

East Tennessee State University

Digital Commons @ East Tennessee State University

University Council Agendas and Minutes

Agendas and Minutes

3-14-2022

2022 March 14 - University Council Agenda and Minutes

University Council, East Tennessee State University

Follow this and additional works at: <https://dc.etsu.edu/university-council-agendas-minutes>



Part of the [Higher Education Commons](#)

Recommended Citation

University Council, East Tennessee State University, "2022 March 14 - University Council Agenda and Minutes" (2022). *University Council Agendas and Minutes*. 48.

<https://dc.etsu.edu/university-council-agendas-minutes/48>

This Agendas and Minutes is brought to you for free and open access by the Agendas and Minutes at Digital Commons @ East Tennessee State University. It has been accepted for inclusion in University Council Agendas and Minutes by an authorized administrator of Digital Commons @ East Tennessee State University. For more information, please contact digilib@etsu.edu.

AGENDA
University Council
Monday, March 14, 2022
Meeting Conducted Via Zoom
8:30 a.m. – 11:00 a.m.
Zoom link: [Click here](#)

1. Call to Order
2. Roll Call
3. Standing Items
 - 3.1. Approve minutes of the February 14, 2022 meeting (**attachment**)
 - 3.2. Review agenda
 - 3.3. Call for Voluntary Reports of UC-Essential Action Items from Governance Organizations
 - 3.4. Sub-Council Reports – Quality and Effectiveness Sub-Council – Dr. Cheri Clavier
4. Action Items
 - 4.1. Old Business
 - 4.2. New Business
 - 4.2.1. Indoor Air Quality Policy – Dr. Mark Fulks & Dr. Mark Jee (**attachment**)
 - 4.2.2. Limited English Proficiency Policy – Marlina Rogers, Esq. (**attachment**)
5. Information Items/Presentations
 - 5.1. Undergraduate new student enrollment update - Heather Levesque
 - 5.2. 125 Chapter II Strategic Vision- Dr. Mike Hoff
 - 5.3. Revised ITS Governance model – Dr. Karen King
6. President’s Report
7. Announcements
8. Adjournment

The next meeting is scheduled for April 11, 2022 at 8:30 a.m.

University Council
Monday, March 14, 2022
Meeting conducted via Zoom

1. Call to Order

Provost Kimberly McCorkle called the meeting to order at 8:31 a.m.

2. Roll Call

Mr. Joe Smith called the meeting to order. Mr. David Atkins, Dr. Bill Block, Dr. Cheri Clavier, Dr. Mark Fulks, Dr. Adam Green, Mr. Cody Greene, Dr. Lisa Haddad, Dr. Nick Hagemeyer, Ms. Meaghan Heimbach, Mr. Stephen Hendrix, Dr. Michael Hoff, Dr. Karin Keith, Dr. Chris Keller, Dr. B.J. King, Dr. Karen King, Dr. Kimberly McCorkle, Dr. Brian Noland, Ms. Pam Ritter, Dr. Don Samples, Dr. Janna Scarborough, Dr. Joe Sherlin

3. Standing Items

3.1 Approval of Minutes of February 14 meeting

A motion was made to approve the minutes of the February 14 meeting. The motion was seconded, and no changes were requested. The minutes were approved

3.2 Review of Agenda

No revisions to the meeting agenda were requested.

3.3 Call for Voluntary Reports

- Faculty Senate: President Stephen Hendrix noted that work is being done to wrap-up the current academic term. He also thanked Drs. Noland and McCorkle for a memo that was recently sent to the campus regarding academic freedom in the classroom.
- Staff Senate: Mr. Cody Greene thanked Dr. Mike Hoff for his recent presentation regarding the Committee for 125 Chapter II. Over 100 attendees were present for Dr. Hoff's talk.
- Council of Chairs: Chairperson Karin Keith reporting on planning taking place for an upcoming spring meeting of department chairs.

3.4 Sub-Council Reports – Quality and Effectiveness Sub-Council

Dr. Cheri Clavier noted that the sub-council was reviewing its membership structure as well as assignments for the SACSCOC report which have an April due date.

4. Action Items

4.1 Old Business

There were no old business items to address.

4.2 New Business

4.2.1 Indoor Air Quality Policy

Drs. Mark Fulks and Mark Jee presented on the Indoor Air Quality Project which has undergone review for public comment. Included in the policy is how complaints will be investigated. A motion was made and seconded to approve the policy. The council voted and the policy was approved.

4.2.2 Limited English Proficiency Policy

Mr. Garrison Burton presented this policy which is a migration of a TBR policy. A motion was made and seconded to approve the policy. The policy was approved.

5. Information Items/Presentations

5.1 Undergraduate New Student Enrollment Update

Dr. Heather Levesque provided an enrollment update and began by reviewing the four key pillar messages – academic quality, affordability/access, location, and experience – that are being underscored in all recruitment, communication, marketing and other outreach messaging. In looking at data on first-time freshmen for fall 2022, the admissions team set a goal to receive 9,000 applications for the upcoming fall semester; that goal has already been achieved, with 9,143 applications received at the time of the presentation. The admissions team continues to work with these students as part of its Intent to Enroll campaign.

Due to declining enrollment at community colleges, transfer applications are down this year in comparison to last year. However, Dr. Levesque noted that transfer student registration for orientation is trending positively. A total of four staff members in Undergraduate Admissions are working specifically with transfer students. Current data also reflect an increase in both international student applications and admittance.

The first new student orientation will be held on April 23. As the institution continues into “Yield Season,” Dr. Levesque reported that active communication, such as emails, texting, and phone calls, continues with students. New Buccaneer Kick-Off events are planned, as are Buccaneer Boot Camp events where a member of the admission team will meet one-on-one at high schools with students to answer questions and assist with registering for new student orientation.

5.2 Committee for 125 Chapter II Strategic Vision

Dr. Mike Hoff provided an update on the Committee for 125 Chapter II. He discussed the institution’s current strategic planning process and how 125 aligns with our strategic

planning. Dr. Hoff reviewed some of the major outcomes of the initial Committee for 125 initiative which resulted in numerous new academic programs, an expanded academic health sciences presence, greater activity within fundraising, new athletics programs, major facility improvements, and numerous student success outcomes. He also reviewed KPIs for ETSU as well as other landscape changes which drove the need for a second chapter for the Committee for 125.

Broad internal and external engagement has taken place regarding this strategic envisioning process, including a Board of Trustees retreat last September. Major prompts for these discussions have included: *What can ETSU do to better serve the needs of our region and the state? What are the biggest challenges facing our region in the next decade and how can we respond? How does the university balance its mission of teaching, research, and service? What do we envision for ETSU Health in the next decade?*

In addition to identifying institutional aspirations for the university, the report also looks at three pillars – Access, Success, and Impact – and sets goals and outcomes for years 1-4 and years 5-10. Immediate initiatives have been identified as well. Dr. Hoff concluded his report by looking at next steps, which include getting feedback from the university community on the draft vision report, going before University Council and the Board of Trustees for vote, and then implementation.

5.2 Revised ITS Governance Model

Dr. Karen King reported on revisions to the ITS governance model. She shared the composition of the ITS governance committee as well as its subcommittees. A new subcommittee on Data Governance has been added.

As part of the new ITS governance model, she discussed a Project Portfolio Management system that ensures new project requests can be managed and implemented. Through this intake system, projects are scored based on several factors. She also underscored the need for thorough communication to take place between the ITS council and its subcommittees, and that information be shared broadly with the campus.

6. President's Report

As part of his report, Dr. Noland:

- Reflected on how the past two years have transformed since the pandemic began. It was two years ago that the university began moving its operations remotely as a result of COVID-19. Despite the challenges that were faced, the university moved its mission forward and graduated some 4,500 students. Examples of how the university responded include ETSU Health, which stood on the front lines and assisted with COVID-19 testing, and the system continues to offer COVID-19 vaccines. Staff members helped create PPE for distribution, and students and faculty from Clemmer College assisted with outreach in the community;

- Discussed how this has been a time for ETSU to listen and to respond to the needs and expectations of the community;
- Reported on how he is looking forward to the implementation of the Committee for 125 Chapter II recommendations;
- Gave a legislative update and noted that in addition to the budget being solid and balanced, this will allow for significant construction to take place. Funds are available to support the replacement of Banner and for numerous other initiatives; and
- Encouraged everyone to enjoy the spring season and to participate in some of the many upcoming events.

7. Announcements

There were no new announcements.

8. Adjournment

Provost McCorkle adjourned the meeting at 9:36 a.m.



ETSU COMMITTEE FOR 125 CHAPTER II

Draft Report

Contents

I. Forward..... 2

II. Executive Summary..... 2

III. Making the Case for a New Vision and Historical Context 4

IV. Beginning a New Chapter..... 7

V. ETSU 125 Committee for 125 Chapter II Process Overview 7

 A. Activities & Timelines..... 7

 B. Constituent Engagement 9

VI. Highlights from 125 Chapter II Task Force Reports..... 10

 A. Academic Task Force: ETSU is an academic destination university of the 21st Century and drives regional stewardship..... 10

 B. Student Success and Experience Task Force: ETSU leads all Tennessee universities in making progress toward Complete College Tennessee Act (CCTA) objectives..... 11

 C. Research and Scholarship Task Force: ETSU is recognized, through funding and program rankings, as one of the premier R2 research universities in the nation..... 13

 D. *ETSU Health Task Force: ETSU Health transforms the health of the region through education, research, and team-based care.* 13

 E. *Equity and Inclusion Task Force: Diversity, equity, and inclusion are embedded in the work of the university throughout teaching, research, service, and training.*..... 15

 F. *Fiscal Sustainability Task Force: ETSU is renowned for its transparency, planning, and decision support.* 15

VII. Vision for the 125th Year of ETSU..... 16

Appendix I: Next Steps and Implementation Timeline..... 20

 A. Years 1-5..... 20

 B. Years 5-10 21

I. Forward

As East Tennessee State University and the academy as a whole transition into a post-pandemic epoch, they face a series of headwinds that will impact the success of the institution and broader community for the coming decade and beyond. The increasing sense of malaise and political division that defines our present environment was magnified by COVID and many members of society no longer see higher education as a viable pathway to prosperity. Men, students of color, and non-traditional students have decided to forgo college in hopes of a brighter future through alternative pathways. While the short-term wage bump, and other distractions, has created a false sense of security for such students, countless research studies indicate that a college degree remains the key to generational prosperity and community health. This skepticism is magnified by external political forces that have created a false narrative that is anti-majority and biased against the traditional hierarchy. Notions of critical race theory and false flags dominate the popular press as many posit that the pathway to the middle class is a pathway to cultural diaspora.

