Stage 4 Needed Actions

- Guidelines should be developed for vetting and approving select Study Abroad and other international programs for ETSU students.
- Create any needed physical distancing parameters for academic instruction based on experiences from Stage 3 (large classes, laboratories, performance).
- Modify physical distancing parameters for service areas.

Transitioning Between Stages

University leadership should make decisions to move “forward” or “backward” between operating stages based on available outcomes and public health data. Decisions should be made in collaboration with THEC, the Health Department, Ballad Health, and local city and county officials. Factors used to inform these decisions include:

- Data and guidance from the Tennessee Department of Health
- Data and guidance from experts with ETSU Health and the region
- Trajectory (upward or downward) of COVID-like syndromic cases reported
- Trajectory (upward or downward) of documented COVID-19 cases
- Changes in the severity of SARS CoV-2-related disease
- The state and local transmission rate
- Local hospitals’ capacity to handle case loads
- Testing availability
- Cases reported on campus
- Community information from local governments and school systems
- Mandates or parameters from THEC and other appropriate authorities
- Federal or state directives, guidelines, or executive orders
- Availability of cleaning supplies and PPE for use on campus.

There are caveats for shifting from one stage to another, mainly related to providing an appropriate amount of time to plan for the transition. Shifting to a lower numbered stage from a higher numbered stage could likely occur more quickly. However, planning to shift from Stage 2 to Stage 3, for example, requires a much longer advanced notice as Stage 3 includes occupancy of residence halls. Timing the implementation of that transition would likely fall at the start of a semester or term.

Safety and Health Measures

The university will continue to promote the safety and health measures outlined by the CDC, Tennessee Department of Health, and other appropriate authorities. As part its demonstrated advocacy for campus health and safety, the university must communicate broadly about the importance of individuals’ health and safety, emphasizing the critical services and resources available to employees and students that promote and support physical and mental health.

Physical Distancing and Face Coverings

Central to ensuring health and safety is the requirement that individuals wear appropriate face coverings on campus, adhere to physical distancing measures, and engage in appropriate sanitation activities. Based on national recommendations, the current standard of 6 feet of distancing between individuals should be maintained as much as possible. Physical distancing is

especially important for times when individuals are sitting or standing in an area for longer periods of time. Thus, staffing plans for work areas should take this distance measure into account. Additionally, the classroom physical distancing guidelines outlined in Stage 3 parameters are based on the 6 feet distance. All faculty, staff, students, and visitors should wear an appropriate face covering on campus at all times unless physically isolated (*e.g.*, inside an individual office or residence hall room). Physical distancing alone without face coverings is not sufficient. Individuals will be expected to provide their own face covering, although the university may be able to provide some masks based on availability. The Health Department is providing an appropriate face covering to an individual at each of its locations.

Testing and Contact Tracing

According to local public health officials, it is anticipated that COVID-19 testing for symptomatic individuals remain widely available. Individuals who have questions about testing or believe they need to be tested should contact the University Health Center. The Health Department is responsible for providing contact tracing for every person who tests positive for COVID-19. The university may be asked to provide information to help Health Department officials as they conduct contact tracing (*e.g.*, providing class enrollment information), however it is anticipated that the university will not otherwise be responsible for contact tracing and notification. As noted in the Individual Responsibility section of this document, employees and students who are diagnosed with a confirmed case of COVID-19 should notify the university through a specified process. This is to ensure that any additional cleaning or safety measures are taken into consideration. It also provides needed information about cases on campus that can be used in making decisions about campus operations.

As testing resources allow, the potential exists for expanded testing of all members of the ETSU campus community, including those without symptoms. Widespread testing of individuals would provide better surveillance capability to more quickly isolate positive cases and quarantine those exposed to positive cases. For example, the university should consider testing all students as they move into the residence halls. The ability to respond swiftly to positive cases provides the best opportunity to limit spread of the virus. Expanded testing could occur at other times on the recommendation of health care leaders.

Health Care Services

The university will continue to provide robust health care services through its clinical operations of ETSU Health including the University Health Center serving students, faculty and staff from its Nicks Hall location on campus. The University Health Center provides options for both in-person care and telehealth visits. Additionally, the area's full complement of ETSU Health practice locations are also available.

When a vaccine becomes available, the University Health Center in partnership with the Health Department, ETSU Health, and Ballard Health will create plans for providing vaccinations to the ETSU community.

Safety Actions

The university will continue to promote healthy hygiene practices, including frequent reminders about hand washing, covering coughs and sneezes, and using appropriate face coverings. Individuals should maintain physical distancing practices. Employees and students should stay home if they are sick or if they have been exposed to a documented or highly suspected case of COVID-19. Signs promoting these everyday protective measures should be widely distributed across campus. Central to promoting these practices should be an emphasis on each individual's responsibility for the health of the campus and community. The University should re-evaluate practices and policies that might discourage a faculty, staff or student from self-isolating when they feel they may have a communicable disease. As stages provide for more employees on campus and for academic instruction on campus, offices and units should work collaboratively to meet physical distancing expectations. Unit or department level plans should complement the university plans outlined in this document. Specific service units may choose to have plans that involve daily self-assessments and temperature checks, but it is not anticipated this will be a widely adopted procedure. Example service units include Public Safety and ETSU Health faculty and staff in a clinical environment.

The university should provide resources that promotes personal hygiene and appropriate sanitation. In the context of a situation of scarce resources, the university should explore how best to procure and provide items like masks, tissues, alcohol-based hand rubs containing at least 60 percent alcohol, disinfectants, and disposable towels for individuals to clean their work surfaces or desks in classrooms. Employees should be discouraged from using other workers' phones, desks, offices, or other work tools and equipment, when possible. Public spaces with chairs and other seating should be rearranged or altered, to the extent possible, to discourage gathering of individuals. Plexiglass shields or guards should be considered for service window or service desk locations. In select locations crowd control and waiting line measures should be installed to promote physical distancing (signs, barriers, spaced marks on floors to show 6 feet of physical distancing). Facilities should maintain regular housekeeping practices of public spaces, including routine cleaning and disinfecting of surfaces, equipment, and other elements of the campus environment. Facilities should coordinate PPE use for certain facilities employees for use in their jobs. Using the CDC guidelines, additional plans should be formulated for cleaning spaces on campus identified after an individual tests positive for COVID-19.

People at Higher Risk for Severe Illness

The university should provide flexibility for employees and students who may need to continue working and learning from a remote environment because of being at higher risk for severe illness. A review and update of employment and attendance policies should occur to provide a standard approach to offering flexibility in the work and classroom environments while ensuring continued compliance with relevant ADA, ADEA, and other regulations. Currently the CDC notes the following individuals are at high risk for severe illness with COVID-19:

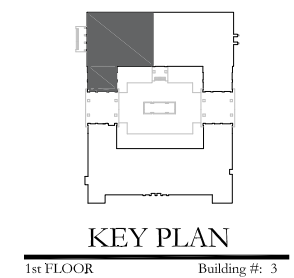
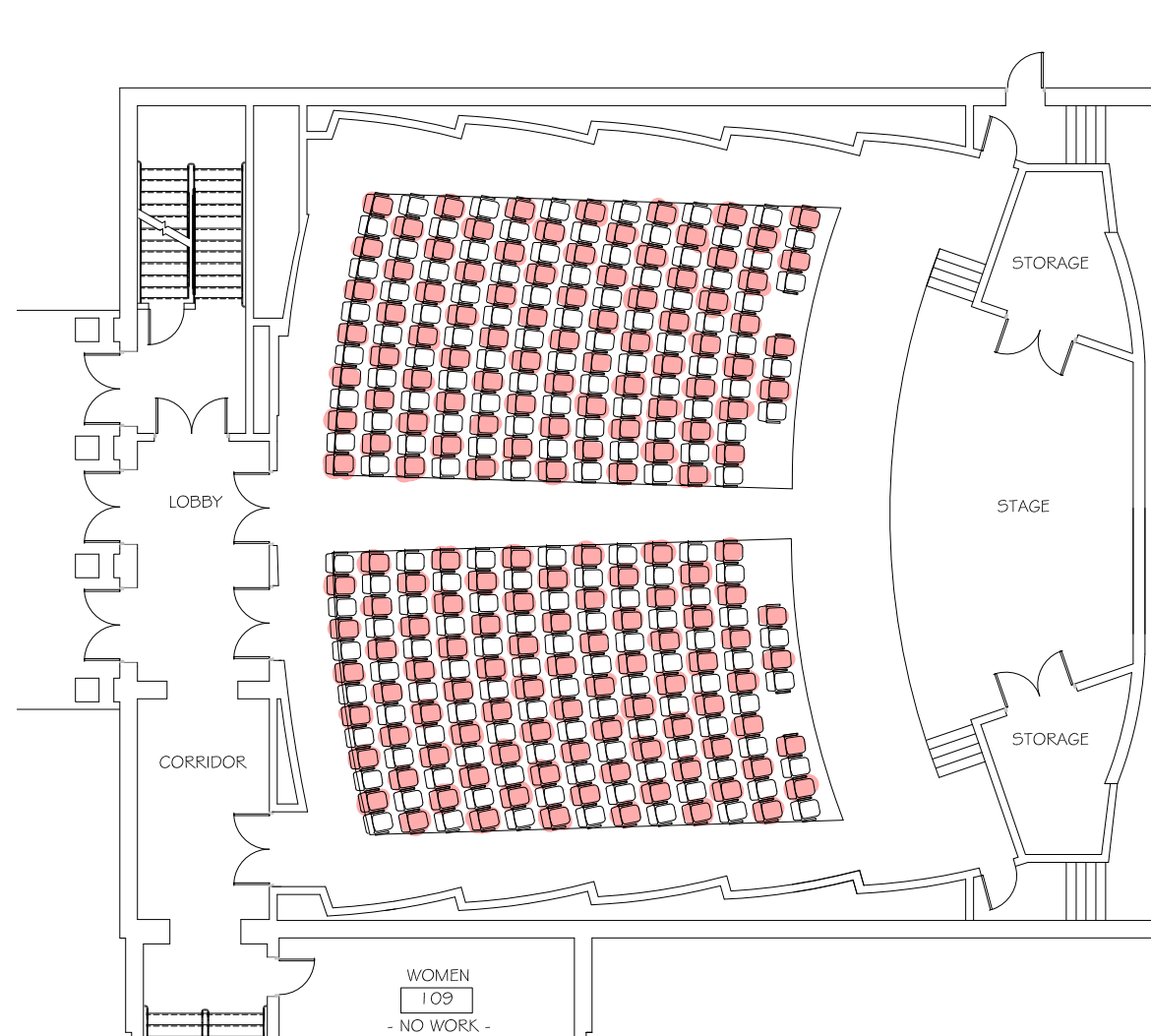
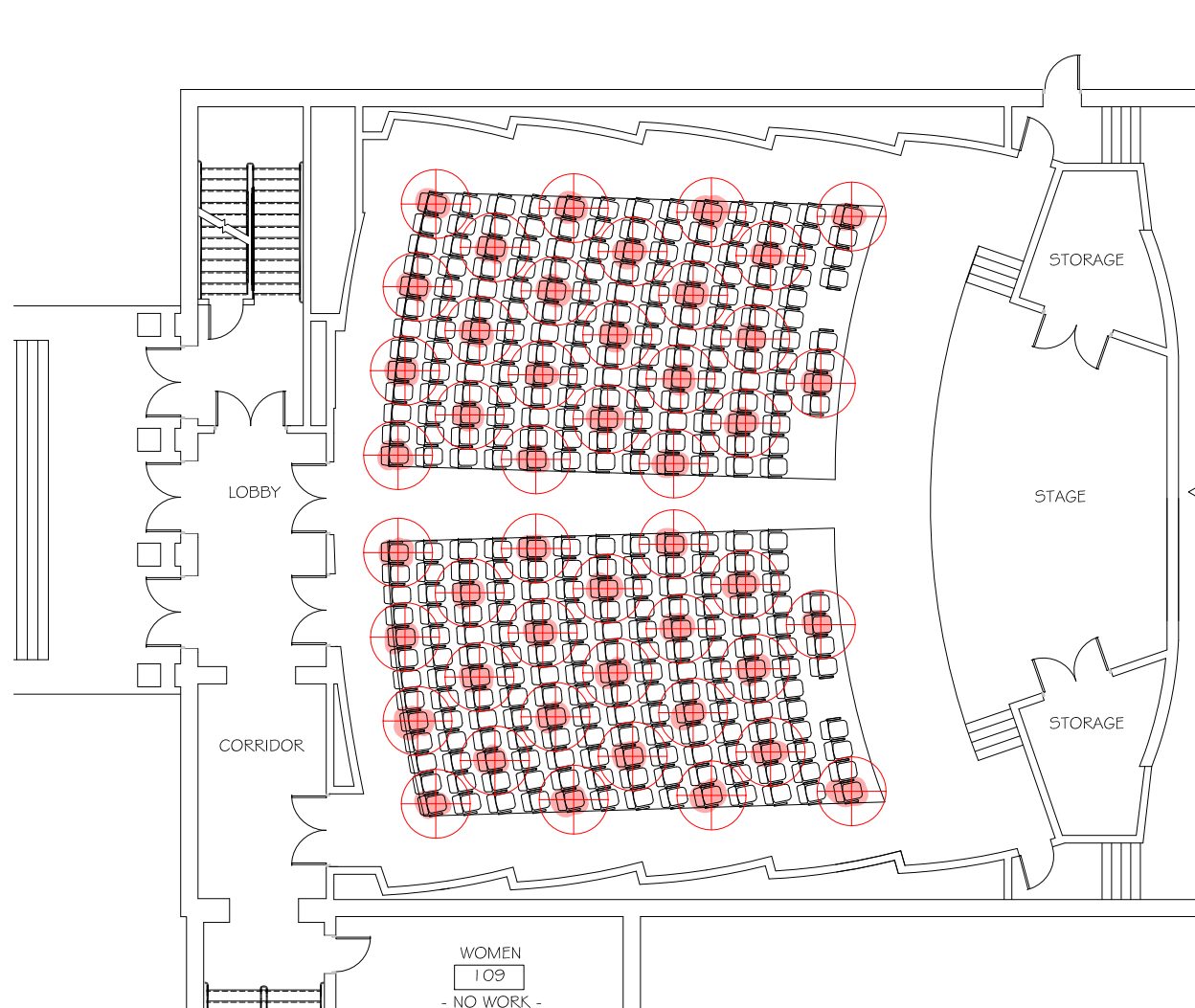
- People 65 years and older
- People who live in a nursing home or long-term care facility
- People of all ages with underlying medical conditions, particularly if not well controlled, including:

- People with chronic lung disease or moderate to severe asthma
- People who have serious heart conditions
- People who are immunocompromised (Many conditions can cause a person to be immunocompromised, including cancer treatment, smoking, bone marrow or organ transplantation, immune deficiencies, poorly controlled HIV or AIDS, and prolonged use of corticosteroids and other immune weakening medications)
- People with severe obesity (body mass index [BMI] of 40 or higher)
- People with diabetes
- People with chronic kidney disease undergoing dialysis
- People with liver disease.

Appendix

Diagrams of example campus instructional space showing physical distancing.

