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2022 April 11 – University Council Agenda and Minutes

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University Council Agendas and Minutes. 49.

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AGENDA
University Council
Monday, April 11, 2022 Meeting
Tennessee Room, Culp Center
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 March 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 – University Governance Organizations – Dr. Epps
4. Action Items
 - 4.1. Old Business
 - 4.2. New Business
 - 4.2.1. Access Control Policy – Dr. Mark Fulks (**attachment**)
 - 4.2.2. General Receipts of Material and Surplus Personal Property Policy – Dr. Mark Fulks (**attachment**)
 - 4.2.3. Laboratory Chemical Fume Hoods Policy – Dr. Mark Fulks (**attachment**)
 - 4.2.4. Passenger Van Policy – Dr. Mark Fulks (**attachment**)
 - 4.2.5. Personally Identifiable Information – Dr. Mark Fulks (**attachment**)
 - 4.2.6. Student Fees and Charges Policy – Dr. Mark Fulks (**attachment**)
 - 4.2.7. Utility Golf Cart Policy – Dr. Mark Fulks (**attachment**)
 - 4.2.8. General Purchasing Policy – Dr. Mark Fulks (**attachment**)
5. Information Items/Presentations
 - 5.1. Approval of ETSU Committee for 125 Chapter II Strategic Vision- Dr. Mike Hoff
6. President’s Report
7. Announcements
8. Adjournment

The next meeting is scheduled for May 9, 2022 at 8:30 a.m.

University Council
Monday, April 11, 2022 – 8:30 a.m.
East Tennessee Room (Culp Student Center) and Zoom

1. Call to Order

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

2. Roll Call

Mr. Joe Smith called the roll. Those present were: Mr. David Atkins, Dr. Bill Block, Mr. Scott Carter, Dr. Cheri Clavier, Dr. Susan Epps, Ms. Joy Fulkerson, Dr. Mark Fulks, Dr. Adam Green, Dr. Lisa Haddad, Dr. Nick Hagemeyer, Ms. Meaghan Heimbach, Mr. Stephen Hendrix, Dr. Michael Hoff, Dr. Chris Keller, Dr. B.J. King, Dr. Karen King, Dr. Sam Mayhew, Dr. Kimberly McCorkle, Mr. Mason Mosier, Dr. Arpita Nandi, Dr. Brian Noland, Ms. Pam Ritter, Mr. Jeremy Ross, Dr. Don Samples, Dr. Janna Scarborough, Dr. Joe Sherlin, Dr. Jeff Snodgrass, and Ms. Jessica Vodden.

3. Standing Items

3.1 Approval of the March 14, 2022 Minutes

A motion was made and seconded to approve the minutes. The motion passed unanimously.

3.2 Review Agenda

Provost McCorkle announced three revisions to the agenda: the removal of 4.2.2., which was the proposed General Receipts of Material and Surplus Personal Property Policy; the addition of a presentation from Jessica Vodden to Information Items; and moving the Committee for 125 Chapter II Strategic Vision presentation to Old Business since it requires a vote.

3.3 Call for Voluntary Reports

- Faculty Senate: President Stephen Hendrix reported the Senate will hold its final meeting of the academic year the following week and will elect new officers. Planning work for a fall retreat has also begun.
- Staff Senate: President Joy Fulkerson invited members to participate in the upcoming Campus Beautification Day. A call for nominations for the Distinguished Staff Awards will be sent to the campus soon. The annual Staff Picnic will be on May 17.
- Council of Chairs: Dr. Jeff Snodgrass announced an upcoming social event for department chairs on April 29. The council continues to work on a policy related to stipends for chairs.

- SGA: President Mason Mosier expressed his excitement about serving as President of the SGA for the 2022-23 year.
- ITS: Dr. King provided an update on ERP. ETSU is in the process of entering the order for our purchase of Oracle ERP and HCM systems in alignment with the Oracle State contract. An RFP for the implementation partner is in progress, and discussions around process improvement have started in Human Resources, Finance, and ITS.

3.4 Sub-Council Report – University Governance Organizations

Dr. Susan Epps expressed her appreciation for the positive response from employees who were willing to serve on committees. She is working with committee chairs to ensure updates to their committee structures are being made. Conversations are taking place regarding the future responsibility of the committee.

4. Action Items

4.1 Old Business

Approval of ETSU Committee for 125 Chapter II Strategic Vision – Dr. Mike Hoff

Dr. Hoff began his presentation by discussing the original vision of the ETSU Committee for 125 Chapter 1 and some of the many outcomes from that initiative. A number of changes in the landscape, such as changes in state policy, necessitated the need for a new “chapter” for this visioning process.

The Committee for 125 Chapter II encompassed a number of opportunities for engagement and for persons to provide feedback or ask questions. Feedback from these meetings, presentations, and town halls were used to make revisions to the Committee for 125 Chapter II vision in areas such as enrollment, salary enhancement, research, veteran enrollment, regional development, chair training and development, and sport science and coach education.

The report offers transformational initiatives in the areas of access, affordability and efficiency, quality, research and community impact. Next steps would be to communicate the strategic vision across campus and the community and begin implementation and integration activities that allow units within ETSU to develop strategic plans that will achieve this vision outlined in the Committee for 125 Chapter II.

A motion was made and seconded to approve the report from the Committee for 125 Chapter II. The motion passed unanimously. The report will be presented to the Board of Trustees for final approval.

Members of the council commended Dr. Hoff and the task force team on the excellent work of the committee.

4.2 New Business

Dr. Mark Fulks presented the following policies for approval by University Council. Copies of the proposed policies were included in the meeting materials. Staff members from respective areas were available to answer any questions that were presented.

4.2.1 Access Control Policy: A motion was made and seconded to approve the policy. The Access Control Policy passed unanimously.

4.2.3 Laboratory Chemical Fume Hoods Policy: A motion was made and seconded to approve the policy. The Laboratory Chemical Fume Hoods Policy passed unanimously.

4.2.4 Passenger Van Policy: A comment was made regarding one typographical error in the policy. A question was raised on what to do if a van cannot be secured by Enterprise, and clarification was given that the requestor could work with another rental source. A motion was made and seconded to approve the policy. The Passenger Van Policy passed unanimously.

4.2.5 Personally Identifiable Information: A motion was made and seconded to approve the policy. The Personally Identifiable Information Policy passed.

4.2.6 Student Fees and Charges Policy: A motion was made and seconded to approve the policy. The Student Fees and Charges Policy passed.

4.2.7 Utility Golf Cart Policy: Questions were raised if this policy applies to golf carts checked out from Facilities as well as those that are owned by departments. Dr. Mark Jee confirmed the proposed policy only applied to those checked out through Facilities. Concern was raised on the possibility of there being confusion on which carts were covered by which policy. A motion was made and seconded to approve the policy. Following vote, the proposed Unity Gold Cart Policy was not approved and will be sent back for review.

4.2.8 General Purchasing Policy: A motion was made and seconded to approve the policy. The General Purchasing Policy passed.

5. Information Items/Presentations

5.1 Updates from University Marketing and Communications – Ms. Jessica Vodden

Ms. Jessica Vodden reported that responsibility for the design and content for the university's website has moved from ITS to University Marketing and Communications. This went into effect April 1. Four new staff members are now part of the UMC team to support the web. In addition, the former Web Steering Committee will transition to an advisory committee of the university-wide Marketing and Communications Network. This move aligns digital strategies with the university's overall marketing and communications strategic plan and will help fully leverage the website as a powerful marketing tool.

Ms. Vodden discussed the pivotal role that the web performs in overall marketing and recruitment. She presented a road map that outlined the process of updating the style,

redesigning, and optimizing the ETSU website. The redesign of the Admissions website will guide the new look for the website.

Ms. Vodden also introduced a new advocacy platform called Bambu that will allow users to amplify university stories by sharing them on various social media channels. Anyone interested in subscribing to the Bambu platform should contact University Marketing and Communications.