It is within this environment that ETSU embarks upon the next chapter of C125. II. At the onset the original strategic planning effort, future facing concerns were focused upon MOOCS and massification. While those threats remain, they have been enjoined by the politics of division and distrust of the academy. Institutional leaders must give careful thought to the manner in which they navigate this landscape. If ETSU is to achieve its aggressive vision, campus leaders must take deliberate and purposeful steps to recruit more men to college, offering programs and services that lead to enhanced economic and career outcomes.

The result of the context above in northeast Tennessee is evidenced by a significant decline in the region's college going rate, even as the state has incentivized post-secondary attendance at the community college level. This decline is evidence that the value not the price is now the determining factor in deciding to enroll or re-enroll in college. To respond institutions must begin a realignment of programs, new degrees, and other actions to make the academy relevant to real world applications. The university must leverage resources to provide a broader narrative of the educational environment and re-establish its place in the prosperity pipeline.

Enrollment is the lifeblood of the university and campus leaders must remain laser focused on enrollment growth. This includes recruitment, retention, and adaptation of the current model to meet demand from those who have been left behind. Without an expansion of our current enrollment the following vision will stagnate and as such factors that demonstrate the value of higher education, those that have shown they open enrollment opportunities, and initiatives that ensure all who enroll succeed will receive top priority for promotion and resources as we implement the bold vision contained in the remainder of this report.

II. Executive Summary

East Tennessee State University is in the fifth year of the current strategic plan, and ten years removed from the development of the institution's current strategic vision. Broad landscape

shifts have transpired across all sectors of the academy as the result of the COVID-19 pandemic. In line with the rich history of long-range planning at the institution, and in response to these shifts, ETSU embarked upon the development of the next strategic vision that will drive planning and resource allocation decisions for the coming decade. To ensure the institution was drawing on the broadest possible set of perspectives, the Committee for ETSU 125 Chapter II was comprised of a diverse group of local, regional, and national leaders, and driven by the vision and aspirations of ETSU's faculty, staff, and students. A central question framed the work of the Committee: "How can we build on the lessons learned from the pandemic to build a purposeful 15-year plan that ensures the ETSU of 2036 thrives and continues to be a generative presence in Appalachia?"

This question led to rich and dynamic discussions among the members of the Committee for 125 Chapter II (C125.2) that, while considering practical limitations, did not hesitate to set a daring vision that envisions a thriving East Tennessee State University in 2036. As it has been throughout its history, the University strives to be recognized for its commitment to place and the transformational impact it has on educational attainment and economic development in the Appalachian Highlands. Through nationally ranked programs, a deep commitment to arts and culture, expansion and innovation in health sciences, and a comprehensive research portfolio, ETSU strives to become one of the premier institutions in the southern region. This ascent will be driven by world-class faculty members that ensure the highest levels of academic quality, while also deploying innovative student interventions that will result in the highest level of student success in the history of the institution.

A driver of these aspirational outcomes is the campus itself, which through focused master planning, will become a destination campus with a state-of-the-art academic building, a new Health Science Hub, and the Martin Arts Center. The investments made in athletic facilities, primarily the William B. Greene football stadium will bring the community closer to ETSU and result in ETSU becoming even more tightly woven into the cultural fabric of the region.

The Committee for 125 Chapter II envisions a student body that comes from a variety of backgrounds yet can consistently succeed because of a concierge-like experience that will come to define an ETSU education. This re-engineered experience will include an enhanced general education curriculum that prepares students for lifelong learning and professional success, and ultimately, result in a post-graduation experience that spreads the ETSU brand, one graduate at a time, throughout the world.

The story of ETSU over the next decade is one best told by the community it serves, a community that strives for economic and population growth, improved educational attainment, diverse opportunities for all citizens, and expanded cultural experiences driven by the commitment of all faculty, staff, and students to the principles implemented at its founding in 1911.

III. Making the Case for a New Vision and Historical Context

The beginning of this decade has been a time of seismic shifts in America, with all corners of society and the economy dramatically affected by the dual disruptions of a global pandemic and exponential increases in technological capabilities. Higher education was not immune from these forces, finding itself facing an array of challenges to its traditional model. But as always, trials are also an opportunity to excel and innovate, and universities willing to transform the research and academic enterprise, fully focus on student success, and simultaneously stay rooted in the community, will thrive.

East Tennessee State University will be one of those institutions.

ETSU entered the current decade with a strong, consensus driven strategic plan focused on advancing the institution that had previously been developed under the auspices of the Committee for 125. Whether it was expanding graduate programming, building an interdisciplinary mindset, or initiating critical internal operations shifts, much of the reason ETSU had been able to accelerate through the challenges of the pandemic and emerge as a regional leader was due to the strategic foundations developed by the original Committee for 125.

These threads- a forward looking university that enjoys a robust reputation as a health sciences institution, is rooted as a hub of education and economic advancement in Appalachia and is committed to the core tenets of equity and inclusion- were components of the Committee for 125 proceedings but were amplified and advanced by the work of several campus-wide taskforces convened throughout the past year. The taskforces, focused on research, equity and inclusion, student success and experience, ETSU Health, academic affairs, and fiscal sustainability, provided a broad opportunity to assess the challenges of the coming decade and ensured that as ETSU continued its second century of operations, the institution stayed fully committed to its foundational principles.

In the early 1900s, policy leaders and elected officials in the state of Tennessee debated the need to create new colleges in each of the three grand divisions of the state focused on preparing teachers to educate citizens in the rural regions and preparing them for a rapidly changing economy. This recognition by the state of the needs of rural communities, coupled with the power of education to transform those communities, has been at the heart of East Tennessee State University since its founding. With the passage of the Normal School Law of 1909, ETSU began with the stated purpose, “For the education and professional training of teachers for the public schools of the State.” When the institution opened in 1911, its founding President Sidney Gilbreath stated the following in an early address to the faculty:

“While the purpose of the Normal School as defined by the General Education Law of 1909 is declared to be ‘For the education and professional training of teachers for the public schools of the State,’ in a broader sense it is interested in the investigation of all the problems ... and in making better conditions for living throughout the territory which it was established to serve.”

“In preparation for this work four general principles are recognized: first, thorough scholarship; second, the study of education of science; third, practice in teaching under expert supervision; fourth, a thorough knowledge of conditions and needs in the State and in the nation.”

Sidney Gilbreath assumed control of the fledgling institution that, from its inception, served as a de facto land grant for central Appalachia. The grounds upon which the campus is located was donated by Mr. George Carter, local entrepreneur, business leader, and philanthropist. The city of Johnson City covered the utility costs for the institution in its early years, and community leaders provided scholarships and housing to its first students. The business community, elected officials, church leaders, as well as citizens of the region saw the future in this institution and the future of the region were intertwined. One need only look at the continuing service rendered to the Appalachian Highlands, local industry, and community leaders, and the current ETSU Board of Trustees to see how deeply this tradition has been carried into the 21st century.

Throughout its 110-year history, ETSU has grown from a humble normal school to a dynamic and diverse R2 research institution with a nationally recognized mission focus in the health sciences. This evolution has been marked at regular intervals by thoughtful analysis regarding the state and regional landscape that were swiftly followed by efforts to ensure the University remained true to its founding principles, while also continually adapting to serve students and communities in new ways.

As such, the visioning process that unfolded across the campus during 2021 is nested within a tradition of strategic planning. Most relevant to the current efforts is the history of the strategic visioning processes over the last several decades including, the Commission on the Future of ETSU convened in 1986 to define the future through 2011; the Committee for ETSU 125 Chapter I convened in 2012 looking toward 2036; and the 2016-2026 strategic planning process convened in 2016 to prepare for the incoming Board of Trustees.

Against this backdrop, it became clear to university leaders that the post-pandemic era signaled the beginning of a new epoch that would require a similar evaluation and a willingness to not only build on progress that emerged from original Committee for 125 efforts, but also launch new efforts that set the conditions for success throughout the 2020s. Many of the challenges the Committee for 125 Chapter II, sought to address were common across the higher education sector. Primary among these challenges is the following:

- ETSU faces an increasingly competitive enrollment environment: It is evident to anyone who follows The Chronicle of Higher Education or Inside Higher Ed that higher education is changing dramatically. This change was notable prior to the COVID-19 pandemic, but the pandemic has accelerated change. The most pressing change is the looming “demographic cliff” (Higher Education Magazine, 2019). The 2008 recession resulted in a sharp decline in birth rates in the US and around the world; children born (or not) in 2008 would comprise the incoming college class of 2025-2026. Even as the economy

improved, the birth rate did not, which means that college enrollment will feel the impact of this declining birth rate through 2035. Predictive modeling suggests that college enrollment will decline by 15% beginning in 2025, continue through 2029, and then level to a continued decline of 1-2% annually (Bar Shay, 2018). This modeling also suggests that the loss will not be evenly distributed across institutions: Elite institutions will continue to be in demand, but regional 4-year institutions are the ones likely “to lose more than 11 percent of their students, from 1.43 million in 2012 to 1.27 million in 2029” (Bar shay, 2018). With fewer students of traditional high school age matriculating into college, the marketplace of higher education will become competitive in what will be a basic supply and demand problem: It is imperative that regional public institutions offer opportunities that appeal to traditional first-year students while also serving a full spectrum of nontraditional students.