- TOTAL SEAT COUNT: 328 SEATS
- TOTAL APPROXIMATE SQUARE FOOTAGE: 3,500 SF
- REDUCED SEAT COUNT IMPLEMENTING SOCIAL DISTANCING: 46 SEATS
- OCCUPANCY REDUCED TO: 14% OF TOTAL ENFORCING THE STRICTEST INTERPRETATION OF THE CDC GUIDELINES OF 6' SOCIAL DISTANCING
- 50% OCCUPANCY MAY NOT MEET THE CDC GUIDELINES IN SOME CASES



BROWN HALL 112 : STRICTEST INTERPRETATION PLAN
SCALE: 1/16" = 1'-0"



BROWN HALL 112 : 50% OCCUPANCY
SCALE: 1/16" = 1'-0"



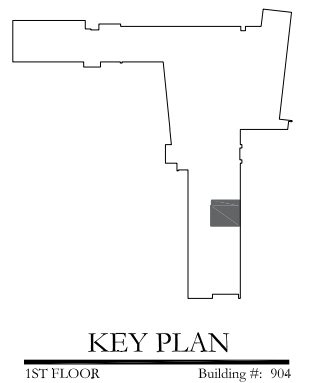
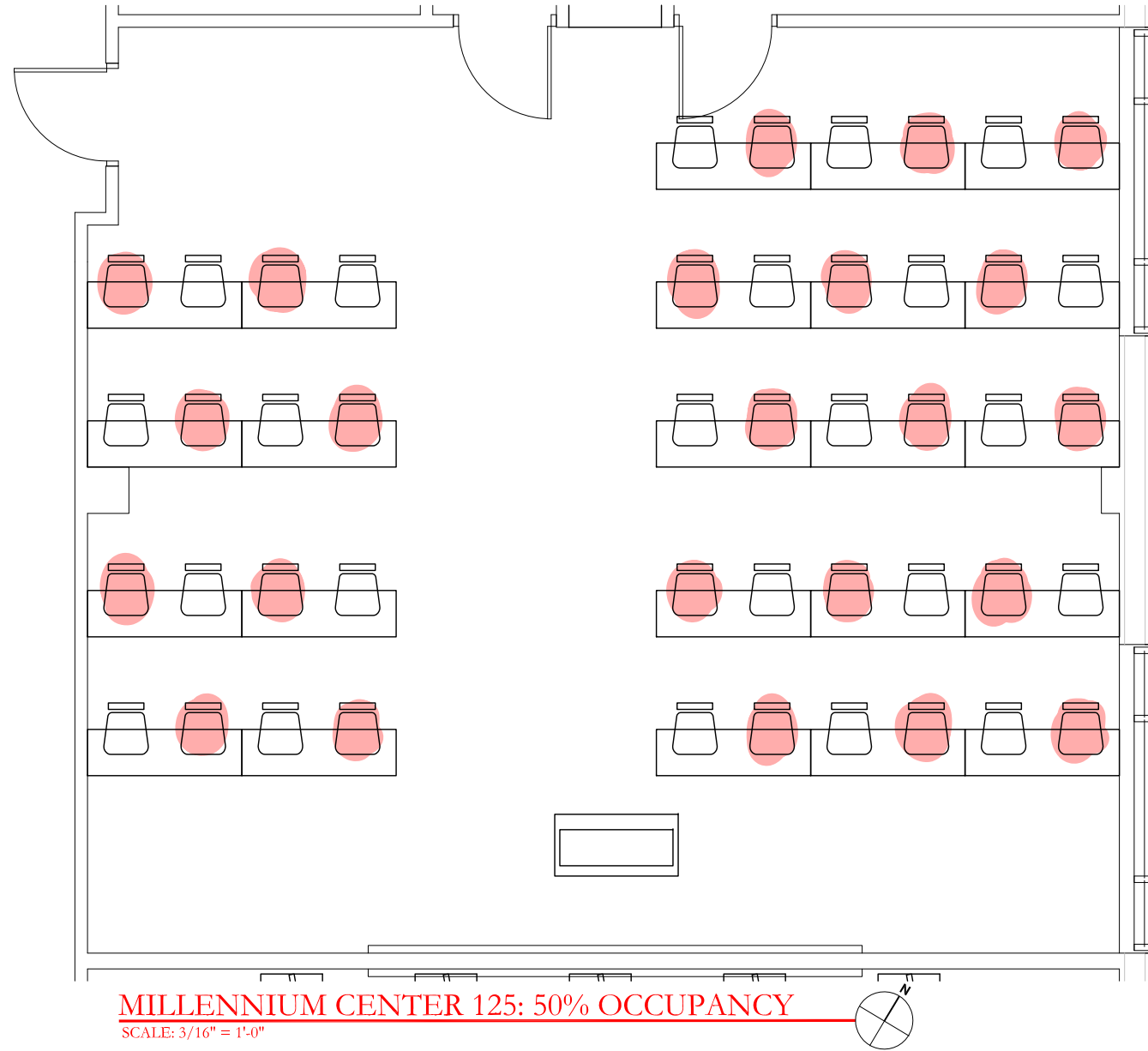
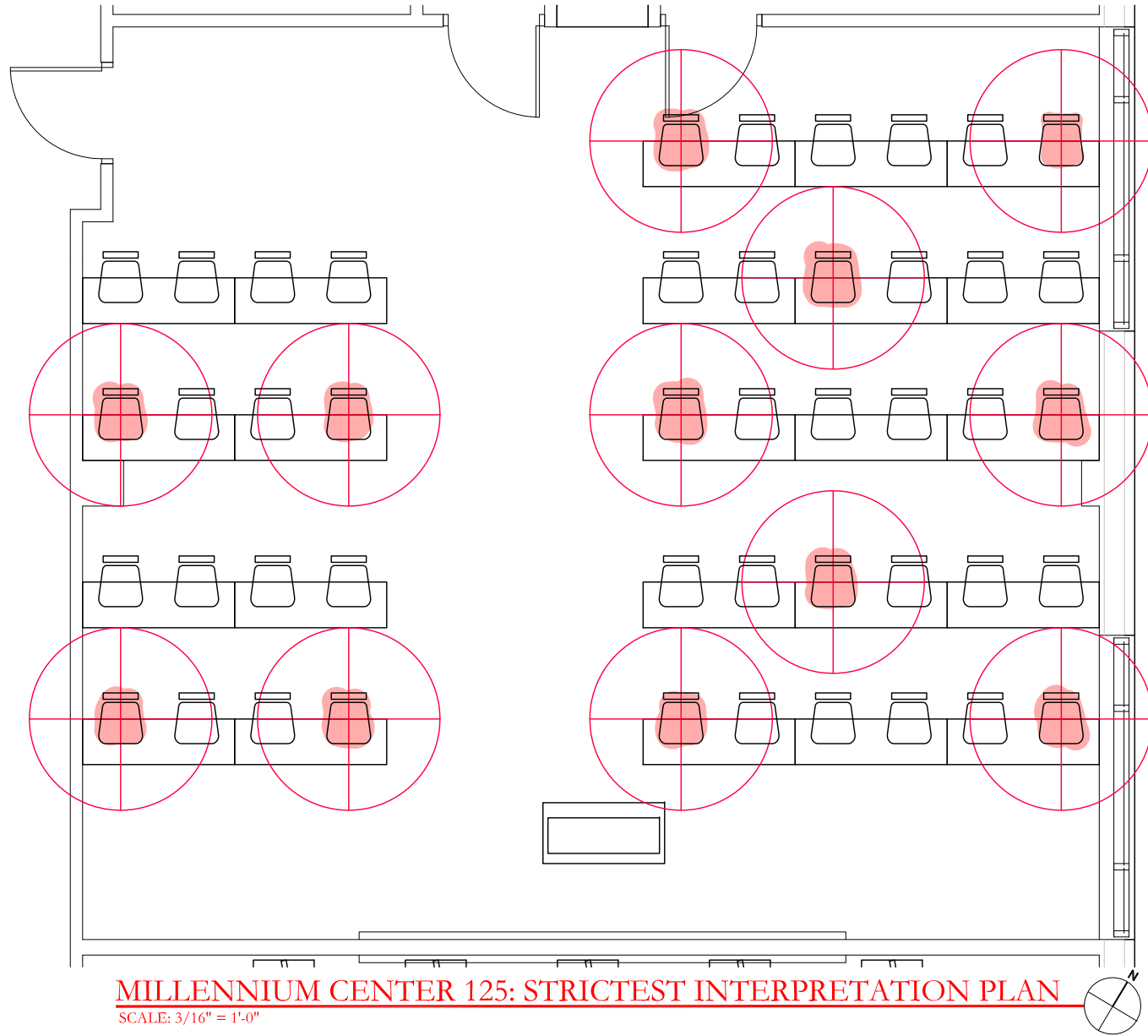
| |
|--|
| 911 Address: 173 SHERROD DR |
| Total BUILDING Square Footage: 160,468 |
| Total FLOOR Square Footage: 32,117 |