6. President's Report

Highlights of President Noland's report:

- Thanked Dr. Hoff for his leadership with the Committee for 125 Chapter II.
- Commended staff on the great work in planning the recent Open House event. Application numbers continue to hold constant.
- Reminded members of the upcoming Board of Trustees meeting April 22 and discussed other events that will take place during the month of April and into early May.
- Following Commencement, the institution will begin implementation of some of the initiatives outlined by the Committee for 125 Chapter II.
- Commented on the work that Huron will do within the institution, as well as the work involved in the implementation of the new ERP.
- Discussed how ETSU will be selecting institutional peers.
- Provided an update on legislative activities in Nashville.

7. Announcements

Dr. Epps thanked Meaghan Heimbach for her service to the sub-council and to University Council.

Dr. Hagemeyer thanked those who were involved in the Trailblazer Summit.

President Fulkerson encouraged Washington County voters to take advantage of the early voting site that has been established at ETSU.

President Mosier commented on how has enjoyed working with the council during the past year.

Provost McCorkle expressed her appreciation to those who helped plan Civility Week.

8. Adjournment

Provost McCorkle adjourned the meeting.



| Access Control Data Security Policy | |
|--|--|
| Responsible Official: Chief Information Officer | Responsible Office: Information Technology Services |

Policy Purpose

This Policy prescribes the data security control procedures used for limiting access to East Tennessee State University (ETSU) computer systems and the information stored on those systems. Access controls are necessary to ensure only authorized users can obtain access to ETSU's information and systems. Information Technology Services (ITS) access control security procedures provide guidance on account management and privilege assignments.

This policy applies to all ETSU users of information resources including students, faculty, staff, temporary workers, contractors, vendors, and any other authorized users that connect to ETSU servers, applications, or network devices that contain or transmit ETSU data.

Policy Statement

- I. Access Control Policy
ITS shall develop, disseminate, and periodically review and/or update formal, documented ETSU policies for Access Control, and procedures to facilitate the implementation of the Access Control best practices.
- II. General
 - A. ETSU will control user access to information assets based on requirements of individual accountability, need to know, and least privilege.
 - B. Access to ETSU information assets must be authorized and managed securely in compliance with appropriate industry practice and with applicable legal and regulatory requirements.
 - C. ETSU information assets include data, hardware, software technologies, and the infrastructure used to process, transmit, and store information.
 1. Guest/unauthenticated access may be provisioned commensurate with usage and risk.

2. Authorized users accessing ETSU computing resources and network with their own personal equipment are responsible for ensuring the security and integrity of the systems they are using to establish access.

III. Access Controls

- A. Access to information assets must be restricted to authorized users and must be protected by appropriate physical, administrative, and technical (including logical authentication and authorization) controls.
- B. Protection of information assets must be commensurate with the confidentiality of the information.
- C. Each computer system shall have an automated access control process that identifies and authenticates users and then permits access based on defined requirements or permissions for the user or user type.
- D. All users of secure systems must be accurately identified; a positive identification must be maintained throughout the login session; and actions must be linked to specific users.
- E. Access control mechanisms may include, but are not limited to, user IDs, access control lists, constrained user interfaces, encryption, port protection devices, secure gateways/firewalls, and host-based authentication.

IV. User Identification, Authentication, and Accountability

- A. User IDs:
 1. The access control process must identify each user through a unique user identifier (user ID) account.
 2. User IDs are assigned by Information Technology Services (ITS).
 3. Users must provide their user ID at logon to a computer system, application, or network.
- B. Individual Accountability:
 1. Every user ID must be associated with an individual person, who is responsible for its use.
- C. Authentication:
 1. Authentication is the means of ensuring the validity of the user identification.
 2. All user access must be authenticated.
 - a. The minimum means of authentication for all systems storing ETSU data are a personal secret password and a secondary authentication provided by the user.
 - b. During prolonged sessions, re-authentication must occur every 12 hours. Re-authentication must occur after no more than 30 minutes of inactivity.
 - c. All passwords used to access information assets must meet the established minimum criteria defined in the ETSU Strong Password Requirement Policy.

V. Access Privileges

- A. Each user's access privileges shall be authorized on a need-to-know basis as dictated by the user's specific and authorized role.
- B. Authorized access will be based on least privilege.
 - 1. This means that only the least privileges required to fulfill the user's role will be permitted.
 - 2. Access privileges must be defined so as to maintain appropriate segregation of duties to reduce the risk of misuse of information assets.
 - 3. Access to data must be authorized by the appropriate data custodian.
 - 4. Administrative, root, or other privileged account access must be granted strictly on role requirements.
- C. Access privileges should be controlled based on the following criteria, as appropriate:
 - 1. Identity (user ID);
 - 2. Role or function;
 - 3. Physical or logical locations;
 - 4. Time of day, week, month;
 - 5. Transaction based access;
 - 6. Access modes such as read, write, execute, delete, create, and/or search.

VI. Access Account Management

- A. User ID accounts must be established, managed, and terminated to maintain the necessary level of data protection.
- B. The following requirements apply to network logons, as well as individual application and system logons, and should be implemented where technically and procedurally feasible:
 - 1. Account creation requests must specify access either explicitly or via a role that has been mapped to the required access.
 - 2. Accounts must be locked out after a specified number of consecutive invalid logon attempts and remain locked out for a specified amount of time, or until authorized personnel unlock the account.
 - 3. User interfaces into secure systems must be locked after a specified amount of system/session idle time.
 - 4. Systems housing or using restricted information must be configured so that access to the restricted information is denied unless specific access is granted.
 - 5. Access must be revoked immediately upon notification that access is no longer required or authorized.
 - a. Access privileges of terminated users must be revoked or changed as soon as possible after the last day of work date or upon notification from Human Resources, Legal Counsel, or the Chief Information Officer.
 - b. Access privileges of transferred employees should be reviewed to confirm ongoing need for current access privileges.
 - (a) In the event that job duties require temporary overlapping privileges, timely review of that access must be conducted.

- c. In cases where an employee is terminated for cause, the user ID must be disabled simultaneously with or prior to departure.
6. User IDs will be disabled after 90 days of inactivity.
7. All third-party access (contractors, business partners, consultants, vendors) must be authorized, monitored, and subject to least privilege.
8. Appropriate logging will be implemented commensurate with sensitivity/criticality of the data and resources.
 - a. Logging of attempted access must include failed logons.
 - b. Logs should be monitored and regularly reviewed to identify security breaches or unauthorized activity.
 - c. Logs should be maintained for a specified period of time.
9. A periodic audit of secured systems to confirm that access privileges are appropriate must be conducted. The audit will consist of reviewing and validating that user access rights are still needed and are appropriate.

VII. Compliance and Enforcement

- A. This policy applies to all users of information resources including students, faculty, staff, temporary workers, contractors, vendors, and any other authorized users, who are permitted access.
- B. Persons in violation of this policy are subject to a range of sanctions, determined and enforced by ETSU management, including the loss of computer network access privileges, disciplinary action, dismissal from the institution, and legal action.
- C. Some violations may constitute criminal offenses, per Tennessee and other federal laws. ETSU will carry out its responsibility to report such violations to the appropriate authorities.

VIII. Exceptions

Documented exceptions to this policy may be granted by the Chief Information Officer.

Authority: T.C.A § 49-8-203, National Institute of Standards and Technology (NIST) 800-53, Health Insurance Portability and Accountability Act, Family Educational Rights and Privacy Act, Open Records Act of Tennessee, Gramm Leach Bliley Act

Previous Policy: TBR Access Control: 1.08.03.00

Defined Terms

Information System: A discrete set of information resources organized for the collection, processing, maintenance, use, sharing, dissemination, or disposition of information.