- State policy shifts that place a premium on student success: Tennessee’s transition to an outcomes-based funding model via the Complete College Tennessee Act of 2010 shifted operations at ETSU and across the state towards a student success driven orientation. Of note is that ETSU has consistently outperformed in-state peers in the THEC outcomes formula model. However, operating in an environment where ETSU is not just measured against its own performance, but rather, against a larger milieu of other public institutions necessitates a continual evaluation of student success initiatives and an operating mindset that is relentlessly focused on completion rates.
- The opportunities (and challenges) inherent in new technological modalities: Online education has evolved as a complementary strategy to a focal one. Some universities are now delivering complex engineering instruction previously thought to be reserved for in-person classroom delivery via an online modality while remaining fully accredited. The asynchronous delivery required due to public health reasons during the pandemic has set the table both for ETSU and across the country to completely re-evaluate how online instruction is viewed and delivered.
- The pace of change post-pandemic requires organizational agility: During the pandemic businesses of all types had to change, higher education included. It is now clear that the pace of change will not recede after the pandemic becomes endemic. This pressure will be felt particularly in the areas of new program development, talent deployment, productivity, and organizational effectiveness. In the next decade, universities will be required to do more, faster, with less.

It also became apparent during the strategic visioning process that efforts that have unfolded over many decades have resulted in East Tennessee State University moving forward in a unique position of momentum. Two examples of this posture are the unparalleled brand identity that has been built across the country regarding the University’s health sciences mission, and the unmatched sense of commitment to place. This regional mission continues to guide the University, just as it did at its founding, as not merely an institution of higher

education located in Appalachia, but rather, an institution inextricably linked to the people, culture, and mountains that surround our campus.

IV. Beginning a New Chapter

The Committee for 125 Chapter II process closely follows the 125 Chapter I proceedings, primarily because of the successful nature of those earlier efforts. Moreover, these prospective plans build on a foundation of rigorous vision-setting that has been in place since 1911 and specifically emerged during the proceedings of the Commission on the Future of ETSU in 1986. That work, launched almost forty years ago, was charged to look ahead to the University's centennial in 2011, and outlined five principles that guided the campus throughout the ensuing decades:

1. Universities are best characterized by their people, their human processes, and the products of those efforts.
2. Teaching and learning will remain the central mission at ETSU, as it is most universities.
3. Augmenting a long-standing commitment to teaching is a growing participation by ETSU faculty in adding to the broad body of knowledge and to its employment in advanced professional service.
4. All faculty of ETSU are expected to be accomplished scholars.
5. All students at ETSU will be expected to be active participants in the learning process.

Since that time, ETSU has developed concerted efforts to engage institutional, regional, and national experts to bring to bear the greatest possible composition of perspective and knowledge regarding the future of higher education – it is a defining feature of the institution and what makes ETSU more than just a regional public institution. Planning is a process of reinvigoration and renewal, allowing an institution to let go of dreams not realized and imagine new ones. But in the higher education context, this process must be driven by community- both the faculty, staff and students directly connected to the campus and the broader set of local and state stakeholders. ETSU has ensured the long-standing process of strategic planning that starts with people and principle was utilized again with the Committee for 125 Chapter II, and the resulting work will guide the institution through another decade of growth exceeding in measure the past four decades.

V. ETSU 125 Committee for 125 Chapter II Process Overview

A. Activities & Timelines

In 2020, campus leaders were aware of changes to the policy, fiscal, and demographic landscape that necessitated a new vision and revised strategic plan. Recent years had seen ETSU entering a new period of governance, with the advent of the first ever Board of Trustees, all of whom had inherited the vision of the Committee for 125 Chapter 1, rather than engaged in shaping it. Many long-time campus leaders who shepherded the institution over the previous decades had retired. On a decidedly positive note, most ambitious goals outlined during the

125 Chapter 1 process had been realized. These factors came together against the radical disruptions of the pandemic, making clear that the University and community were ready for a new vision in a new era. In preparation for what would become the Committee for 125 Chapter II, the university completed many activities to prepare the institution. Below are some key activities completed in preparation for the launch of the C125.2 visioning process:

- Senior Leadership Retreat at EAB (March 2020)
- Strategic Marketing Review (Completed 2020)
- Community Engagement Task Force (Recommendations 2020)
- Equity and Inclusion Strategic Plan (Presented 2020)
- Advising Task Force (Recommendations 2020)
- Admission and Enrollment Review (Implemented 2020)
- Scholarship Review (Phase One Implemented 2020)
- Program Development and Revitalization (2020)
- Combined Graduated Studies and Continuing Studies to form one college (2020)

As with so many other activities, the COVID-19 pandemic resulted in a delay to the formal launch of the C125.2 process. Despite this delay, and the unprecedented demands the pandemic made on the faculty, staff, and leaders of the university, the Committee for 125 Chapter II planning process was formally initiated in March of 2021. Members of the Committee for 125 Chapter II are as follows:

Mr. Scott Niswonger, Former ETSU Board Trustee
Dr. Linda Latimer, ETSU Board Trustee
Ms. Melissa Steagall-Jones, ETSU Board Trustee
Mr. Louis H Gump, Committee for 125.1 Chair
Rev. Lester D. Lattany, Pastor of Friendship Baptist Church
Mr. Alan Levine, President Ballad Health

Dr. Rob Anderson, President SHEEO
Mr. Scott Jenkins, Strategy Director Lumina Foundation
Dr. Mildred Garcia, President AASCU
Dr. Alisa White, President Sam Houston State
Dr. James Votruba, President Emeritus NKU
Dr. Brian Noland, President ETSU (Chair)
Dr. Mike Hoff, Chief Planning Officer ETSU (Staff lead)

The C125.2 visioning process was conducted in four phases, commencing with project launch, task-force proceedings and data gathering, and constituent engagement. The final phase, focused on the draft vision and plan development, was focused on articulating what was learned in the first three phases. The entire 125 Chapter II process was facilitated by former THEC Director Mike Krause, now serving in a consulting role to ETSU.

The Committee for 125 Chapter II met throughout the year, with initial convenings centered around a critical examination of institutional data as well as larger trends in higher education. The committee was asked to identify strengths and weaknesses of the institution and begin

discussion of broad ideas that would form the pillars of a strategic vision for ETSU over the next fifteen years.

The second convening focused on hearing directly from the task force leaders about the in-depth and subject specific discussions that had unfolded over the previous months. Importantly, this phase provided an opportunity to create an iterative feedback loop between the committee and the respective task forces. The third meeting was used to hone the focus of the work and provide the committee with a summary vision and set of outcomes from each taskforce. The committee also discussed the current key performance indicators and the need for a new peer group to help the institution calibrate performance and gauge success in future years.

B. [Constituent Engagement](#)

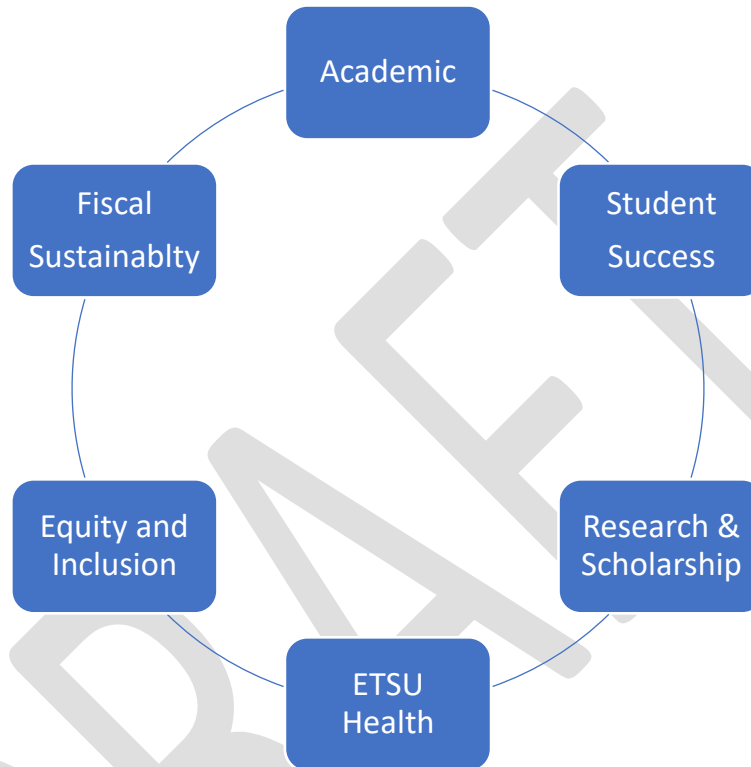
Throughout 2021, the president and other members of the leadership team met with over three hundred community members and groups, ranging from local community service organizations to elected officials. One of the most informative sessions during this time was the series of employer roundtables hosted by the ETSU Alumni office. In these forums, employers affirmed the value of an ETSU degree, while also highlighting the need for more work to be done regarding the general education curriculum and the associated set of skills inherent in being an ETSU graduate. Below is a brief list of key meetings and listening sessions that highlight substantial input offered by the broader community during this process:

Selected Constituent Meetings:

- ETSU Leadership and SCORE Listening Tour, December 2020
- Independent & Group Meetings – legislative delegation, 2021
- ACE Board Meetings, 2021
- Chamber of Commerce Meetings (Bristol, Kingsport, Johnson City), August-September 2021
- Employer Roundtables, September 2021
- Sevier Economic Development Luncheon and Discussion, September 2021
- ETSU Board of Trustees Retreat, September 2021
- ETSU 125 Chapter 2 Roundtable with Regional Superintendents, October 2021
- ETSU University-wide Townhall Re: ETSU 125 Chapter II, October 2021
- Student Listening Sessions, April, and November 2021
- Faculty Senate, Presentation of 125 Chapter II, November 2021
- ETSU Dean’s Retreat, January 2022
- Small group discussions with key constituency sectors across campus, January, and February 2022

VI. Highlights from 125 Chapter II Task Force Reports

As part of the ETSU 125 Chapter II process, the university established six task forces focused on pillars of support for the mission of ETSU: Academics, Student Success and Experience, Research and Scholarship, ETSU Health, Equity and Inclusion, and Fiscal Sustainability.