| | |
|----------------------|------------------|
| DATE: 05/14/20 | REVISIONS: |
| DRAWN BY: H. RAYMOND | DATE DESCRIPTION |
| SCALE: As Shown | |
| APPROVED BY (DEPT): | |

PRELIMINARY DRAWING NOT FOR CONSTRUCTION

- TOTAL SEAT COUNT: 23 SEATS
- TOTAL APPROXIMATE SQUARE FOOTAGE: 994 SF
- REDUCED SEAT COUNT IMPLEMENTING SOCIAL DISTANCING: 12 SEATS
- OCCUPANCY REDUCED TO: 52% OF TOTAL ENFORCING THE STRICTEST INTERPRETATION OF THE CDC GUIDELINES OF 6' SOCIAL DISTANCING
- 50% OCCUPANCY MAY NOT MEET THE CDC GUIDELINES IN SOME CASES

PLEASE NOTE: MOVING TABLES AND CHAIRS COULD INCREASE SEATING COUNT WHILE IMPLEMENTING SOCIAL DISTANCING



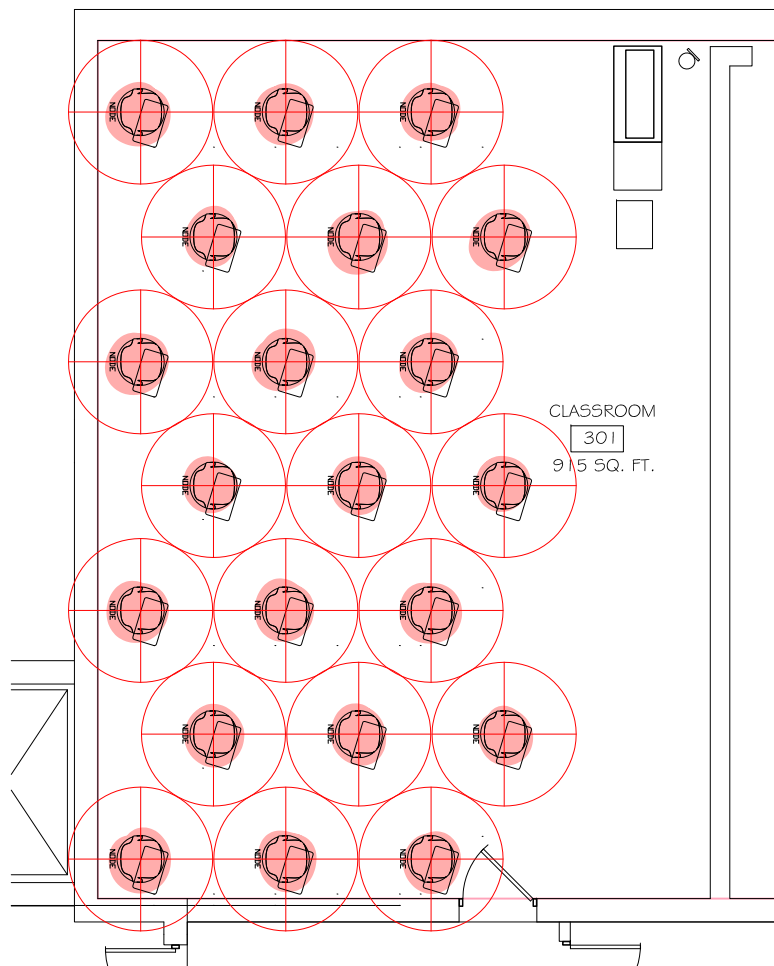
PRELIMINARY DRAWING NOT FOR CONSTRUCTION

| |
|---------------------------------------|
| 911 Address: 2001 MILLENNIUM PL |
| Total BUILDING Square Footage: 75,137 |
| Total FLOOR Square Footage: 37,555 |

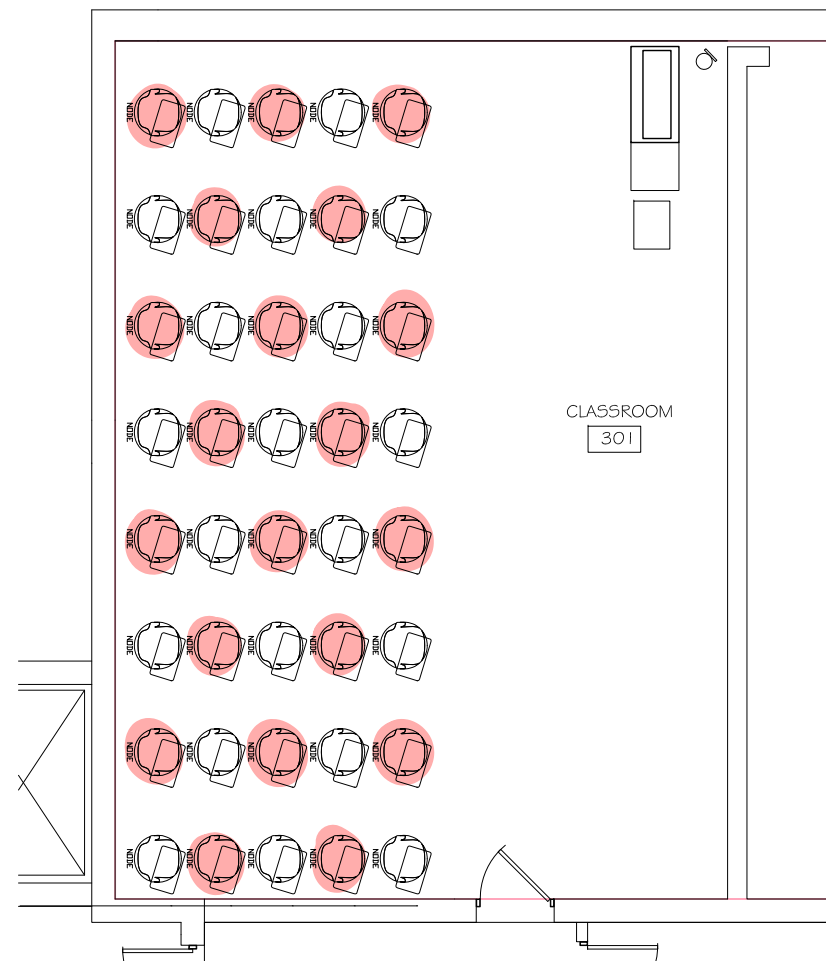
| | |
|----------------------|------------------|
| DATE: 05/14/20 | REVISIONS: |
| DRAWN BY: H. RAYMOND | DATE DESCRIPTION |
| SCALE: As Shown | --- |
| APPROVED BY (DEPT): | --- |
| | --- |
| | --- |

- TOTAL SEAT COUNT: 40 SEATS
- TOTAL APPROXIMATE SQUARE FOOTAGE: 915 SF
- REDUCED SEAT COUNT IMPLEMENTING SOCIAL DISTANCING: 21 SEATS
- OCCUPANCY REDUCED TO: 52% OF TOTAL ENFORCING THE STRICTEST INTERPRETATION OF THE CDC GUIDELINES OF 6' SOCIAL DISTANCING
- 50% OCCUPANCY MAY NOT MEET THE CDC GUIDELINES IN SOME CASES

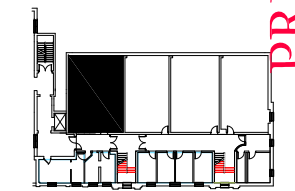
PLEASE NOTES: THE INDIVIDUAL DESKS WOULD NEED TO BE ARRANGED IN THE RECOMMENDED LAYOUT IN ORDER TO MEET THE 6' GUIDELINE. THERE COULD BE A POTNTIAL ISSUE OF KEEPING THE DESKS IN THE EXACT LOCATION ONCE PLACED.