Policy History

Effective Date: May 13, 2019

Revision Date:

Procedure

I. Access Management

Establishes the steps necessary to formalize the process of requesting, granting, administering, and terminating accounts. The ETSU shall apply these Account Management practices to all accounts on ITS systems, including accounts used by vendors and third parties:

- A. Identify and select the following types of information system accounts to support the ETSU missions/business functions:
 1. Employees
 2. Students
 3. Alumni
 4. Guests
- B. Assign account manager/sponsors for information system accounts.
- C. Establish conditions for group and role membership.
- D. Specify authorized users of the information system, group and role membership, and access authorizations (i.e., privileges) and other attributes (as required) for each account.
- E. Requires approval by an ETSU sponsor for requests to create information system accounts.
- F. Create, enable, modify, disable, and remove information system accounts with automated controls. Manual controls are discouraged and should be applied in a reasonable time.
- G. Monitor the use of information system accounts.
- H. Notify account managers:
 1. When accounts are no longer required;
 2. When users are terminated or transferred; and
 3. When individual information system usage or need-to-know changes.
- I. Authorize access to the information system based on:
 1. A valid access authorization;
 2. Intended system usage; and
 3. Other attributes as required by the ETSU or associated missions/business functions.
- J. Review accounts for compliance with account management requirements bi-annually.
- K. Employ automated mechanisms to support the management of information system accounts.
- L. The information system automatically disables temporary and emergency accounts after 30 days.

- M. The information system automatically disables inactive accounts after 90 days of inactivity.
- N. The information system automatically audits account creation, modification, enabling, disabling, and removal actions, and notifies the system owner.
- O. Require that users log out when they no longer need the active session.
- P. The information system implements dynamic privilege management capabilities when this capability is required.
- Q. Establish and administer privileged user accounts in accordance with a role-based access scheme that organizes allowed information system access and privileges into roles.
- R. Monitor privileged role assignments.
- S. Remove access when privileged role assignments are no longer appropriate.
- T. Disable accounts of users posing a significant risk within one hour of discovery of the risk.

II. Information Flow Enforcement

The flow of sensitive information between systems is controlled and/or monitored through technical (network firewalls, intrusion prevention, data loss prevention) means.

III. Separation Of Duties

ETSU enforces separation of duties to aide in the prevention of both fraud and errors from a lack of quality control. The person requesting a change in access should not be the person who plans and then implements the change.

IV. Least Privilege

ETSU implements least privilege by limiting the rights/privileges or accesses assigned to users to enable performance of specified tasks while adequately mitigating risk to the organization, individuals, and other organizations.

V. Unsuccessful Login Attempts

ETSU defines the maximum number of consecutive invalid user login attempts, a time-period in which the consecutive invalid access attempts occur, and a defined response to be taken should this maximum number of invalid login attempts occur during the defined time-period.

- A. Enforces a limit of 10 consecutive invalid logon attempts by a user during a one-hour period and
- B. Automatically locks the account/node for 1 hour.
- C. The information system has the ability to purge/wipe information from ETSU managed mobile devices after ten consecutive, unsuccessful device logon attempts.

VI. System Use Notification

ETSU's information system displays an approved system use notification message before granting system access. The message displayed includes privacy and security notices consistent with applicable federal laws, Executive Orders, directives, policies, regulations,

and standards. All users must accept the terms in this notification message prior to using any ETSU computing resources.

VII. Previous Logon (Access)

With regard to both traditional logons to information systems and general access to information systems that occur in various system configurations, the information system logs successful logon (access) to the system, of the date and time of the last logon (access).

VIII. Concurrent Session Control

The information system limits the number of concurrent sessions for each system account as defined by the system owner.

IX. Session Lock

The information system:

- A. Prevents further access to the system by initiating a session lock after one hour of inactivity or upon receiving a request from a user; and
- B. Retains the session lock until the user reestablishes access using established identification and authentication procedures.

X. Session Termination

Session timeout represents an event occurring when a user does not perform any action on a web site during a period of time. The lack of action changes the status of the user session to 'invalid'. The information system automatically terminates a user session after one hour of inactivity.

XI. Remote Access

ETSU defines standards for connecting to the ETSU's network from any host. These standards are designed to minimize the potential exposure to the ETSU from damages which may result from unauthorized use of ETSU resources. Damages include the loss of sensitive or company confidential data, intellectual property, damage to public image, damage to critical ETSU internal systems, etc.

The ETSU:

1. Establishes and documents usage restrictions, configuration/connection requirements, and implementation guidance for each type of remote access allowed.
2. Authorizes remote access to the information system prior to allowing such connections.
3. The information system monitors and controls remote access methods.
4. The information system implements cryptographic mechanisms to protect the confidentiality and integrity of remote access sessions.
5. The information system routes all remote accesses through the ETSU primary firewall managed by ITS.
6. ETSU ensures that users protect information about remote access mechanisms from unauthorized use and disclosure.

7. ETSU provides the capability to expeditiously disconnect or disable remote access to the information system following one hour of idle time.

XII. Wireless Access

ETSU defines standards for connecting to the ETSU's wireless network from any host. These standards are designed to minimize the potential exposure to the ETSU from damages which may result from unauthorized use of ETSU resources. Damages include the loss of sensitive or company confidential data, intellectual property, damage to public image, damage to critical ETSU internal systems, etc.

The ETSU:

- A. Establishes usage restrictions, configuration/connection requirements, and implementation guidance for wireless access; and
- B. Authorizes wireless access to the information system prior to allowing such connections.
- C. The information system protects wireless access to the system using authentication of users and encryption.
- D. ETSU disables, when not intended for use, wireless networking capabilities internally embedded within information system components prior to issuance and deployment.
- E. ETSU identifies and explicitly authorizes users allowed to independently configure wireless networking capabilities.
- F. ETSU selects radio antennas and calibrates transmission power levels to reduce the probability that usable signals can be received outside of organization-controlled boundaries.

XIII. Access Control for Mobile Devices

Procedures for requirements regarding access control for mobile devices will mitigate risk from malicious or otherwise compromised devices to the ETSU's information system.

The ETSU:

1. Establishes usage restrictions, configuration requirements, connection requirements, and implementation guidance for organization-controlled mobile devices; and
2. Authorizes the connection of mobile devices to organizational information systems.

XIV. Use Of External Information Systems

The ETSU establishes terms and conditions, consistent with any trust relationships established with other organizations owning, operating, and/or maintaining external information systems, allowing authorized individuals to:

- A. Access the information system from external information systems; and
- B. Process, store, or transmit organization-controlled information using external information systems.

The ETSU:

- C. Verifies the implementation of required security controls on the external system as specified in the information security policy and security plan; or

- D. Retains approved information system connection or processing agreements with the organizational entity hosting the external information system.
- E. Controls the use of organization-controlled portable storage devices by authorized individuals on external information systems.
- F. Controls the use of network accessible storage devices in external information systems.

XV. Data Mining Protection

This control establishes the process of securing Analysis Services that occur at multiple levels. Each instance of Analysis Services and its data sources must be secure to make sure that only authorized users have read or read/write permissions to selected dimensions, mining models, and data sources, and to prevent unauthorized users from maliciously compromising sensitive business information. The ETSU employs data mining prevention and detection techniques to adequately detect and protect against data mining.