Each task force was provided the previous work of the Committee for 125 Chapter I and accompanying task force reports. The task forces were staffed with recommendations from deans and other senior leaders and included community members identified by the president. The task forces were charged with imagining the needs of the future and to vision broadly the future of ETSU within their domain. Finally, they provided expected outcomes, referenced later in this report, which would achieve the visions summarized below.

A. [Academic Task Force: ETSU is an academic destination university of the 21st Century and drives regional stewardship.](#)

The academic enterprise at ETSU begins and ends with faculty & staff. ETSU invests in faculty in many ways and will continue to prioritize this investment in service of driving student success. An example of this investment is the Center for Teaching Excellence that has developed over the past decade into a holistic center of faculty development. A key component of this focus has been a concerted effort to identify savings and reallocate those savings to improve faculty compensation. Finally, the faculty experience has been improved by increasing opportunities

for faculty to participate in research and scholarly activity, as detailed in the task force vision for Research and Scholarship provided later in this report. Additionally, ETSU has made significant investments in staff, ranging from educational benefits to adjustments that allow for more flexibility and improved staff support.

ETSU develops undergraduate, graduate, and professional students through a robust education that features high-impact practices, real-world experiences, and interdisciplinary/inter-professional opportunities, enabling graduates to be life-long learners with vital careers as well as engaged citizens in an increasingly diverse, interconnected global world. The institution has improved the academic environment by remaining focused on what best serves students – that is a combination of classroom instruction aligned with practical experience. Additionally, cross-college collaboration on interdisciplinary work has improved the ability of ETSU to offer a distinctive college experience. Finally, the residential experience provided to students living on campus has increased campus community and benefited student success.

ETSU has also enhanced its role as an academic leader in the region, expanding access and appeal for transfer, adult, and non-traditional students; providing specialized, just-in-time training for local career opportunities; partnering with local school districts to set high standards for coordinated curricula across the life span, and inspiring the citizens of the Appalachian Highlands to seek career vitality and personal growth through life-long learning. The driving force behind these changes is a sustainable academic culture where faculty, staff, and students respect a variety of human experiences. The expansion of online programs and close collaboration of faculty across colleges has ensured every student at ETSU regardless of modality is provided excellent instruction and prepared for life after college.

By remaining focused on faculty & staff, relevant academic programs, student experience, and community needs, ETSU is now seen as one of the top regional universities in the south – the university of choice for recent high school graduates, and adult learners, within 250 miles Johnson City. While enrollment and persistence are elements that indicate the success of ETSU academics, the real measure of success for our program portfolio is that over half of ETSU programs are ranked in either national or regional publications that recognize the contribution of our faculty and staff to our academic mission, and in signature academic programs such as health sciences and regionally focused programs such as Home of Bluegrass, Old-Time, and Country Music Studies and Appalachian Studies.

B. Student Success and Experience Task Force: ETSU leads all Tennessee universities in making progress toward Complete College Tennessee Act (CCTA) objectives.

ETSU is nationally recognized for its distinctive and impactful student success and experience programs that provide all ETSU students with opportunities to build a constellation of rich relationships with faculty, staff, and student peers in diverse spaces and communities; to explore and find a clear sense of vocational purpose as well as navigate the institution with a strong sense of purpose; and to recognize the value of high-impact practices, experiential learning, and co-curricular activities through enhanced tracking and transcription processes

that celebrate and credentialize an array of student experiences and achievements beyond course grades. One example of the support provided to students is the First-generation Student Center that provides services that have seen the enrollment and graduation of this, and other student populations exceed expectations.

ETSU's Scholarship Programs provide scholarship recipients opportunities to engage in meaningful activities that facilitate student success and fulfillment and stand as a best practice for providing an affordable high-quality education in rural America. To achieve this outcome, ETSU Academic Performance Scholarships (APS) focus on experiential-learning, or student engagement, scholarships that de-emphasize the concept of "student worker" and emphasize instead opportunities for scholarship recipients to participate in high-impact practices such as undergraduate research, campus or community service, civic engagement, leadership programs, and/or peer-mentor programs, among others. These scholarships provide value to the student, value to the organization and community, increase the probability of graduation, and decrease the time to degree.

Students from across the globe seek enrollment at ETSU because of the robust campus experience offered to residential students. In collaboration with Housing and Residence Life, ETSU academic colleges provide "residential colleges" that embed academic support structures and faculty leaders into residence halls, thereby facilitating living-learning communities, high-impact practices, academic study sessions, "house" competitions among residence halls and/or living-learning communities, and increased visibility of student services and academic support, among many other possibilities. In addition to the co-curricular experience there is a robust campus life accented by the athletic, entertainment, and cultural experiences that provide students and the community an opportunity to engage with one another yielding opportunities for personal and regional growth.

Through the work that began with the 2022 Quality Enhancement Plan focused on *Community Engaged Learning*, ETSU captures a vast array of meaningful data about student success and engagement as well as provides students with credentials that relate to their experiential-learning and co-curricular activities (study abroad, internships, field experiences, research, leadership, and service, for example). To accomplish this outcome, ETSU implements an integrated software platform that tracks the quantity and quality of student engagement activities and their correlation to Complete College Tennessee Act objectives as well as creates a system to provide alternative, or experience-centered, transcripts that document and celebrate student experiences beyond coursework.

These initiatives and many others have led to both growth in enrollment and increased student success, the latter being demonstrated by retention of over 80% of first-year students and graduation of at least 70% of all entering students.

C. *Research and Scholarship Task Force: ETSU is recognized, through funding and program rankings, as one of the premier R2 research universities in the nation.*

Research and scholarship at ETSU are characterized by a culture of excellence and by high quality rigorous scholarship that enhances the regional, state, and national academic reputation of the university and supports its overall mission. The improved research reputation of the institution increases the ability of receiving funds from both public and private sources and allows ETSU to recruit faculty that further contribute to the institution's success. It should also be noted that ETSU demonstrates a common standard of rigor across doctoral and masters' programs to ensure that graduates excel in their fields and/or continued education.

ETSU has become one of the highest caliber Carnegie-designated R2 research institutions, which is characterized by teacher-scholars dedicated to providing students with a learning experience that includes direct involvement in the scholarly process. New faculty are recruited with the expectation that they promote this culture of excellence in teaching and scholarship, and they will be provided with the appropriate resources to do so. Faculty hires are made with a view toward developing interdisciplinary programs in both teaching and scholarship that cross boundaries within and between colleges. These changes are the result of the early implementation of cluster hires around emerging fields of research and scholarship.

The ETSU Research Corporation plays a significant role in advancing scholarship by facilitating research innovation, aligning university scholarship resources for entrepreneurial ecosystem development, regional development, workforce development, and media and marketing. Through its partnerships with world-class innovators, it will develop programming such as training in synthetic biology to enhance STEM education at K-16. These relationships will provide student opportunities for experiential learning and job placement. Overall, the ETSU Research Corporation will provide a scholarship collaboration hub that will rival similar units at larger research universities.

The impact of the research and scholarship enterprise not only gains recognition and improves ranking but is also a major financial component of the institution providing over \$70 million in externally sponsored activity. That financial contribution has led to increased faculty salaries, improved research startup funds, and allowed for a broader reach of the clinical enterprise from psychology to medicine. In many ways these funds have stabilized the institution's financial position ensuring the university's ability to weather fluctuations in enrollment.

D. *ETSU Health Task Force: ETSU Health transforms the health of the region through education, research, and team-based care.*

The growth of ETSU Health over the past decade has been driven by four key strategies. First, expansion of the clinical enterprise in both size and scope. Second, increased collaboration within inter-professional education with participation among all colleges at ETSU. Third, diversification of the research portfolio. Finally, adding academic programming that aligns with ETSU's mission and meets the needs of people in rural Appalachia.

A key strategy for ETSU Health has been to expand its clinical services that include deliberate, collaborative approaches for existing services to provide more comprehensive care to patients and clients. For example, integrating substance use disorder services under a single umbrella. Building on the integration that currently exists in providing care for substance use disorders and drawing on expertise and participation from additional collaborators including Early Childhood Education, Social Work, Psychology, Public Health, Nursing, Physical Therapy, Occupational Therapy, Speech Therapy, Nutrition, Exercise Science and Kinesiology, Criminal Justice, and College of Medicine Residency Programs, ETSU is a recognized leader in treating substance abuse. Leveraging the university's expertise in addiction science, ETSU created a recovery community for students. As the complex needs of students increase in this area, the university has developed an embedded program to serve students with addiction. Additionally, ETSU Health's partnership with Ballad Health allowed for collaborative approaches to offer additional clinical service locations and options for patients. These offerings have combined to improve the health of the region, as demonstrated through improved rankings on childhood obesity, less tobacco consumption, improved childhood outcomes, and a longer life expectancy.

With the success of Bishop Hall as a model of collaboration among the colleges of medicine, nursing, pharmacy, public health, and clinical and rehabilitative health sciences, ETSU has established additional partnerships that create physical spaces that bridge across historical university and professional boundaries and offer new opportunities in meeting the university mission. For example, ETSU has a childcare facility with inter-professional learning and research components with participation from early childhood, pediatrics, social work, psychology, speech language pathology, and nursing. Partnership with other community entities, for example Ballad Health's childcare facility close to Johnson City Medical Center, provide cooperative opportunities for this work. This collaboration has led to the development of innovative programs over the past decade that meet community needs and demonstrate excellence among Academic Health Science Centers.