BURLESON 301: STRICTEST INTERPRETATION PLAN
SCALE: 1/8" = 1'-0"



BURLESON 301: 50% OCCUPANCY
SCALE: 1/8" = 1'-0"



KEY PLAN
3RD FLOOR Building #: 14

| |
|--|
| 911 Address: 194 SHERROD DR |
| Total BUILDING Square Footage: 24,296 SF |
| Total FLOOR Square Footage: 6,135 SF |

PRELIMINARY DRAWING NOT FOR CONSTRUCTION

| | |
|----------------------|------------------|
| DATE: 05/14/20 | REVISIONS: |
| DRAWN BY: H. RAYMOND | DATE DESCRIPTION |
| SCALE: As Shown | --- |
| APPROVED BY (DEPT): | --- |
| | --- |
| | --- |

- TOTAL SEAT COUNT: 47 SEATS
- TOTAL APPROXIMATE SQUARE FOOTAGE: 1,178 SF
- REDUCED SEAT COUNT IMPLEMENTING SOCIAL DISTANCING: 13 SEATS
- OCCUPANCY REDUCED TO: 27% OF TOTAL ENFORCING THE STRICTEST INTERPRETATION OF THE CDC GUIDELINES OF 6' SOCIAL DISTANCING
- 50% OCCUPANCY MAY NOT MEET THE CDC GUIDELINES IN SOME CASES

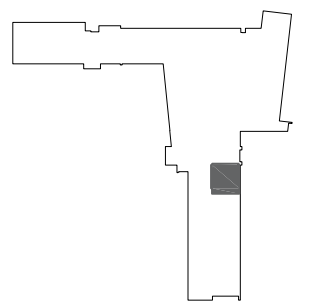
PLEASE NOTE: MOVING TABLES AND CHAIRS COULD INCREASE SEATING COUNT WHILE IMPLEMENTING SOCIAL DISTANCING



MILLENNIUM CENTER 130: STRICTEST INTERPRETATION PLAN
SCALE: 3/16" = 1'-0"



MILLENNIUM CENTER 130: 50% OCCUPANCY
SCALE: 3/16" = 1'-0"



KEY PLAN
1ST FLOOR Building #: 904

PRELIMINARY DRAWING NOT FOR CONSTRUCTION

| |
|---------------------------------------|
| 911 Address: 2001 MILLENNIUM PL |
| Total BUILDING Square Footage: 75,137 |
| Total FLOOR Square Footage: 37,555 |

| | | |
|----------------------|-------------------|-------------|
| DATE: 05/14/20 | REVISIONS: | |
| DRAWN BY: H. RAYMOND | DATE | DESCRIPTION |
| SCALE: As Shown | --- | --- |
| APPROVED BY (DEPT): | --- | --- |
| | --- | --- |
| | --- | --- |

**Undergraduate Curriculum Committee
Annual Report: 2019-2020**

Membership in 2019-2020:

Chair – Tony Pittarese (Business & Technology – 2022)

Secretary - Rhonda Brodrick (Nursing - 2022)

Voting Members –

Rhonda Brodrick (Nursing – 2022)
 Teresa Brooks Taylor (Faculty Senate – 2022)
 Michelle Chandley (Public Health – 2022)
 Shirley Cherry (Clinical & Rehabilitative Sciences – 2020)
 left at the end of fall semester
 T. Jason Davis (Education – 2021)
 Tabitha Fair (Clinical & Rehabilitative Sciences – 2020)
 Replaced Shirley Cherry beginning spring semester
 Julie Fox-Horton (Continuing Studies – 2021)
 Don Good (At-Large – Education – 2020)
 Dana Harrison (Business & Technology/Unit of Chair – 2020)
 Scott Koterbay (Honors College - 2020)
 Arpita Nandi (At-Large – Arts & Sciences – 2020)
 Kimberly Sell (At-Large – Nursing – 2021)
 Melissa Shafer (Arts & Sciences - 2021)
 Jennifer Young (Library – 2020)

Non-Voting/Ex-Officio Members –

Marsh Grube (Academic Affairs)
 Casey Gardner (Catalog)
 LaDonna Hutchins (Inventory)
 Myra Jones (E-Learning)
 Evelyn Roach (Degree Works)

Visitors to 2019-2020 Committee Meetings: Gordon Anderson, Mary Andreae, Junko Arnold, Joe Bidwell, Mary Dave Blackman, Karen Brewster, Jane Broderick, Michael Burford, Cynthia Chambers, Jamie Clem, Andrea Clements, Alison Deadman, Matthew Desjardins, Liv Detwiler, Tom Donahue, Laura Dower, Eileen Ernenwein, Matthew Fehskens, Felipe De Oliveira Fiuza, Bill Flora, Jan Jost Fritz, Stephanie Frye-Clark, Matthew Geiger, Gerardo Arceo Gomez, Allen Gorman, Travis Graves, Christopher Gregg, Katrina Heil, Thomas Alan Holmes, Andrew Howell, Jeanna Mikki Johnson, Keith Johnson, Charlie Jones, Thomas Jones, Karin Keith, Christopher Keller, Den Kellogg, Amal Khoury, Heather Killmeyer, Karen Kornweibel, Tommy Lee, Jill LeRoy-Frazier, Ying Li, Donna Lilly, Greta Marek, Vanessa Mayoraz, Stephen Marshall, Cecilia McIntosh, Sonu Mirchandani, Darrell Moore, Mary Mullins, Ryan Nivens, Whitney Oliver, Matthew Potterton, Michael Ramsey, Ron Roach, Andrew Ross, Aimee Rowe, Deborah Slawson, Isabel Gomez Sobrino, Robert Standaert, Sarah Standridge, Tema Stauffer, Mike Stoots, Melessia Webb, Katherine Weiss, Adam Welch, Chelsea Wessels, Jared Wilson

UCC 2019-2020 Meetings: Regular meetings for the UCC were held the 2nd and 4th Wednesdays during the semester. During the 2019-2020 academic year, the UCC met fifteen (15) times (12 standard, 2 e-mail, 1 zoom).

UCC 2019-2020 Meeting dates: August 28; September 11, 25; October 9, 23; November 13, 27; December 11; January 22, February 12, 21, 26; March 11 (e-mail voting), 25 (e-mail voting); May 13 (zoom).