Procedure History

Effective Date: May 13, 2019

Revision Date: February, 2022

Related Form(s)

Scope and Applicability

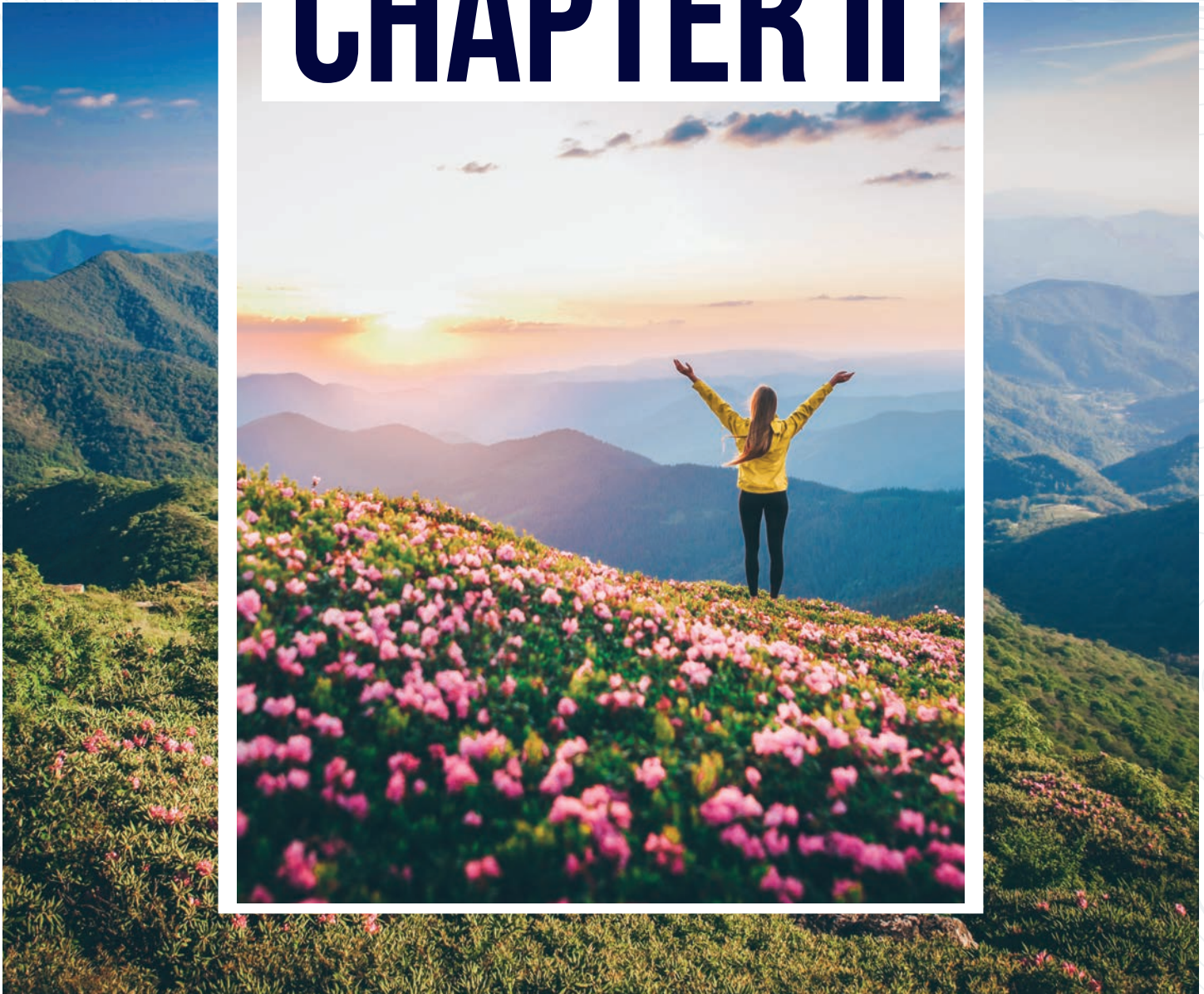
Primary: Information Technology

Secondary:



EAST TENNESSEE STATE
UNIVERSITY

ETSU COMMITTEE FOR 125
CHAPTER II





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I. FOREWORD

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 forego college in hopes of a brighter future through alternative pathways. While a short-term wage bump and other distractions have 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 the Committee for 125 Chapter II (C125.2). At the

onset of the original strategic planning effort, future-facing concerns were focused upon Massive Open Online Courses and of 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. 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 10 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 of 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 who 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 Center for the Arts. The investments made in athletic facilities, primarily the William B. Greene, Jr., 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 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.

A forward-looking university that enjoys a robust reputation as a health sciences institution, ETSU 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 task forces convened throughout the past year. The task forces, 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.”

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 were 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, and church leaders, as well as citizens of the region, saw that the future of 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 U.S. 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% 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 toward 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 institutions 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 40 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 they are at 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 that the long-standing process of strategic planning that starts with people and principle was utilized again with the Committee for 125 Chapter II. The resulting work will guide the institution through another decade of growth exceeding in measure the past four decades.

V. ETSU 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 members 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 Graduate 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 Chair

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,
Northern Kentucky University

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 15 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 task force. 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 300 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:



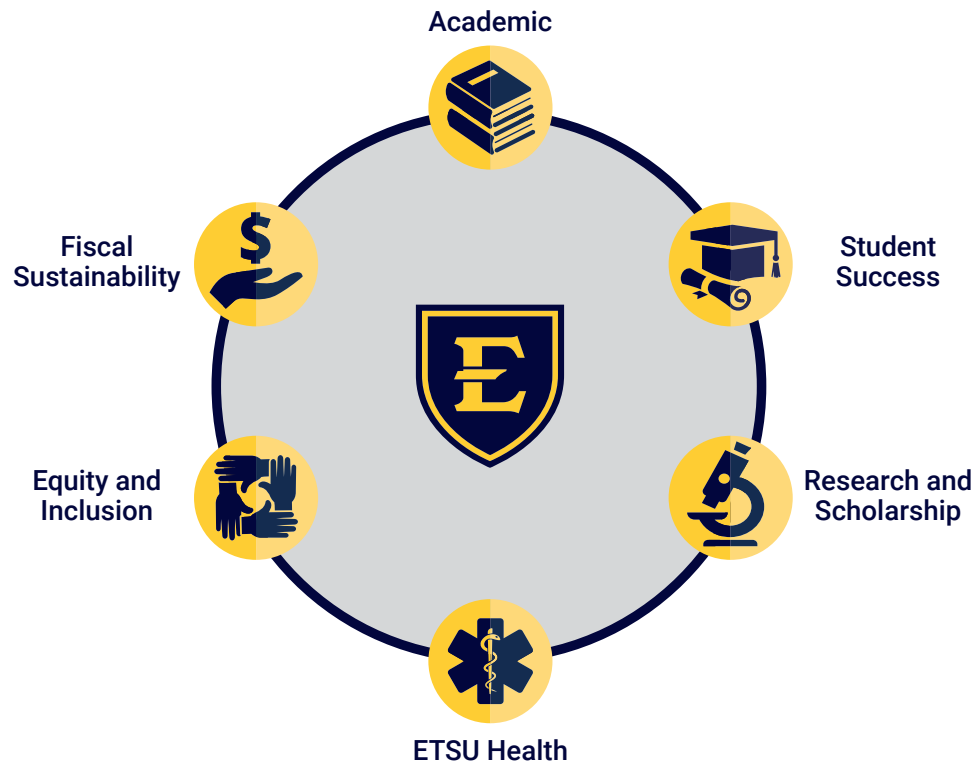
Selected Constituent Meetings:

- 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 II 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 of these pillars also represents an opportunity for external engagement with other universities, school systems, health care institutions, and other governmental/non-governmental agencies that drive regional stewardship.



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 and 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 lifelong 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 – 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 strengthened campus community and benefited student success.