ETSU Health has diversified its research profile by creating space that fosters innovation and collaboration. The Innovation Park property provides a unique opportunity in conjunction with the City of Johnson City to envision the creation of a health science hub that further extends the education, research, and clinical mission of ETSU Health. Adjacent to existing ETSU Health clinical facilities and Ballad Health's Johnson City Medical Center, the land is perfectly situated for possibilities such as a health campus, living-learning community, and publicly facing clinical facilities for ETSU Health.

The changes in ETSU Health are evidenced by the increased number of patient visits to clinics, the substantial impact on research funding, and the share of degrees produced at ETSU by the Health Sciences. ETSU is recognized by the Association of Academic Health Centers as a model for community driven health science education and clinical services.

E. Equity and Inclusion Task Force: Diversity, equity, and inclusion are embedded in the work of the university throughout teaching, research, service, and training.

ETSU is recognized as a Higher Education Excellence in Diversity institution because all students and employees, irrespective of various group status/intersections, have opportunities to achieve success. There exists at ETSU a richly diverse environment of learning, working, and playing where differences are valued, and each person in the university community is supported and experiences a sense of belonging, contribution, and purpose. This reality is what has allowed ETSU to reach the enrollment and student success goals expected of the storied mission upon which the institution was founded in 1911. Furthermore, the institution is being recognized by granting agencies such as the National Institute of Health and National Science Foundation for our support of diverse faculty in research that has impacted the dollars awarded to ETSU through faculty scholarly activity. This is also true in areas of scholarship like Appalachian Studies where the university has been particularly productive at discovering and preserving the rich history of the region.

ETSU brings diverse perspectives together to collaborate and discuss difficult issues. These convenings are not only with internal constituents, but also include community members and elected officials. ETSU is recognized throughout the region for being a place where people can share and learn without judgement, in an inclusive way, and is a model for other institutions in rural settings for fellowship with the community.

Students who attend ETSU often remark about the ways that the campus made them feel a sense of community, the result of a culture of inclusion. This sense of community was made possible because ETSU imbedded equity and inclusion in all aspects of the institution, and it was not perceived as something required by only a select group. The result is an education that provides for the success of all those who seek the opportunity. This has also helped restore the board community's faith in higher education, something in doubt at the beginning of the ETSU 125 Chapter II process.

The result is that ETSU has achieved parity in student success across all student populations.

F. Fiscal Sustainability Task Force: ETSU is renowned for its transparency, planning, and decision support.

In achieving fiscal sustainability, ETSU broadens and deepens its community through market reach and regional impact. Elemental to both growth and sustainability, ETSU becomes the institution of choice for a broadening array of constituencies. These include students both online and on-campus, employers in the region, current and future faculty and staff, and individuals in our region benefiting from our teaching, professional and clinical operations, research, service, arts, and athletics. ETSU's budget and planning model balances college autonomy and creative competition with collective accountability and collaboration.

Collaboration exists as the rule, not the exception. Collaboration across colleges, departments, operational units, and other campus-stakeholders is incentivized at college and administrative levels. Colleges and the administration regularly manage sustained reserve and strategic

initiative funds. Faculty and staff make timely and effective investments to grow programs, advance research, and to recruit and retain talent.

The distribution and expenditure of funds remains tied to the mission and strategic plans of every unit. Colleges and administrative support units use regular budget projections to proactively grow strategic programs, courses of study, and other mission-critical initiatives. Academic programs are constantly improving and evolving with annual program reviews built on readily available quantitative and qualitative data. Faculty and program chairs use dashboards synthesizing data in real time to make informed decisions based on the actual costs of instruction and as tied to their goals and objectives. Workloads and supports are set to achieve each unit's plans. Key performance indicators inform programmatic assessments and create direct impacts on funding at the department, college, university, and state levels.

ETSU's model of operational efficiency not only improves organizational effectiveness, but also instills confidence and support from funders, donors, and our communities. Peer institutions seek to learn from our highly ranked programs and award-winning planning and operations. Tennesseans and institutions across the country look to ETSU as a model regional comprehensive research university and exemplar in regional service and economic development. People know our university for not only what we do, but also for how we get things done.

One key pillar of the new financial model is the growth of the institution's endowment through the success of multiple fundraising campaigns. The ETSU Foundation and Alumni Association has created an alumni culture that increased the percent of alumni who give by 10% over the past decade. The ability of our advancement office to relay the story of ETSU in a way that provides direct funding for endowed chairs, scholarships, and facilities made possible the growth of the institution envisioned by the Committee for 125 Chapter II.

The combination of these activities and other changes ensures an affordable, high-quality, college education, while also leading to increased faculty and staff salaries and improved facilities. With an endowment over \$200 million and annual giving of \$30 million, as well as reserve balances equivalent to 20 weeks of operating cost, ETSU is fiscally sustainable for the near future.

VII. Vision for the 125th Year of ETSU

In 2036, when a visitor approaches the Appalachian Highlands, the presence of East Tennessee State University looms large. It is seen in the far outskirts of the region on "Welcome to ETSU" signs; in the high-tech, manufacturing and health care corridor that embraces the region; and in the vibrant college town of Johnson City, where campus and community are synonymous. The message is clear – ETSU is the preeminent player in the region, contributing to the overall high quality of life, innovation, industry and business, health, and well-being, as well as cultural vitality and diversity. These themes define its overall "Culture of Excellence," whose attributes guided visioning and planning for ETSU's 125th anniversary.

In the neighborhoods near the main campus, a diverse composition of students, parents, alumni, tourists, and others populate the restaurants, retail stores, hotels, and businesses that have developed into a “new downtown” geographically connected to the university. Some in this busy crowd are on their way to the Martin Center, which features the sweep of programs from the musical treasures of Appalachia to Broadway and beyond. Along with ETSU’s Multicultural Center, the vitality of a global society is brought home so that everyone, resident, or visitor, can enjoy the richness of a global culture at ETSU.

As you move toward downtown Johnson City, due to the success of the West Walnut Street Corridor redevelopment, a visitor could miss where the university stops, and the city begins. Thanks to partnerships between the university and city, this redevelopment has provided walkable spaces from the university through downtown, allowing for the development of public-private partnerships that provide co-working and educational space that includes credit and non-credit classes. Furthermore, the university has driven residential development that expanded the opportunity for out-of-state graduate and professional students to develop a sense of place that has led many of those students to remain in the Johnson City area post-graduation. One of the major features of this space are King Commons and Founders Park, where residents and students regularly participate in festivals, fitness experiences, arts showcased, and other cultural experiences before dining at one of the many restaurants downtown.

Enthusiastic fans from across the region have gathered to enjoy various exhilarating gameday experiences due to the championship athletics environment. ETSU’s “front porch” philosophy toward athletics has significantly engaged the campus and the community. ETSU is well-positioned in its conference of choice, and due to a substantial array of modern facilities, can host collegiate competitions in a best-in-class manner. Specific examples of these facilities are the William B. Greene football stadium, the adjacent outdoor adventure course, and the renovations to Freedom Hall. These improvements have been made possible by the sustainable athletics business plan and financial model that returns revenues to the academic infrastructure, embodies a shared-use philosophy, and deepens connections with the community at large.

ETSU’s academic portfolio spans a full spectrum of programs, with signature undergraduate and graduate programs that are nationally recognized. These programs rest on a fundamental basis of a revised general education curriculum that develops a core of critical thinking skills. This approach is buttressed by a research and scholarship enterprise that expands the strength and reach of the curriculum, deploys an applied research approach to address regional challenges, and focuses continuously evolving teaching and learning methodologies that considered the lessons learned from the pandemic. Additionally, a renewed focus on applied research that improves the region, particularly in the health sciences that increased research funding and student learning. In sum, the commitment to such approaches has generated an institutional

brand known for agility in its response to economic and workforce demands and for the ever-stronger intellectual and research capabilities of an educated population.

ETSU is recognized as a leading R2 Research university with expertise in the areas of health science and technology. Through focused cluster-hires, ETSU has been able to obtain research funding that has enhanced faculty and student recruitment. Additionally, the Center of Excellence in Higher Education is providing actionable research that is changing not only the higher education landscape in the region but also providing insights that are improving primary and secondary education that led to more students being prepared for college – a model for other regional public institutions in the nation. Investment through public-private partnerships have allowed for the physical expansion of the research enterprise. The most productive of these facilities is the ETSU Valleybrook Research campus, which offers unique educational programming, houses research that drives the public purpose of the institution and serves as a venue for private research firms that help move scholarship from theory to market. This facility is a place for cross-discipline collaboration that sees faculty working together in ways never imagined. The model implemented at ETSU Valleybrook is studied by other regional public institutions that hope to collaborate with private enterprise to produce meaningful outcomes for their community.

While ETSU has evolved into a deeply engaged research institution, focused on improving the education, economy, health, and well-being of the people of the region, the university remains dedicated to its foundational mission to prepare teachers for the needs of the modern classroom. Through concerted partnerships with regional school districts, ETSU has emerged as a model institution in the preparation of new teachers and has developed professional development practices that are recognized nationally for their innovation and flexibility. Through dual enrollment, early college, and other access initiatives, ETSU faculty and staff have developed solutions to the college access challenge. As a result, the college-going rate for partner high schools exceeds 90 percent. Through coordinated curricula, these students graduate from high school prepared for post-secondary education.

Through strategic enrollment management programs, ETSU is enjoying a surplus of applicants because of its transformative student-centered programs that have been aggressively marketed and distinguish the university from its peer institutions. These characteristics include a signature First-Year Experience that support a record four-year graduation rate, a model advisement program, and multiple in-class and online channels that utilize the latest instructional techniques and technologies for access and learning. The university's strong partnerships with regional businesses provide opportunities for internship experiences essential to student success that also serve critical business needs that have improved economic development opportunities for the region.