Record of Business

Substantive Proposals (total **65**: new programs **6**, revisions to existing programs **59**)

New Programs (6):

Minor in Allied Health (College of Clinical and Rehabilitative Health Sciences/Allied Health Sciences)

Minor in Digital Marketing (College of Business & Technology/Management & Marketing)

Minor in Early Childhood Emergent Inquiry (Clemmer College of Education/Early Childhood Education)

Minor in Heritage Interpretation and Museum Studies (College of Arts & Sciences/ Appalachian Studies)

Minor in Old-Time Music (College of Arts & Sciences/Appalachian Studies)

Minor in Scottish and Irish Traditional Music (College of Arts & Sciences/Appalachian Studies)

Academic Program Modification (1):

BA in Music (College of Arts & Sciences/Music)

Articulation Agreement (3):

3+1 Program Biology and Pharmacy (College of Arts & Sciences/Biological Sciences; Gatton College of Pharmacy)

3+1 Program Chemistry and Pharmacy (College of Arts & Sciences/Chemistry; Gatton College of Pharmacy)

3 + 1 Program Health Sciences and Pharmacy (College of Public Health/Health Sciences; Gatton College of Pharmacy)

Establish Program Policy (3)

All BBA Programs – Progression (College of Business & Technology/Management & Marketing)

Foreign Languages Major, B.A. (Spanish Concentration) – Graduation (College of Arts & Sciences/Literature & Language)

Nursing – Progression (College of Nursing/Undergraduate)

New Concentrations in an Existing Program (3):

General Theatre (College of Arts & Sciences/Theatre & Dance)

International Business (College of Business & Technology/Management & Marketing)

Marketing Analytics (College of Business & Technology/Management & Marketing)

Program Policy Revision (9):

All BBA Programs – Admission (College of Business & Technology/Management & Marketing)
 B.A.S. Applied Science Major – Admission (School of Continuing Studies & Academic Outreach/Cross-Disciplinary Studies)
 B.G.S. in General Studies – Admission (School of Continuing Studies & Academic Outreach/Cross-Disciplinary Studies)
 B.S. Cardiopulmonary Science Program – Progression (College of Clinical and Rehabilitative Health Sciences/Allied Health Sciences)
 BSED, Elementary Education; BS, Early Childhood Development (Pre-K-3 Concentration); BS, Special Education; BS, Kinesiology Major (Physical Education K-12 Concentration); Secondary Education: Teacher Preparation Minor - Graduation Progression (Clemmer College of Education/Educational Foundations/Special Education)
 B.S. Health Sciences – Admission (College of Public Health/Health Sciences)
 B.S. in Professional Studies – Admission (School of Continuing Studies & Academic Outreach/Cross-Disciplinary Studies)
 B.S.I.S. in Interdisciplinary Studies – Admission (School of Continuing Studies and Academic Outreach/Cross Disciplinary Studies)
 Social Work Minor – Admission (College of Clinical and Rehabilitative Health Sciences/Social Work)

Revision of an Academic Minor (6):

Entrepreneurship Minor (College of Arts & Sciences/Literature & Language)
 Film Studies (College of Arts & Sciences/Literature & Language)
 Health Sciences Minor (College of Public Health/Public Health)
 Japanese Minor (College of Arts & Sciences/Literature & Language)
 Music Minor (College of Arts & Sciences/Music)
 Spanish for the Professions (College of Arts & Sciences/ Literature & Language)

Substantial Revisions to Programs (Substantive Revision of a Degree or Concentration) (10):

B.A./B.S. Media and Communication (College of Arts & Sciences/ Media & Communication)
 Bachelor of Applied Science (School of Continuing Studies and Academic Outreach/Cross Disciplinary Studies)
 B.M. in Music & all concentrations (College of Arts & Sciences/Music)
 B.S. Biology (College of Arts & Sciences/Biological Sciences)
 B.S. Geosciences (College of Arts & Sciences/Geosciences)
 B.S. Health Administration (College of Public Health/Health Services Management & Policy)
 B.S. Health Sciences (College of Public Health/Health Sciences)
 B.S. Public Health (Community Health Concentration) (College of Public Health/Community & Behavioral Health)
 Foreign Languages Major, B.A. (German Concentration) (College of Arts & Sciences/ Literature & Language)

Psychology, B.A./B.S. (Clinical Psychology Concentration) (College of Arts & Sciences/
Psychology)

Non-Substantive Curriculum or Minor Revision (22):

BA in Studio Art (College of Arts & Sciences/ Art & Design)
 B.B.A. Accountancy (College of Business & Technology/Accountancy)
 BFA in Graphic Design (College of Arts & Sciences/ Art & Design)
 BFA in Studio Art (College of Arts & Sciences/ Art & Design)
 Bachelor of Applied Science (School of Continuing Studies & Academic Outreach/Cross-
 Disciplinary Studies)
 Bachelor of General Studies (School of Continuing Studies & Academic Outreach/Cross-
 Disciplinary Studies)
 Bachelor of General Studies (School of Continuing Studies and Academic Outreach/Cross
 Disciplinary Studies)
 B.S. Cardiopulmonary Science (College of Clinical and Rehabilitative Health Sciences/Allied
 Health Sciences)
 B.S., Chemistry Major (Chemistry Concentration) (College of Arts & Sciences/Chemistry)
 B.S. in Elementary Education (Clemmer College of Education/Curriculum & Instruction)
 BS, Engineering Technology (College of Business & Technology/Engineering, Engineering
 Technology & Surveying)
 B.S. Engineering Technology (Construction Engineering Technology Concentration) (College of
 Business & Technology/Engineering, Engineering Technology & Surveying)
 B.S. Engineering Technology (removing ENTC 4600) (College of Business &
 Technology/Engineering, Engineering Technology & Surveying)
 B.S.E.H. Environmental Health Practices Concentration (College of Public Health/Environmental
 Health)
 Bachelor of Science in Interdisciplinary Studies (School of Continuing Studies & Academic
 Outreach/Cross-Disciplinary Studies)
 B.S. Nutrition (College of Clinical and Rehabilitative Health Sciences/Rehabilitative Sciences)
 Bachelor of Science in Professional Studies (School of Continuing Studies & Academic
 Outreach/Cross-Disciplinary Studies)
 Computing Major, B.S. (College of Business & Technology/Computing)
 Computing Major, B.S. (College of Business & Technology/Computing)
 Kinesiology, B.S. (Clemmer College of Education/Sport, Exercise, Recreation, and Kinesiology)
 Secondary Education Non-Licensure Minor (Clemmer College of Education/Curriculum &
 Instruction)
 Secondary Education: Teacher Preparation Minor (Clemmer College of Education/Curriculum &
 Instruction)

Terminate Academic Program or Concentration (2)

B.A./B.S. Media and Communication Concentrations (College of Arts & Sciences/ Media &
 Communication)
 B.S. Health Sciences (Human Health Concentration) (College of Public Health/Health
 Sciences)

Course Proposals (total **118**: new courses **104**, substantial revisions **12**; tabled **2**)

New Courses (104)