ETSU also has 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 lifelong 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 and 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 of 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 Bluegrass, Old-Time, and Roots 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,

the organization, and the 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 and 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 to receive 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, promoting regional development and workforce development, and supporting 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 and 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; and 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, ETSU has integrated 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 Quillen 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, ETSU's Interprofessional Education and Research Center, 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 child care facility with interprofessional 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 child care 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 embedded 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 also has helped restore the broader 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 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 have created an alumni culture that increased the percent of alumni who give by 10 percent 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 a foundational presence 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,” attributed to 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 Appalachian Highlands area post-graduation. Among the major features of this space are King Commons and Founders Park, where residents and

students regularly participate in festivals, fitness experiences, arts show cases, 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. The Center of Excellence for Sport Science and Coach Education (in conjunction with the SERK department), through continued investment, is seen as a global leader in the field and positively impacts the research, teaching, and service reputation of the entire university. Specific examples of these facilities are the William B. Greene, Jr., 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 on continuously evolving teaching and learning methodologies that considered the lessons learned from the pandemic. Additionally, the university demonstrates a renewed focus on applied research that improves the region, particularly in the health sciences, and has 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-Eastman Valleybrook 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 is a premier model for community-based health care, spanning the full spectrum from education to research to practice. ETSU graduates staff every aspect 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 health care 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 75 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.

The next step is execution and a call to every constituency, both internal and external, to join hands in translating this vision into reality on behalf of those for whom the University exists to serve. If we can join forces in this journey, it can be the most satisfying and beneficial work that any of us can imagine. Together, we will build on behalf of a brighter and more sustainable future for not only our students but also the public whom we serve.

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 goals, and community impact. These three concepts (access, success, impact) structure the action agenda that undergirds the institution's overall mission 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 institution's 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.
- Implement a coordinated process of academic department chair development and regular training.
- Explore and obtain membership in the Association of Public & Land-Grant Universities.
- 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. Lamb Hall renovation
 - h. Planning process for Warf Pickel 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 lifelong 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.
- Provide targeted investments in the facilities that support athletics and the Center of Excellence for Sport Science and Coach Education.

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 and staff 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 a 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 students, etc. to levels equivalent to aspirational peer institutions.
- Reach 90 percent 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 students 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; it is 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 percent.
- 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 (<https://www.insidehighered.com/news/2016/08/09/digital-badging-spreads-more-colleges-use-vendors-create-alternative-credentials>).
- 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 (<https://www.lib.ncsu.edu/spaces?s=1#/all/all/Hunt/>) 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.

East Tennessee State University does not discriminate against students, employees, or applicants for admission or employment on the basis of race, color, religion, creed, national origin, sex, sexual orientation, gender identity/expression, disability, age, status as a protected veteran, genetic information, or any other legally protected class with respect to all employment, programs and activities sponsored by ETSU. The following person has been designated to handle inquiries regarding non-discrimination policies: Compliance Coordinator, PO Box 70271, Johnson City, TN 37614, 423-439-8544. ETSU's policy on non-discrimination can be found at: etsu.edu/universitycounsel/compliance. ETSU is an AA/EEO employer. ETSU-PRZ-452-22



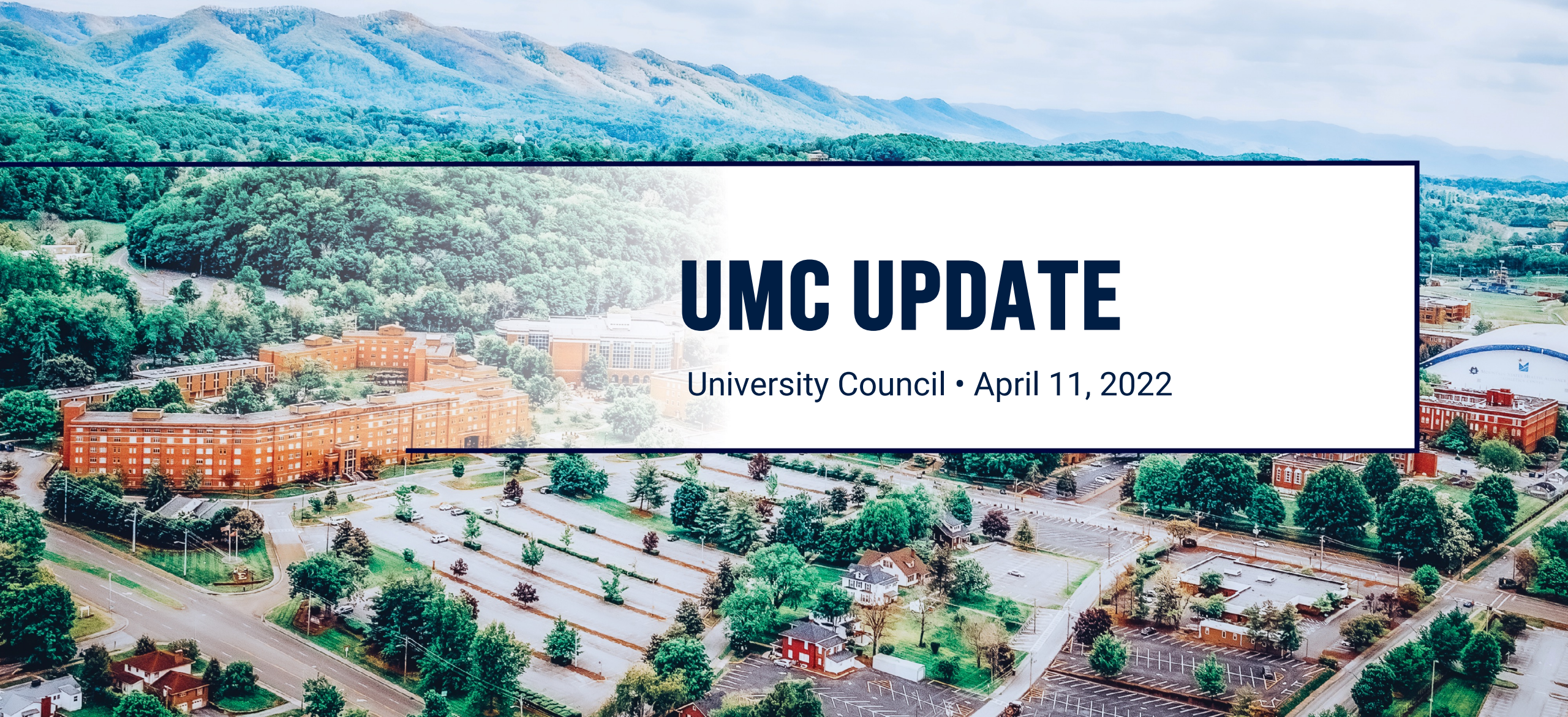
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EAST TENNESSEE STATE
UNIVERSITY

UMC UPDATE

University Council • April 11, 2022



AGENDA

- ETSU.edu
- Bambu Advocacy Platform



STRATEGIC ALIGNMENT

Responsibility for the design and content for the University's website has moved from ITS to UMC.

- Effective April 1
- New UMC Team Members
 - Romario Briscoe: Digital Marketing Specialist
 - Kevin Call: Front-End Web Developer
 - Stephen Fields: Back-End Web Developer
 - Sherry Martinez: Web Coordinator
- The former Web Steering Committee will transition to an advisory committee of the University Marketing and Communications Network



GOALS

- Align digital strategies with the University's overall marketing and communications strategic plan
- More fully leverage the website as the powerful marketing tool it is – **convince and convert**



#1 RECRUITING TOOL

The sources high school students rank as most influential in their college search

1-5 scale, 5=most influential, sorted by 2021 seniors

| RESOURCE | OVERALL | SENIORS | JUNIORS | SOPHOMORES |
|---|---------|---------|---------|------------|
| The college's website | 3.99 | 3.91 | 3.91 | 4.08 |
| Results from a financial aid or scholarship calculator | 3.84 | 3.85 | 3.77 | 3.90 |
| Statistics on salaries of recent college graduates | 3.69 | 3.79 | 3.74 | 3.65 |
| Videos of campus, classrooms, students, residence halls | 3.75 | 3.73 | 3.70 | 3.86 |
| Email from a particular school | 3.75 | 3.70 | 3.79 | 3.90 |
| Phone calls from admissions counselors | 3.64 | 3.58 | 3.80 | 3.73 |
| Texts or live messages from admissions counselors | 3.62 | 3.54 | 3.59 | 3.66 |
| Virtual reality videos | 3.50 | 3.53 | 3.41 | 3.43 |
| Social media posts | 3.36 | 3.51 | 3.46 | 3.28 |
| Virtual tours | 3.51 | 3.51 | 3.59 | 3.78 |

Source: RNL High School E-Expectations Report



DESIGN MATTERS

- According to [EAB](#), 87 percent of students indicated that a well-designed website improves their opinion of a college. 77 percent said a poor website experience negatively impacts their opinions.