Educators from around the world visit ETSU to learn from the multitude of student success measures developed by visionary and dedicated faculty and staff. As one of the first Tennessee institutions to exceed the requirements first established by the Complete College Tennessee

Act in 2010, the university partners globally to develop and apply state-of-the-art standards for student success. ETSU's multipurpose Culp Center is a model for one-stop-shopping for all student services, from recruitment to career placement. As a premier institution known for its longstanding relationships with K-12 schools and community colleges in the region, ETSU is widely recognized for its continued engagement in career development and other support throughout the lives of graduates.

While ETSU's popularity as a residential campus is studied by public and private universities throughout the southeastern region of the U.S. and beyond, the university has also become a model for institutions serving the still-growing populations of non-traditional students. The educational options required by this diverse group of adult learners spawned major instructional changes and flexible approaches that facilitated their paths to degrees and careers. ETSU is seen as an emerging leader in virtual education that provides remote instruction for a variety of undergraduate, graduate, and professional programs previously limited by space and/or equipment costs.

ETSU Health Sciences is a premier model for community-based health care, spanning the full spectrum from education to research to practice. ETSU graduates staff every level of medicine in the region, and residents of the Appalachian Highlands reflexively associate every facet of medical care with the university. Moreover, ETSU seeks an ever-expanding partnership with Ballad Health, pursuing seamless linkages in planning, budgeting, operations, and strategy. Ultimately, this alignment will result in benefits for both entities, but most importantly, contribute to a healthier and more vital regional population.

Consonant with this mission focus on health sciences, the Quillen College of Medicine will increase its class size, resulting in more physicians with a rural focus, many of whom will make their home in the local area. Simultaneously, ETSU will continue to grow the visibility and import of the College of Nursing, becoming a state center of excellence for nursing. Finally, in service of ETSU's recognized role as the premier state institution for public health education, ETSU will grow its data and analysis footprint, becoming the repository for all state and regional healthcare data.

By leveraging these strengths, ETSU's impact on the economic health of the region has positioned the university at the intersection of significant economic development solutions and innovative industries or partnerships fostering a thriving regional business center. With graduates making up four-fifths of the regional college-educated workforce within seventy-five miles of campus, and numerous alumni who have stayed to contribute to the region, ETSU has a powerful imprint on the leadership, personality, and values of East Tennessee and neighboring states. The university's reputation in the arts has grown and is exceeding expectations in producing talented graduates who are contributing to the culture of the region and beyond. These results have been enabled by the ETSU spirit – proudly aware of its historical strengths yet embedded in a tradition that is innovative, adaptive through regular planning and mindful of emerging best practices.

Appendix I: Next Steps and Implementation Timeline

The timeline and associated activities below represent a selection of aspirational actions and/or outcomes that were developed by task forces or presented during campus/community listening sessions. These potential actions frame an agenda focused on enhancing the university's access mission, student success agenda, and community impact. These three concepts (access, success, impact) structure the action agenda that undergirds the institution's overall mission focus to improve the quality of life for the people of the region and beyond. By embarking energetically upon this agenda, ETSU will become a steward of place.

A. Years 1-5

- Launch a comprehensive student support center that provides full spectrum concierge level support from the point of application to career placement with a special focus on first generation students.
- Enhance bridge programs for underrepresented students that couple pre-enrollment services with mentoring throughout the freshman and sophomore years.
- Implement an African American male leadership initiative that doubles the number of African American men in the student body and closes achievement gaps.
- Double the number of Hispanic and Latinx students on campus, with a concerted focus on serving the needs of students from East Tennessee.
- Implement the results from an external assessment of the institutions decentralized budget model as well as business practices and operations, with a focus on customer service and efficiency.
- Launch a comprehensive review of university peers to develop an updated cohort of realistic and aspirational peers that will drive planning, budgeting, and marketing efforts across the campus.
- Complete the following capital improvements:
 - a. Brown Hall renovation (Phase I)
 - b. Academic building construction
 - c. College of Business and Technology addition
 - d. Dedicated marching band space
 - e. Football stadium expansion
 - f. ETSU Health facility on the Innovation Campus
 - g. Complete Lamb Hall renovation
 - h. Commence planning process for Warf Pickle renovations
- Complete strategic facilities master plan.
- Create innovative programs in each of the following areas:
 - a. Health sciences
 - b. Business and Technology
 - c. Arts and Sciences
- Expand presence in downtown Kingsport and open a new off-campus location in one of the state's large metropolitan areas.

- Improve Valleybrook campus such that it is a fully equipped center to promote innovation in key research and educational areas
- Create Center for Community Engagement in conjunction with the QEP and expand the number of experiential learning opportunities for students.
- Implement a faculty driven process of general education renewal that ensures every graduate of ETSU is prepared for life-long learning and professional success.
- Ensure the university is leveraging the historical relationships with the military to provide pathways for military veterans, dependents, ROTC Cadets, and active duty servicemembers serving around the world, to obtain a college credential.

B. Years 5-10

- Expand and revitalize Continuing Education with robust, dynamic programming for non-credit learning in the region, offering opportunities in Johnson City and at Allandale/downtown Kingsport sites.
- Double the number of online undergraduate programs and grow enrollment in online programs.
- Undertake review of campus branding, with an accent on market competition and alignment with the vision inherent in the C125.2 report
- Improve faculty salaries to a level equivalent to the peer average by year five.
- Launch a competency-based education program targeted toward the needs of adults across the region.
- Double the volume of externally sponsored research activity.
- Start new women's athletic program.
- Be named as a HEED award recipient for equity and inclusion.
- Be recognized as a "Great College to Work For."
- Improve graduation and retention rates for minority students, Pell eligible, etc. to levels equivalent to aspirational peer institutions.
- Reach 90% of students participating in internship or real-world experiences with their majors or area of interest and reflecting upon the internship/experience in terms of community and place.
- Expand Access ETSU for neuro- and physically diverse and other students who have been traditionally underserved in higher education but who are capable of success with additional levels of academic support.
- Build academic program/faculty partnerships with area middle and high schools that will bring ETSU faculty expertise into secondary school settings.
- Develop multiple pre-college academies for middle-high school students and create a seamless pipeline for matriculation to ETSU
- Double the number of adaptive learning classroom spaces in each building.
- Establish a faculty "culture of contribution" in which research and teaching programs are closely interrelated and responsive to industry needs (i.e., a growing sense of faculty responsibility for this, not the work of a single center or person).

- Train ETSU faculty and staff in resiliency, diversity and equity, and neurodiversity best practices to empower them to revise curriculum and teaching practices and improve daily interactions.
- Increase the total number of diverse faculty hired and retained by 20%.
- Enhance academic support structures for neuro-diverse and non-traditional students.
- Make at least five cluster hires in existing or potential growth areas of research and broader scholarship, particularly focused on health sciences.
- Maintain and expand current funding levels from NIH and increase research expenditures derived from federal agencies other than NIH (National Sciences Foundation, USDA, etc.).
- Ensure all students at ETSU have opportunities to participate in collaborative scholarship activities (e.g., research, creative activity project, internship, etc.) before graduation.
- Establish at least three fixed term endowed chairs of excellence in identified strength or growth areas of scholarship.
- Begin construction of a new residence hall.
- Create five new interdisciplinary programs.
- Develop co-curriculum for “soft skills” (e.g. teamwork, diversity & inclusion, global awareness, communication, leadership, etc.) that can be documented on an experiential or co-curricular transcript and via [badges](#).
- Partner with a local high school with a high-risk population to develop the first cooperative high school opportunity in our region to provide a seamless transition from high school to college.
- Increase research access to Little Bucs and University School to serve as learning and research sites for faculty and students across the university.
- Enhance Sherrod Library to become the key academic space for ETSU with makerspace, studios, data visualization labs, etc. much like the [James Hunt Library](#) at North Carolina State University.
- Update Alexander Hall (University School) to make it a state-of-the-art, accessible learning laboratory for ETSU students’ and faculty’s learning and research.



Indoor Air Quality Policy

Responsible Official: **Chief Operating Officer**

Responsible Office: **Environmental Health and Safety**

Policy Purpose

This policy specifies the indoor air quality obligations at ETSU owned and leased facilities.

Policy Statement

Indoor Air Quality (IAQ) covers a wide range of issues from ventilation system deficiencies, overcrowding, and microbiological contamination, to outside air pollutants and off gassing from mechanical equipment and materials in the office. ETSU will follow federal guidelines related to IAQ environment at all ETSU owned or leased facilities.

A complaint about IAQ should be filed with the Office of Environmental Health & Safety (EHS). EHS will begin an investigation of any IAQ complaint filed with its office within twenty-four (24) hours after the next business day of an initial complaint.

EHS will investigate: (1) by interviewing the affected occupant(s); and (2) completing a walk-through of the area with the occupant(s) to eliminate potential sources of contaminated areas, if possible. This may include the use of monitors for IAQ parameters, including temperature, humidity, carbon dioxide, carbon monoxide, VOC's and gases. Additional expertise from Facilities Management, Disabilities Services, or an Occupational Health Physician may be utilized to help identify the source.

Authority: TCA § 49-8-203 et. Seq; Occupational Safety and Health Administration (OSHA)-General Duty Clause Act of 1970, section 5; American Society of Heating, Refrigeration and Air conditioning Engineers (ASHRAE) standard 62-1989 (Ventilation for Acceptable Indoor Air Quality); Environmental Protection Agency (EPA)-Building Air Quality.

Previous Policy: Facilities Management (Unit) Policy 700.35 – Indoor Air Quality

Defined Terms

A defined term has a special meaning within the context of this policy.

Policy History

Effective Date: May, 2011

Revision Date: February 28, 2022

Procedure

To register an emergency indoor air quality complaint, contact Facilities Management at 423-439-7900. For non-emergent requests, place a Work Order through the [TMA system](#).

Related Form(s)

[TMA system](#) work order.