| | |
|----------------|---|
| APST 2320 | Beginning Gaelic Language and Culture (College of Arts & Sciences/ Appalachian Studies) |
| APST 2460 | Introduction to Scottish and Irish Studies (College of Arts & Sciences/ Appalachian Studies) |
| APST 4310 | Scottish and Irish Traditional Music (College of Arts & Sciences/ Appalachian Studies) |
| APST 4327/5327 | Ballads of Appalachia and the British Isles (College of Arts & Sciences/ Appalachian Studies) |
| APST 4810 | Museum and Heritage Site Practicum (College of Arts & Sciences/ Appalachian Studies) |
| ARTA 1220 | 4D Design (College of Arts & Sciences/Art & Design) |
| ARTA 3516 | Woodworking Techniques (College of Arts & Sciences/Art & Design) |
| ARTA 3601 | Intermediate Photography (College of Arts & Sciences/Art & Design) |
| ARTA 3603 | Portraiture and Social Identity (College of Arts & Sciences/Art & Design) |
| ARTA 3630 | Sound Art (College of Arts & Sciences/Art & Design) |
| ARTA 4610 | Time, Context and performance (College of Arts & Sciences/Art & Design) |
| ARTA 4630 | Advanced Extended Media (College of Arts & Sciences/Art & Design) |
| BIOL 4027/5027 | Biomedical Evolution and Ecology (College of Arts & Sciences/ Biological Sciences) |
| BIOL 4087/5087 | Plant Ecology and Evolution (College of Arts & Sciences/ Biological Sciences) |
| BIOL 4287/5287 | Experiments in Animal Behavior and Physiology (College of Arts & Sciences/ Biological Sciences) |
| BIOL4667/5667 | Functional Genomics and Bioinformatics (College of Arts & Sciences/ Biological Sciences) |
| BIOL 4677/5677 | Synthetic Biology and Bioengineering (College of Arts & Sciences/ Biological Sciences) |
| BLUE 2910 | Old-Time Music History I (College of Arts & Sciences/ Appalachian Studies) |
| BLUE 2920 | Old-Time Music History II (College of Arts & Sciences/ Appalachian Studies) |
| BLUE 2930 | Practical Musicianship Skills for Old-Time Musicians (College of Arts & Sciences/ Appalachian Studies) |
| BLUE 2940 | Digital and Archival Resources for Traditional Musicians (College of Arts & Sciences/ Appalachian Studies) |
| BLUE 3920 | Art of Interpretation for Old-Time Musicians (College of Arts & Sciences/ Appalachian Studies) |
| BLUE 4910 | Tradition Bearer Field Experience (College of Arts & Sciences/ Appalachian Studies) |
| COBH 3000 | ESSENTIALS II (College of Public Health/ Community & Behavioral Health) |
| COBH 4467/5467 | Emerging Technologies for the Health Professions II (College of Public Health/ Community & Behavioral Health) |
| CPSC 4550 | Cardiopulmonary Science Capstone (College of Clinical and Rehabilitative Health Sciences/ Allied Health Sciences) |
| CSCI 1120 | Advanced Spreadsheets (College of Business & Technology / Computing) |
| CSCI 3010 | Scripting for Data Management (College of Business & Technology/ Computing) |

| | |
|----------------|--|
| CSCI 4027/5027 | Data Analytics and Visualization (College of Business & Technology/Computing) |
| CSCI 4037/5037 | Natural Language Processing and Text Analysis (College of Business & Technology/Computing) |
| CUAI 4777/5777 | Career and Technical Education Curriculum, Assessment, & Classroom Organization (Clemmer College of Education/Curriculum & Instruction) |
| CUAI 4887/5887 | Career and Technical Education Clinical Practice and Seminar (Clemmer College of Education/Curriculum & Instruction) |
| ECED 3170 | History and Theory of Early Childhood Emergent Inquiry (Clemmer College of Education/Early Childhood Education) |
| ECED 3180 | Observing with Intention from an Emergent Inquiry Perspective (Clemmer College of Education/Early Childhood Education) |
| ECED 3190 | Understanding, Creating, and Using Documentation from an Emergent Inquiry Perspective (Clemmer College of Education/Early Childhood Education) |
| ECED 4170 | Reggio Inspired Early Learning Environments (Clemmer College of Education/Early Childhood Education) |
| ECED 4180 | Working With Families and the Community from an Emergent Inquiry Perspective (Clemmer College of Education/Early Childhood Education) |
| ECED 4190 | Multi-Symbolic Representation with Young Children (Clemmer College of Education/Early Childhood Education) |
| ENTP 3000 | Entrepreneurship Finance and Funding (College of Business & Technology/Management & Marketing) |
| ENTP 3005 | Entrepreneurship Innovation Lab (College of Business & Technology/Management & Marketing) |
| ENTP 3009 | CRM Business Solutions for Start-ups (College of Business & Technology/Management & Marketing) |
| ENTP 3010 | Business Models for Start-up Innovation (College of Business & Technology/Management & Marketing) |
| ENTP 3012 | Social Enterprise & Sustainability Entrepreneurship (College of Business & Technology/Management & Marketing) |
| ENTP 3016 | Product Concept Development and Presentation (College of Business & Technology/Management & Marketing) |
| ENTP 3020 | Protecting Intellectual Property (College of Business & Technology/Management & Marketing) |
| ENTP 4550 | Special Topics in Innovation/Entrepreneurship (College of Business & Technology/Management & Marketing) |
| FILM 2000 | Introduction to Film (College of Arts & Sciences/Literature & Language) |
| FILM 3100 | Rise of the Moving Image (College of Arts & Sciences/Literature & Language) |
| FILM 3200 | Post-War Global Film (College of Arts & Sciences/Literature & Language) |
| GEOS 1800 | Gemology (College of Arts & Sciences/Geosciences) |
| GEOS 2490 | Field Methods in Geospatial Technology (College of Arts & Sciences/Geosciences) |
| GEOS 4357/5357 | Environmental Consulting (College of Arts & Sciences/Geosciences) |
| HIST 3810 | Introduction to Public History (College of Arts & Sciences/History) |
| HSCI 3330 | Histology (College of Public Health/Health Sciences) |
| HSCI 4350 | Cellular Pathophysiology (College of Public Health/Health Sciences) |

| | |
|----------------|--|
| HSMP 3700 | Professional Development and Experiences in Health Care (College of Public Health/Health Services Management & Policy) |
| JAPN 3026 | Business Japanese (College of Arts & Sciences/Literature & Language) |
| JAPN 4020 | Reading in Modern Japanese (College of Arts & Sciences/Literature & Language) |
| JOUR 4300 | Sports Reporting (College of Arts & Sciences/Media & Communication) |
| MCOM 3500 | Audience Insights (College of Arts & Sciences/ Media & Communication) |
| MEDA 4307/5307 | Technology in Career and Technical Education (Clemmer College of Education/Curriculum & Instruction) |
| MGMT 4906 | International Business Internship (College of Business & Technology/ Management & Marketing) |
| MKTG 3800 | Digital Marketing (College of Business & Technology/Management & Marketing) |
| MKTG 3900 | Web and Social Media Analytics (College of Business & Technology/ Management & Marketing) |
| MKTG 4517/5517 | Customer Relationship Management (College of Business & Technology/Management & Marketing) |
| MKTG 4717/5717 | Data Driven Marketing Decisions (College of Business & Technology/ Management & Marketing) |
| MUSC 1273 | Piano Ensemble (College of Arts & Sciences/Music) |
| MUSC 1300 | Theory & Aural Skills I (College of Arts & Sciences/Music) |
| MUSC 1310 | Theory & Aural Skills II (College of Arts & Sciences/Music) |
| MUSC 1340 | Keyboard Skills for Pianists I (College of Arts & Sciences/Music) |
| MUSC 1350 | Keyboard Skills for Pianists II (College of Arts & Sciences/Music) |
| MUSC 2100 | Introduction to the Profession of Music Education (College of Arts & Sciences/Music) |
| MUSC 2300 | Theory & Aural Skills III (College of Arts & Sciences/Music) |
| MUSC 2650 | Secondary Woodwinds (College of Arts & Sciences/Music) |
| MUSC 2700 | Music Education Seminar (College of Arts & Sciences/Music) |
| MUSC 3010 | Piano for Choral Conductors (College of Arts & Sciences/Music) |
| MUSC 3205 | Lab Ensemble (College of Arts & Sciences/Music) |
| MUSC 3630 | The Enterprising Musician (College of Arts & Sciences/Music) |
| MUSC 4350 | Brass Literature and Pedagogy (College of Arts & Sciences/Music) |
| MUSC 4417/5417 | Residency I: Teaching General Music (College of Arts & Sciences/Music) |
| MUSC 4450 | Woodwind Literature and Pedagogy (College of Arts & Sciences/Music) |
| MUSC 4550 | Percussion Literature and Pedagogy (College of Arts & Sciences/Music) |
| MUSC 4560 | String Literature and Pedagogy (College of Arts & Sciences/Music) |
| MUSC 4581 | Orchestra Methods & Material I (College of Arts & Sciences/Music) |
| MUSC 4591 | Orchestra Methods & Materials II (College of Arts & Sciences/Music) |
| PEXS 4110 | Teaching Fitness and Lifetime Activities (Clemmer College of Education/Sport, Exercise, Recreation, and Kinesiology) |
| PSYC 2700 | Positive Psychology (College of Arts & Sciences/Psychology) |
| PUBR 3250 | Nonprofit and Cause Communications (College of Arts & Sciences/Media & Communication) |
| PUBR 3800 | Crisis Communication (College of Arts & Sciences/Media & Communication) |
| PUBR 3900 | Social Media Foundations (College of Arts & Sciences/Media & Communication) |