STRATEGIES

Support the University's Strategic Growth Agenda

- Omni-Channel Brand Development
- Dynamic Storytelling
- Improved User Experience
- Accessibility and Inclusion
- Data-Driven Decision Making
- Meaningful Collaboration



AUDIENCES

Primary

- Potential students
 - FTF
 - Transfer
 - Adult & Pandemic Affected
 - International
 - Graduate
- Current students

Secondary

- Alumni
- Supporters and Partners
- Community Leaders & Influencers
- Policymakers
- Faculty and Staff
- Potential Faculty/Staff Recruits
- Researchers, Members of the Academy
- Community Members



ROAD MAP

- **April to July 2022:** Update style for a cleaner look and to optimize for various viewing devices/preferences
- **May to July 2022:** Update the homepage and combine internal and external designs
- **May to July 2022:**
 - Conduct audience research to inform future updates and development of site content
 - Conduct initial audit of site content
 - Develop and launch comprehensive digital strategy to drive traffic to the site and capture inquiries including pilot of dynamic content
- **July 2022:** Launch new design components
- **July to December 2022:** Overhaul key entry points for recruitment and external engagement
 - College pages
 - Select academic program pages
 - ETSU News
 - Select Student Life content including housing and resident life
- **January to June 2023:** Update remaining academic program pages
- **June 2023:** Optimize homepage based on analytics and research
- **July to December 2023:** Conduct extensive content audit
- **January to June 2024:** Update remaining pages and content



WHAT TO EXPECT

We'll...

- Work with Deans and VPs to determine priority for overhaul
- Identify and work with an advisory committee
- Communicate major site updates in advance
- Reach out to you when it's "your turn."
- Provide training on developing effective content for the web
- Help you update your content
- Provide guidance on how to keep it up to date
- Always continue optimizing and updating the site



STYLE UPDATE

- Based on design of Admissions website
- Optimized for
 - Mobile
 - Dark-Mode
 - Usability and Accessibility
 - Conversion
- First Rollout: April/May
- Second Rollout: June/July





Office of the Provost




ETSU Search MENU

MAJORS & MINORS | COST | REQUEST INFO | VISIT | APPLY | GIVE

Office of the Provost

206 Dossett Hall | PO Box 70733
Johnson City, TN 37614 (Get Directions)
Phone: 423-439-4811



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OFFICE OF THE PROVOST

- Home
- Colleges, Deans and Administrative Units
- Provost's Academy
- Staff
- Academic Council
- Together in Community
- 1911 Society



It was in Gilbreath Hall on the ETSU campus where faculty of East Tennessee State Normal School first met more than a century ago. Those 18 faculty members trained the most impressive institutions in the world, and they did so on a campus with the shared belief that through education, communities could be made better.

Fast-forward over a 100 years later, and that same belief continues. Today, hundreds of faculty call this institution home. They believe in the power of higher education, and they believe that through a college degree, any dream is possible. Our faculty are leaders, mentors, scholars, and public servants. They are award-winning teachers and researchers in their fields of study. They generate new ideas and develop solutions for our students.

And, they are all committed to the success of their students.

Welcome to East Tennessee State University.

1911 Society

OFFICE OF THE PROVOST

Home

Colleges, Deans and Administrative Units

Provost's Academy

Staff

Academic Council

Together in Community

1911 Society

Academic Programs & Services ▾

Administrative & Academic Support ▾

Academic & Faculty Resources ▾

Distinguished Faculty Awards ▾

Forms

Faculty Convocation

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Named in commemoration of the year when ETSU was founded, the 1911 Society recognizes the university's most notable graduates from undergraduate, graduate and professional programs. The selection committee evaluates applicants on academic achievement; sustained service; honors, awards, recognitions, publications and presentations; demonstrated leadership; work experience, such as study abroad, internships, externships and clinicals; and personal narratives.



ETSU President Brian Noland said, "For more than a century, ETSU has carried forth a mission to improve the quality of life for the people of this region. The 1911 Society recognizes an elite group of graduates who have embodied that very mission. We are delighted to honor these distinct members of the Class of 2021 throughout Commencement exercises this week."

The 1911 Society was established in 2020. Honorees receive special recognition and tartan stoles to wear during Commencement. Their contributions and accomplishments will be showcased on the 1911 Society wall located on the third floor of the D.P. Culp Student Center.

"The 11 students being inducted into the 1911 Society have achieved great accolades in the classroom, in research laboratories and in service to this campus and our communities," said Dr. Wilsie Bishop, Senior Vice President for

Academics and Interim Provost. "Each has transformed ETSU in some way during their time at ETSU, and their selection is our way of celebrating the legacies they have established."

CLASS OF 2021 INDUCTEES:

Hebah Al-Khateeb

**1911 SOCIETY MEMBERS FROM THE CLASS
OF 2020**

Sarah Hamilton Alexis Harvey Gabrielle
Johnson Shannon Ketchem Brianna McCoy Margaret
Jean Miller Taylor Osborne Amir Shaikh John
Sterrett Raina Wiseman



- ELIGIBILITY
- SELECTION
- APPLICATION INFORMATION
- INDUCTEE RECOGNITION

THE CAVE ESPORTS ARENA
View Our World-Class Gaming Area

2:35 4

Teams

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- 1911 Society
- Academic Programs & Services ▾



It was in Gilbreath Hall on the ETSU campus where the inaugural faculty of East Tennessee State Normal School first taught more than a century ago. Those 18 faculty members trained at some of the most impressive institutions in the world, and they came to this campus with the shared belief that through education, lives can be changed and our communities could be made better.

Fast-forward over a 100 years later, and that same tradition continues. Today, hundreds of faculty call this institution home. Our faculty believe in the power of higher education, and that with a college degree, any dream is possible. Our faculty are champions for our students. They are leaders, mentors, scholars, innovators, and public servants. They are

Office of the Provost



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And, they are all committed to the success of their students.

Welcome to East Tennessee State University.

Questions?

BAMBU: ADVOCACY PLATFORM

Goals

- Amplify our voice
- Tell our story
- Connect with the community



BAMBU

[EXTERNAL] Weekly Digest for East Tennessee State University (Mar 22, 2022 - Mar 29, 2022)



Bambu <digest@getbambu.com>

Tuesday, March 29, 2022 at 12:11 PM

To: Vodden, Jessica



DIGEST



Alumni, Athletics

It's official: Former Buc Seamus Power headed to Masters

As the World Golf Rankings came out Monday morning, it became official: Seamus Power will play in this year's Masters.

[Read more](#)

[Share This](#)



Awards and Honors, ETSU Health, Public Health

U.S. News ranks ETSU College of Public Health among best

JOHNSON CITY – East Tennessee State University's College of



BAMBU

Available to share until April 23, 2022



Curated by OJ Early on Apr 8



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FEATURED

Arts & Sciences

ETSU hosting Q&A on Ukraine crisis

JOHNSON CITY, Tenn. (April 5, 2022) – The unfolding crisis in Ukraine continues to hold the world's attention and generate questions about the conflict, forces and ideas propelling it. On Tuesday, April 12, a panel of experts...

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News

Student exhibitions on display at Reece Museum

Student exhibitions are on display at the ETSU Reece Museum.