Scope and Applicability

Primary:

Secondary:

Procedure History



Policy on Limited English Proficiency

Responsible Official: **Compliance Counsel**

Responsible Office: **Office of University
Counsel**

Policy Purpose

This policy describes how East Tennessee State University (ETSU), as a recipient of federal funds, under Title VI of the Civil Rights Act of 1964, fulfills its obligation to take reasonable steps to provide Limited English Proficiency (LEP) persons with meaningful access to ETSU activities, programs, and services.

Policy Statement

ETSU will take reasonable steps to ensure accurate and effective communication with LEP persons. ETSU will provide LEP persons with language assistance resulting in an equal opportunity to participate in ETSU services, activities, programs and other benefits. ETSU will provide all interpreters, translators, and other aids needed to comply with this policy without cost to persons accessing services.

When ETSU encounters LEP persons in the form of international students, faculty, staff, or other individuals seeking services and access to support programs, the following will apply:

- I. ETSU will promptly identify the language and communication needs of an LEP person who makes himself/herself known to the institution.
- II. ETSU may utilize outside language resources, such as Linguistica International, to provide LEP services.
- IV. The ETSU Language and Cultural Resource Center may provide LEP persons with translation and interpretation services, when appropriate, based on their needs.
- V. The ETSU Office of Disability Services may provide resources for LEP persons where appropriate, including those who require American Sign Language (ASL) translation.
- VI. To ensure compliance under the 1964 Civil Rights Act, The ETSU Language and Cultural Resource Center and any other University department that makes contact with an LEP

individual shall forward, on the last day of every month, all records of LEP contacts to the [ETSU Office of University Compliance](#).

- VII. ETSU will conduct a regular review of the language access needs of our LEP population, as well as update and monitor the implementation of this policy and these procedures, as necessary.
- VIII. Individuals who believe they have not been provided reasonable access to LEP services may file a complaint with the Office of University Compliance. Individuals may also file with the appropriate external agency. External agencies have deadlines to file complaints. It is an individual's responsibility to know those deadlines. Please consult directly with the external agency to determine if there is a time limitation or deadline for filing your complaint.

Authority: T.C.A. § 49-8-203; Civil Rights Act of 1964, as amended, Title VI implementing regulations, and Executive Order 13166.

Previous Policy: TBR Policy Limited English Proficiency: G-130

Definitions

Limited English Proficiency. The Department of Justice defines persons with LEP as "those individuals who have a limited ability to read, write, speak or understand English." Because English is not the primary language of these individuals, they may have a limited ability to function in a setting where English is the primary language spoken, such as at ETSU. These individuals may be entitled language assistance with respect to a particular type of service, benefit, or encounter.

Policy History

Effective Date:

Revision Date:

Procedure

I. How to File a Title VI Complaint

- A. Anyone who believes discrimination has occurred related to limited English proficiency (LEP) may file a complaint under the ETSU [Discrimination, Harassment, and Sexual Misconduct Policy](#). You may report Discrimination, Harassment and/or Retaliation through the University's [Online Reporting Portal](#), but online reporting is

not required. All complaints must include the following information:

- the name of the complainant;
- an explanation of the action or conduct complained of; and
- the person or department responsible for the action.

ETSU discrimination complaints should be directed to:

Garrison Burton, Title VI Coordinator
109 Burgin Dossett Hall
423-439-8544

- B. External Agency – In addition to the University's complaint process, complaints may also be filed with the Tennessee Human Rights Commission at 1-800-251-3589 or online at: [Human Rights Commission \(tn.gov\)](https://www.tn.gov/human-rights)

II. Accessing Language Assistance Resources

To provide language assistance, ETSU has contracted with Linguistica International, which offers the following services in over 350 languages:

- Telephone Interpreting (Including multi-caller support)
- On-Site Interpretation (Specialized interpreters by industry)
- Conference Simultaneous Interpreting
- Secure Video Remote Interpreting (VRJ) (Android, iOS, Windows, Mac, and Linux clients available)
- American Sign Language Interpretation (ASL) (Onsite and VRI)
- Document Translations
- Voiceovers, Subtitles and Multilingual Voice Talent
- Cultural and Country Specific Training

Linguistica International also provides language cards to help a LEP person identify his or her primary language. The Office of University Compliance and University Counsel have made language cards available electronically to ETSU Provosts, Vice Presidents, Deans and campus locations such as clinics, etc., for dissemination to service areas on campus and for posting in highly visible locations. Examples of these locations include:

- Front office areas and waiting rooms, both in administrative and service areas (e.g., ETSU health services offices)
- Faculty and staff offices
- General notice boards in academic and administrative buildings

Some ETSU clinical sites also advertise the free services provided by third parties to their clients. The University will also make any ETSU document available in the preferred language of a LEP beneficiary at his or her request. Linguistica International will provide document

translation service.

A list of Translation and Interpretation Services provided by ETSU's Department of Language and Cultural Resource Center of can be found [here](#).



TO: University Council

FROM: Dr. Mark Jee, Director of Environmental Health and Safety
Harden Scragg, Staff Attorney and Policy Counsel

DATE: February 24, 2022

RE: Agenda Item for March 14th Meeting
Indoor Air Quality Policy

I. Introduction.

This policy specifies the indoor air quality obligations at ETSU owned and leased facilities.

Indoor Air Quality (IAQ) covers a wide range of issues from ventilation system deficiencies, overcrowding, and microbiological contamination, to outside air pollutants and off gassing from mechanical equipment and materials in the office. ETSU will follow federal guidelines related to IAQ environment at all ETSU owned or leased facilities.

This policy is attached below.

II. Public Comment Period.

The policy was posted from for public comment from 1/31/2022 to 2/14/2022. One Comment was submitted during this period.

- Indoor Air Quality Policy

1. Comment from Jean Hemphill: There is a misspelled word under Policy Statement, second paragraph, first sentence: "A compliant about..." I think the word should be "complaint."

Policy Originator's Response: This misspelling has been corrected



Indoor Air Quality
Policy.2.28.22.pdf



TO: University Council

FROM: Marlina Rogers, Compliance Counsel, Office of University Compliance
Harden Scragg, Staff Attorney and Policy Counsel

DATE: February 24, 2022

RE: Policy on Limited English Proficiency

I. Introduction.

This policy describes how East Tennessee State University (ETSU), as a recipient of federal funds, under Title VI of the Civil Rights Act of 1964, fulfills its obligation to take reasonable steps to provide persons with limited English proficiency (LEP) with meaningful access to ETSU activities, programs, and services.

This policy is attached below.

II. Public Comment Period.

The policy was posted from for public comment from 2/7/2022 to 2/18/2022. No comments were submitted during this period. However, the policy was revised to make certain non-substantive changes recommended by Dr. Susan Epps:

1. Use of the second-person “You” was removed.
2. The repeated reference to “LEP persons” was replaced with people first language “persons with LEP,” which is more appropriate and consistent with the federal HHS definition.



Policy on Limited
English Proficiency 2

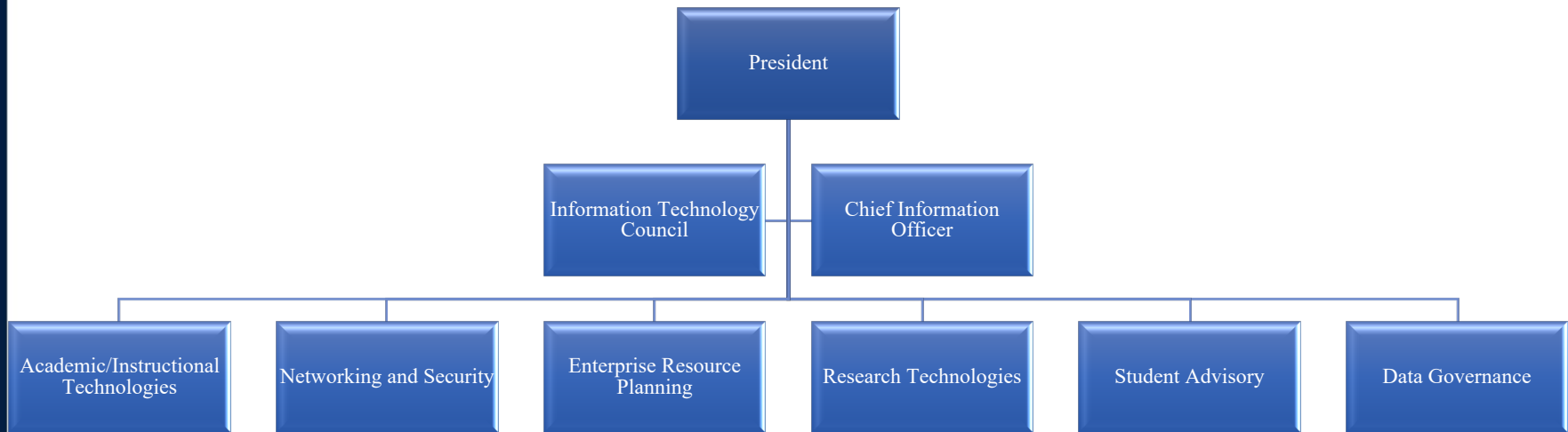


INFORMATION TECHNOLOGY SERVICES

EAST TENNESSEE STATE UNIVERSITY

IT Governance

Karen King, CIO
423-439-7123
kingk@etsu.edu
March 14, 2022



Statement of Purpose

The primary purpose of the Information Technology Council (ITC) at East Tennessee State University is to ensure alignment of information technology investments, resources, and policies with the strategic goals and priorities of the University.

Charge to the Information Technology Council

The Information Technology Council will advise the Chief Information Officer (CIO) in setting strategic priorities and determining the direction for information technologies that support the University's teaching, research, service, and administrative functions. The council will assist in setting long-range strategic priorities, overseeing the approval of related policies, and supporting the use of information technology within the University.