| | |
|------------------|---|
| READ 4557/5557 | Adolescent Literacy: Assessment and Instruction (Clemmer College of Education/Curriculum & Instruction) |
| READ 4657/5157 | Disciplinary Literacy: Assessing and Instructing Adolescents (Clemmer College of Education/Curriculum & Instruction) |
| RTVF 4300 | Sports Production (College of Arts & Sciences/ Media & Communication) |
| RTVF 4725 | Cinematography (College of Arts & Sciences/ Media & Communication) |
| SALM 3235 | Sport and Recreation Sales (Clemmer College of Education/Sport, Exercise, Recreation, and Kinesiology) |
| SALM 4235 | International Sport (Clemmer College of Education/Sport, Exercise, Recreation, and Kinesiology) |
| SALM 4307/5307 | Campus Recreation Management and Recreational Sport Programming (Clemmer College of Education/Sport, Exercise, Recreation, and Kinesiology) |
| SALM – 4317/5317 | Special Event Programming (Clemmer College of Education/Sport and Leisure Management) |
| SOWK 4337/5337 | Family Violence (College of Clinical and Rehabilitative Health Sciences/Social Work) |
| SPAN 4157/5157 | Spanish for Health Professions (College of Arts & Sciences/Literature & Language) |
| SPAN 4167/5167 | Spanish for Law and Business (College of Arts & Sciences/Literature & Language) |
| SPAN 4187/5187 | Hispanic Linguistics (College of Arts & Sciences/Literature & Language) |
| SURV 3520 | Introduction to Unmanned Aircraft Systems (UAS) (College of Business & Technology/Engineering, Engineering Technology, & Surveying) |
| UHON 4825 | Washington Center Colloquium (Honors College; Honors College Department) |

Substantial Course Modifications (12):

| | |
|----------------|---|
| APST 4567/5567 | Scottish Ethnology (College of Arts & Sciences/Appalachian Studies) |
| COBH 4850 | Field Experience (College of Public Health/Community & Behavioral Health) |
| MUSC 1000 | Orientation to the Music Program (College of Arts & Sciences/Music) |
| MUSC 2540 | Music Research Methods (College of Arts & Sciences/Music) |
| MUSC 3540 | Music History I (College of Arts & Sciences/Music) |
| MUSC 3550 | Music History II (College of Arts & Sciences/Music) |
| MUSC 4570 | Marching Band Methods (College of Arts & Sciences/Music) |
| MUSC 4580 | Organization & Administration of Instrumental Music (College of Arts & Sciences/Music) |
| MUSC 4590 | Beginning Band & General Music Methods (College of Arts & Sciences/Music) |
| NRSE 3005 | Dosage Calculations (College of Nursing/Undergraduate Nursing) |
| PSYC 2700 | Positive Psychology (College of Arts & Sciences/Psychology) |
| PSYC 3300 | Psychology of Women to Psychology of Gender and Sexuality (College of Arts & Sciences/Psychology) |

Tabled Proposals (all categories of proposals) (2):

| | |
|----------------|---|
| SOWK 4347/5347 | Indigenous Approaches to Environmental Justice (College of Clinical and Rehabilitative Health Sciences/Social Work) |
|----------------|---|

SOWK 4357/5357 Self-Care for Helping Professionals (College of Clinical and Rehabilitative Health Sciences/Social Work)

Outstanding Proposals (all categories of proposals) (0):

Proposals approved – on hold at Academic Council (0):

Colleges, Departments, and Programs

(This is a list of all units in the university from which proposals came to the UCC during 2019-2020 academic year. Numbers indicate proposals given final approval upon review.)

Clemmer College of Education [Curriculum & Instruction; Early Childhood Education; Educational Foundations/Special Education; Sport, Exercise, Recreation, and Kinesiology]

Substantive Proposals: 2
Non-substantive Curriculum Changes: 4
Terminate Academic Program or Concentration: 0
New Courses: 16
Substantial Course Modifications: 0

College of Arts and Sciences [Appalachian Studies; Art & Design; Biological Sciences; Chemistry; History; Literature & Language; Media & Communication; Music, Psychology, Theatre & Dance]

Substantive Proposals: 18
Non-substantive Curriculum Changes: 4
Terminate Academic Program or Concentration: 1
New Courses: 62
Substantial Course Modifications: 10

College of Business and Technology [Computing; Engineering, Engineering Technology & Surveying; Management & Marketing]

Substantive Proposals: 5
Non-substantive Curriculum Changes: 6
Terminate Academic Program or Concentration: 0
New Courses: 18
Substantial Course Modifications: 0

College of Clinical and Rehabilitative Health Sciences [Allied Health Sciences; Rehabilitative Sciences; Social Work]

Substantive Proposals: 3
Non-substantive Curriculum Changes: 2
Terminate Academic Program or Concentration: 0
New Courses: 2
Substantial Course Modifications: 0
Tabled Proposals: 2

College of Nursing – [Undergraduate Program]

Substantive Proposals: 1
Non-substantive Curriculum Changes: 0
Terminate Academic Program or Concentration: 0
New Courses: 0
Substantial Course Modifications: 1

College of Public Health [Community & Behavioral Health; Public Health;]

Substantive Proposals: 6
Non-substantive Curriculum Changes: 1
Terminate Academic Program or Concentration: 1
New Courses: 5
Substantial Course Modifications: 1

Gatton College of Pharmacy

Substantive Proposals: 3 (3+1 Proposals)
Non-substantive Curriculum Changes: 0
Terminate Academic Program or Concentration: 0
New Courses: 0
Substantial Course Modifications: 0

Honors College [Honors College Department]

Substantive Proposals: 0
Non-substantive Curriculum Changes: 0
Terminate Academic Program or Concentration: 0
New Courses: 1
Substantial Course Modifications: 0

Quillen College of Medicine

Substantive Proposals: 0
Non-substantive Curriculum Changes: 0
Terminate Academic Program or Concentration: 0
New Courses: 0
Substantial Course Modifications: 0

School of Continuing Studies and Academic Outreach [Cross Disciplinary Studies]

Substantive Proposals: 5
Non-substantive Curriculum Changes: 5
Terminate Academic Program or Concentration: 0
New Courses: 0
Substantial Course Modifications: 0

Other Business

Discussion of University's Minor Policy – 9/25/19 minutes

Discussion of Evaluating Level and Award of Credit – 9/25/19 minutes

Discussion of Summer Committee Process – 5/13/20 minutes

Election of 2020-2021 Chair & Secretary – Tony Pittarese will continue as chair and Rhonda Brodrick to continue as secretary.

Committee Members at End of Term:

- Need to be replaced: Don Good (At large); Arpita Nandi (At large); Teresa Brooks Taylor (Faculty Senate)
- Not determined by College/Department/Willing to return if asked: Tabitha Fair (Clinical & Rehabilitative Sciences); Scott Koterbay (Honors College); Jennifer Young (Library)
- Dana Harrison – Business & Technology – returning as 2nd representative from unit of the UCC chair (Business & Technology)

A copy of this report will be posted on the committee's public website, along with minutes for each meeting during the 2019-2020 academic year.

Submitted by
Tony Pittarese
UCC Chair 2019-2020

Rhonda Brodrick
UCC Secretary: 2019-2020

Approved by UCC 5/14/20 via e-mail