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Arts & Sciences

ETSU Planetarium playing important regional role

JOHNSON CITY, Tenn. (April 7, 2022) – As audience members make their first "flight" to Mars, Dr. Gary Henson often makes note of the audible gasps that fill the room.

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Alumni

Meet Wes Ramey: from ETSU alum to Dollywood PR Director

When Wes Ramey graduated from East Tennessee State University in 2008 with his masters' degree in Professional Relations, he planned on a career that focused on public relations in motorsports.

easttennessean.com · 2d

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Clemmer College

ETSU professor uses Dollywood as his classroom

For students studying parks and recreation at ETSU, a trip to Dollywood is on the syllabus.

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News

ETSU's Reece Museum wins awards

JOHNSON CITY, Tenn. (April 5, 2022) – The Reece Museum at East Tennessee State University was the recipient of two Tennessee Association of Museums (TAM) Awards of Excellence at the recent TAM conference.

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1 Share




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Back

 @JessicaVodden  



Message Ideas
Select an option below as inspiration to craft your message to your network.

1. Don't miss these engaging @ETSU student exhibitions at the Reece Museum! [Use this](#)

 **Student exhibitions on display at Reece Museum**
Student exhibitions are on display at the ETSU Reece Museum.

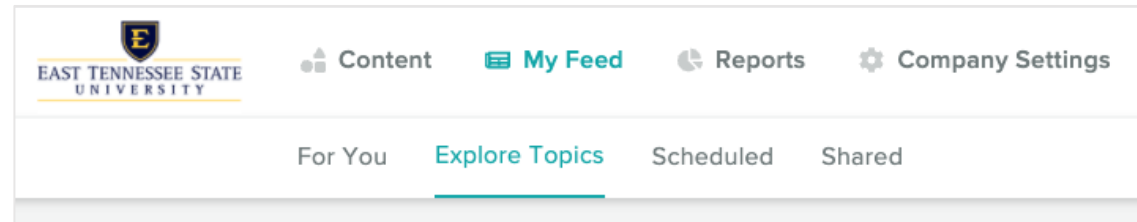
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CONTACT

Jessica Vodden

Chief Marketing and Communications Officer

(423) 439-4317

vodden@etsu.edu

3rd Floor, Burgin Dossett Hall





| General Purchasing Policy | |
|--|--|
| Responsible Official: Chief Financial Officer | Responsible Offices: Tax and Revenue Services |

Policy Purpose

East Tennessee State University (ETSU) is required by state and federal law to establish and maintain a system of internal control. The purpose of this policy is the establishment of procedures for obtaining goods and services.

Policy Statement

This policy governs the purchasing process. For questions about the purchasing process you should contact the Procurement and Contracts Office.

I. Principles

- A. All purchases must comply with this policy and the laws of the State of Tennessee for the purchase of goods and services.
- B. The purchase must support the mission and purpose of the University.
- C. The purchase must not be personal in nature.
- D. The amount expended should be reasonable.
- E. Employees of the University serve the interests of the State of Tennessee and must comply with the University Conflict of Interest Policy (Section VI.C).
- F. The President of the University has delegated authority to the Associate Vice President for Tax and Revenue Services and the Manager/Director of Procurement and Contracts to make purchase commitments. The President of the University has delegated authority to the Associate Vice President for Tax and Revenue Services and the Manager/Director of Procurement and Contracts to sign contracts for the University when they are associated with purchase orders. No employee has authority to make any purchase commitment, enter into any contract for goods or services, or otherwise act with respect to third parties which may be construed as financially binding to the University except through the authority of Tax and Revenue Services, unless specifically authorized by other applicable University policy or in writing by the President. This policy applies to all expenditures of funds administered by the

University, regardless of origin. This policy does not apply to agency funds set up with ETSU Financial Services.

- G. The ETSU Standard Bid Terms and Conditions and the ETSU Code of Ethics in Procurement and Contracting (Section VI) are adopted as minimum standards in the procurement of goods and services.
- H. Except as specifically provided in other University policies and guidelines, authority pursuant to those policies shall not include the purchase or lease of real property, the purchase of insurance, or purchases for capital outlay projects from any fund source whatsoever.
- I. No employee of the University responsible for initiating or approving requisitions shall accept or receive, directly or indirectly, from any person, firm or corporation to whom any contract may be awarded, by rebate, gift or otherwise, any money or anything of value whatsoever, or any promise, obligation or contract for future awards or compensation. Whenever any contract/purchase order is awarded contrary to this provision, the contract/purchase order shall be void and of no effect, and if the violation was intentional, the employee responsible for the purchase shall be liable for any state funds paid contrary to this provision.

II. **Purchasing**

- A. Planning a Purchase - In preparation of the purchase of goods and services, a clear description of the requirements or specifications is the basis for assuring that departmental needs will be met. The approving authority from the ordering department must assure that funds have been appropriated and are available for the purchase of materials, supplies, equipment or services prior to award of a contract. The ordering department is responsible for determining that all items to be purchased are necessary.
- B. Purchase Requisition Procedures - Purchase requisitions should be submitted online by accessing University purchasing system. Purchase requisitions are submitted by the ordering department, approved by the appropriate officials and forwarded electronically to the Procurement and Contracts Office for processing into a bid or a purchase order.
- C. The purchase requisition should include, but not be limited to the following:
 - 1. Information describing the purpose of the acquisition, technical requirements, bidder qualifications, and any other information considered relevant to the goods or services being acquired. Whenever possible, all specifications for materials, supplies, equipment and services shall be worded or designed so as to permit open and competitive bidding.
 - 2. The quantity or number of articles or services required.
 - 3. The estimated cost of goods or services.

- D. Additional Purchasing Methods - In addition to the purchase requisition, other purchasing methods, such as the Procard and contract purchases may be available.
- E. Competitive Bidding and Specifications - All purchases valued at \$25,000 or more shall be based upon the principles of competitive bidding except as provided herein. The unit of analysis for application of the bidding threshold is the individual invoice, receipt, purchase order, estimate, etc. Primary responsibility for determining a single purchase is with the department. The Procurement and Contracts Office shall review purchases to ensure compliance with this Policy. Departments shall not intentionally divide invoices, receipts, purchase orders or estimates to stay below the \$25,000 threshold. Whenever possible, all specifications for materials, supplies, equipment and services shall be worded or designed so as to permit open and competitive bidding for the supplying of the articles, commodities or services to which they apply.
- F. Bidding is required when the total purchase amount is \$25,000 or more. A minimum of three bids is required when the total purchase amount is \$25,000 to \$75,000. Departmental personnel may contact sources of supply for quotes when the amount of the total purchase is \$25,000 but less than \$75,000. The Procurement and Contracts Office will assist in the development of specifications and provide capable suppliers upon request. The Procurement and Contracts Office is also available to obtain the bids. All bid information is to be attached as internal information on the purchase requisition in the University purchasing system. If available, furnish with the purchase requisition such specifications, catalog pages, brochures, or other data as will provide an adequate basis for determining the quality and functional capabilities of the products being requested.
- G. The Procurement and Contracts Office will issue bids for goods and services \$75,000 or more. Exception to this are construction contracts in which the Office of Facilities Management as the State Procurement Agent will route any construction contracts over \$100,000 to the Office of State Architect for approval. These contracts are signed by the President, Legal and the Chief Financial Officer.
- H. The University shall actively solicit bids from small, minority, service-disabled veteran, and woman-owned businesses in order to obtain a fair proportion of goods and services from such businesses, whenever possible.
- I. Non-Competitive Purchases - Goods and services over the bid threshold may be procured without competitive bidding only if such purchases are justified in writing and approved by the President, Associate Vice President for Tax and Revenue Services, or Manager/Director of Procurement and Contracts.
- J. Emergency Purchases - Requests for purchases of specific materials, supplies, equipment, or services may be made in the open market for immediate delivery only to meet bona fide emergencies arising from any unforeseen cause. The President must approve all bona fide emergency purchase requests of \$750,000 or more. The Chief Operating Officer must approve all emergency purchases less than \$750,000. A written report on the circumstances of any such emergency justifying the purchase shall be prepared by the ordering department and maintained by the University. All emergency purchases shall, if practicable, be made on the basis of competitive bids.