Membership

- Three (3) faculty members appointed by the CIO and serving 3 year terms. Terms should be staggered and limited to two (2) consecutive terms.
- One representative, appointed by the CIO, from each of the following units:
 - Office of the Provost
 - Chief Financial Officer
 - Chief Operating Officer
 - Vice President for Student Life and Enrollment
 - Vice President for Advancement
 - Vice President for Clinical Affairs
 - Vice President for Equity and Inclusion
 - Internal Auditor or designee
 - HIPAA Compliance Officer
 - SGA President or designee
 - Faculty Senate Representative
 - MEAC Representative
 - ITS Project Manager
 - ITS Systems Manager
 - ITC Subcommittee Chairs



Standing Subcommittees

- Academic/ Instructional Technologies;
- Security and Networking;
- Enterprise Resource Planning;
- Research Technologies;
- Student Advisory Subcommittee, and
- Data Governance.



Project Portfolio Management

The primary responsibility for the Project Management Office is to manage and control project constraints by ensuring project plans are implemented on schedule as well as within scope and budget.

Project Intake Process

The intake phase of the project management life cycle is the methodology followed to request approval for a project. This intake process determines whether a new project idea or a proposal to enhance or replace an existing service is aligned with the University's strategic initiatives, ensures the project is approved for implementation, and determines how the project is to be prioritized within current project portfolios.



All IT project proposals be submitted through the IT project Intake Process for review. Vendors are also required to complete the HECVAT as part of a security review for any new software or systems required for the project. This process enables the project proposers to be aware of existing IT projects, enables tracking of current and future projects to determine resources required to meet the needs of the University



Project Scoring

Area of Impact

Unit, Department, College, University

IT Interface

Mission Essential Functions

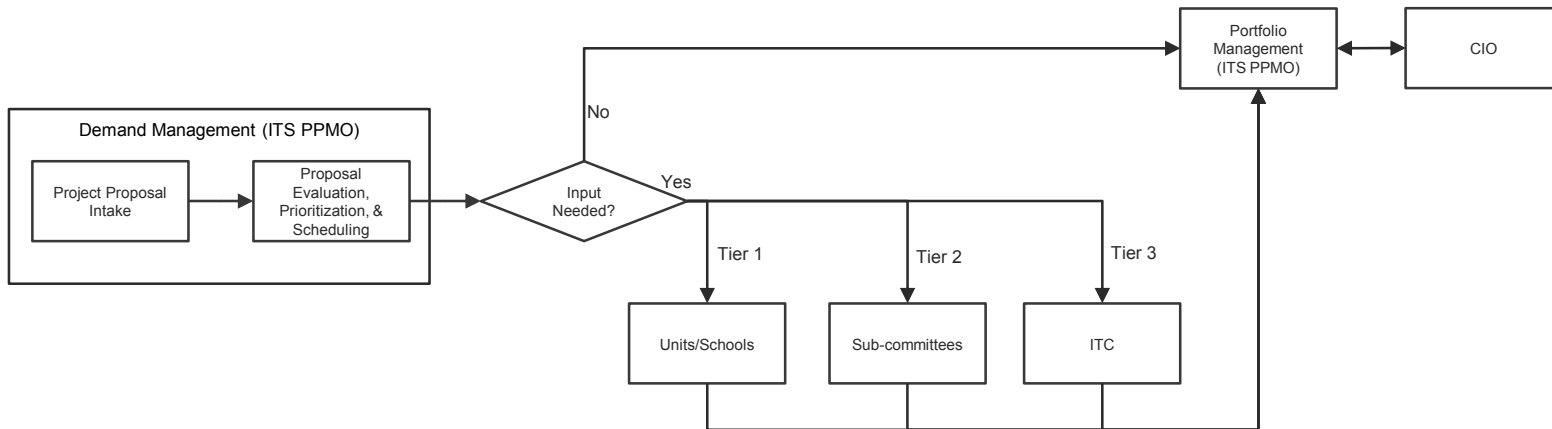
Timeline

University Strategic Goals



INFORMATION
TECHNOLOGY SERVICES

EAST TENNESSEE STATE UNIVERSITY



Communication

Subcommittee co-chairs will provide their monthly meeting minutes to the ITS Office Manager in advance of the monthly ITC meeting. The ITS Office Manager will share ITC Minutes with subcommittee co0chairs/. The co-chairs for each subcommittee are responsible for sharing ITC minutes and communicating decisions to their respective subcommittees. ITC actions and decisions that require a change in activity or affect a significant portion of the university population will be communicated through broad distribution channels such as ETSU News, email, or ETSU Digital Signage.



Information Technology Council messages utilize the following process:

- ITS Leadership crafts the message
- CIO (or designee) reviews and authorizes the message for broadcast
- Approved final message is copied to the its@etsu.edu and helpdesk@etsu.edu
- Final message is sent to University Marketing and Communication and/or Faculty and Staff listserv for broad distribution
- Significant changes that affect the student population will be communicated through University Marketing and Communications and/or the student listserv as well as ETSU Digital Signage Displays



These processes will enable ITS to better serve the university community and will improve communication to the campus.



Questions?



INFORMATION
TECHNOLOGY SERVICES
EAST TENNESSEE STATE UNIVERSITY

Enrollment Update

University Council

March 14, 2022



EAST TENNESSEE STATE
UNIVERSITY

Key Messaging

- Academic Quality
- Affordability and Access
- Location
- Experience (Home)



Meet Alex
Major: Marketing
ACT: 25 / GPA: 3.5
\$9,674 Annual Tuition
-\$2,000 Academic Performance Scholarship
= \$6,495 Full Pell Eligibility
= \$1,179 Alex's Annual Tuition

Meet Jalen
Major: Marketing
ACT: 25 / GPA: 3.5
\$9,674 Annual Tuition
-\$2,000 Academic Performance Scholarship
= \$7,674 Jalen's Annual Tuition

Meet Chloe
Major: Biology
ACT: 30 / GPA: 3.9
\$9,674 Annual Tuition
-\$5,000 Academic Performance Scholarship
= \$4,674 Chloe's Annual Tuition

Check out these student examples to get an idea of your tuition opportunities.

"I love ETSU because it is a beautiful campus and close to home. There are so many ways to get involved!"

CADEE WARREN // SPRUCE PINE, NC (MITCHELL COUNTY)
ACCOUNTING AND FINANCE, CONCENTRATION IN REAL ESTATE

ETSU is an Equal Opportunity Educational Institution/Employee ETSU-OLE-632-22

The college experience you're looking for, at a price you can afford—that's the ETSU Advantage.

2021-2022 Annual Border County Tuition—\$9,674

Residents of the following border counties attend ETSU at the in-state tuition rate:
North Carolina: Ashe, Avery, Haywood, Madison, Mitchell, Watauga, Yancey
Virginia: Grayson, Lee, Scott, Washington

Estimated tuition based on 15 credit hours each semester. This does not include housing, meal plan expenses, or course fees which vary based on classes you choose.

ETSU ACADEMIC PERFORMANCE SCHOLARSHIPS			
SCHOLARSHIP	ACT/SAT	GPA	AWARD
PRESIDENTIAL	29/1360	3.9	\$5,000
PROVOST	27/1260	3.5	\$4,000
DEANS	26/1230	3.5	\$3,000
FACULTY	25/1200	3.5	\$2,000
FACULTY	22/1100	4.0	\$2,000

STUDENTS WITH QUALIFYING NEED
could be eligible for the Pell Grant. The maximum Pell Grant for 2021-22 applicants is \$6,495.

Learn how ETSU can be affordable for you.
etsu.edu/cost



First Time Freshman Data

Year	Applied	Offered Admission	Currently Admitted
2018	7550	6527	6311
2019	7370	6269	6148
2020	8189	6450	5455
2021	8045	6949	6728
2022	9143	7709	7093

- Compares 3/11/22, 3/12/21, 3/13/20, 3/14/19, 3/15/18



Transfer Data

Year	Applied	Offered Admission	Currently Admitted
2018	1278	739	719
2019	1160	651	639
2020	1306	761	740
2021	1355	811	794
2022	1156	744	726

- Compares 3/11/22, 3/12/21, 3/13/20, 3/14/19, 3/15/18



International Data

Year	Freshman Applications	Freshman Admits	Transfer Applications	Transfer Admits
2018	128	66	73	29
2019	134	69	53	32
2020	102	45	51	26
2021	141	78	61	20
2022	271	182	114	33

- Compares 3/11/22, 3/12/21, 3/13/20, 3/15/19, 3/16/18



New Student Orientation

Group	2020	2021	2022	% Change from 2021
FTF	635	391	693	77%
Transfer	106	103	148	44%
Total	741	494	841	70%

- Comparisons as of 3/11/22



Yield Season

- Intent to Enroll
- Orientation
- New Buc Kick Off
- Visits
- Buccaneer Boot Camp
- Personalization!



EVENT #1
New BUC KICKOFF!

Exclusively for Fall 2022 incoming students, this celebration is a chance to enjoy some good food, connect with other students, and meet faculty from your area of interest.

You could win a \$1000 scholarship! There will be a winner at each event!

ON CAMPUS
March 1 & April 14
KNOXVILLE
March 7 & April 21
ASHEVILLE
March 10
NASHVILLE
March 30
CHATTANOOGA
March 31

+ SCAN TO REGISTER FOR NEW BUC KICKOFF: 

EVENT #2
New Student ORIENTATION

Your entryway to college life, this one-day required event prepares you for a smooth transition. Student Orientation leaders will give you the inside scoop, and all-you-need-to-know overviews get you started right.

Check out student organizations, snag ETSU swag, and grab lunch in the dining hall. And before you leave, don't forget to pick up your student ID!

FRESHMAN	TRANSFER
April 23 (invitation only)	June 2
May 13	June 23
May 20	July 14
June 3	July 28
June 24	August 4
July 15	
July 26	
August 5	

+ **SPACE IS LIMITED! LOG IN AND REGISTER NOW.**
See your email invitation for details.



Questions?