- K. Contracts and Agreements - All contracts and agreements will be in conformance with ETSU policy on Contracts and Signature Authority and other State requirements.
- L. Fiscal Review- Certain procurements/contracts require approval by the President, the Board of Trustees, and State of Tennessee Fiscal Review Committee. (Allow a minimum of 75 days prior to the effective date of the agreement). This includes procurements/contracts that meet all of the following criteria:
 - i Contracts that are non-competitive; and
 - ii Contracts that have the potential of being for a period of more than one year; and
 - iii Contracts that exceed \$250,000 in total value (including all potential renewals)
- M. Prohibited Transactions - No personal items shall be purchased through the University or from funds of the University for any employee of the University or any relative of any employee. Personal gifts for employees cannot be purchased with university funds. Whenever any contract/purchase order is awarded to the contrary to this provision, the contract/purchase order shall be void and of no effect, and if the violation was intentional, the employee responsible for the purchase shall be liable for any state funds paid contrary to this provision.

III. Special Purchasing Considerations

- A. Business Meals – The University may pay or reimburse properly documented meals when the primary purpose is a business discussion. Business meals generally include at least one non-university employee. However, occasional gatherings of University employees may also be reimbursed as business meals. Expenses may be incurred only for those individuals whose presence is necessary to the business discussion.

In addition to an itemized receipt, IRS rules on substantiation of business expenses require documentation of the time, date, place, specific topic of discussion and attendees at the meals. The documentation requirements apply to all on-campus or off-campus business meals, regardless of payment methods. Accordingly, all on-campus dining facilities require this documentation for all meals charged to departmental accounts.

Under no circumstances will alcohol expenditures be reimbursed. The University will deny reimbursement for meal expenses that lack documentation or a clear business purpose. Gatherings that are primarily social in nature do not qualify for payment or reimbursement as business meals.
- B. Faculty/Staff Recognition Events – Institutional funds may be used to purchase food and non-alcoholic beverages for recognition, appreciation and/or retirement events. Expenses for these events must be reasonable. Recognition gifts and retirement plaques are allowable up to a reasonable value limit per employee/retiree recognized.

IV. Examples of Purchases Not Allowed with University Funds

- A. Gifts and flowers except for officially sponsored events and student activities
- B. Personal purchases for employees or students
 - 1. Professional license fees examples: any Tennessee State Health Professional Board, or other state or national professional board licenses
 - 2. Memberships, Dues and Subscriptions examples: any personal membership, dues, or subscriptions in the name of the individual, Any civic organizations, or professional organizations in the name of an individual. To be allowed the fee has to be an Institutional fee in the name of ETSU, a College, or a Department, not an individual.
 - 3. Purchases for office use examples: decorations for private offices, coffee pots, microwaves, tissues, food, drinks, cups, plates, etc.
- C. Employee monetary awards/rewards examples: cash, gift cards or gift certificates. Employee awards are provided using processes established in the Foundation and are paid through Payroll as extra compensation.

V. Permitted Transactions for Non-Employees with University Funds

- A. Honoraria
- B. Token of appreciation for service rendered - \$50 or less per person
- C. Incentives/Rewards for participating in research studies, surveys, or projects, or for attending events
- D. Promotional items for give-away in order to promote departments and departmental programs
- E. Gift cards: Gift cards are allowed to be purchased for payment to research participants only. Non-employee and non-resident alien research participant payments are limited to a maximum of \$50 per payment and a total payment of less than \$600 to any one research participant. The department must retain a copy of the research participant name, address, social security number and signature acknowledging receipt of the gift card. Department must be able to show that all the gift cards were distributed. These records are subject to audit by university and State Audit. A request to purchase gift cards should be sent to Accounts Payable for a check to be issued to the vendor. University Procards cannot be used to purchase gift cards.
- F. Cash payments: Cash payments are allowed for research participants only. Non-employee and non-resident alien research participant payments are limited to a maximum of \$50 per payment and a total payment of less than \$600 to any one research participant. Any individual research participant payment over \$50 must be processed through Accounts Payable via a check to the individual research participant. Complete the Cash Payment to Research Participants form and return it to Financial Services before any funds can be distributed. Research participant name, social

security number, address and signature acknowledging receipt of the cash must be obtained. Differing from the use of gift cards, the petty cash receipts are returned to the Bursars Office when the petty cash account is closed out at the end of a grant or when the fund is replenished. The receipts are retained in the Bursars vault and are subject to audit by university and State Audit. Note: Whether gift cards or cash are distributed, a method of securing cards or cash is needed.

VI. Code of Ethics in Procurement and Contracting

The code of ethics was developed by East Tennessee State University, approved by the Board of Trustees, and shall be applicable to all ETSU employees who are primarily responsible for the purchase of goods or services for the institution.

A. Statement of Policy

1. Employees must discharge their duties and responsibilities fairly and impartially.
2. They also should maintain a standard of conduct that will inspire public confidence in the integrity of the institution.

B. General Standards of Ethical Conduct

1. Any attempt to realize personal gain through public employment, inconsistent with the responsible discharge of that public employment, is a breach of public trust.
2. Employees shall base all purchases on the principle of competitive bidding consistent with policies of the Board and the institution.
3. Employees shall grant all competitive bidders equal consideration, regard each transaction on its own merits, and foster and promote fair, ethical, and legal trade practices.
4. Employees shall not engage in bid-splitting by intentionally dividing orders for supplies and equipment into smaller quantities to avoid policy thresholds.
5. Employees shall avoid misrepresentation and deceitful practices, and demand honesty in sales representations whether offered through the medium of a verbal or written statement, an advertisement, or a sample of a product.
6. Employees shall be receptive to competent counsel from colleagues, and be willing to submit any major controversy through the appropriate appeals processes.
7. Employees shall accord prompt and courteous reception insofar as conditions permit to all who call on legitimate business missions.
8. Employees shall not use without consent the original designs developed by a vendor for competitive purposes.

C. Conflict of Interest

1. It shall be a breach of ethical standards for any employee, in the performance of the employee's official duties, to participate directly or indirectly in any proceeding or application, request for ruling or other determination, claim or controversy, or other particular matter pertaining to any contract, or subcontract, and any solicitation or proposal thereof, in which to the employees' knowledge:
 - a. the employee or any member of their immediate family has a substantial financial interest; or
 - b. a business or organization in which the employee or any member of their immediate family has a substantial financial interest as an officer, director, trustee, partner, or employee, is a party; or
 - c. any other person, business, or organization with whom the employee or a member of their immediate family is negotiating or has an agreement concerning prospective employment is a party.
2. Direct or indirect participation shall include but not be limited to involvement through decision, approval, disapproval, recommendation, preparation of any part of a purchase request, influencing the content of any specification or purchase standard, rendering of advice, investigation, auditing or in any other advisory capacity.

D. Gratuities

1. It shall be a breach of ethical standards for any employee or former employee to solicit, demand, accept, or agree to accept from another person, a gratuity or an offer of employment, in connection with any decision, approval, disapproval, recommendation, preparation of any part of a purchase request, influencing the content of any specification or purchase standard, rendering of advice, investigation, auditing, or in any other advisory capacity in any proceeding or application, request for ruling or other determination, claim or controversy, or other particular matter, pertaining to any contract or subcontract and any solicitation or proposal thereof.

E. Contemporaneous Employment Prohibited

1. It shall be a breach of ethical standards for any employee who is involved in procurement to become or be, while such an employee, the employee of any party contracting with the particular governmental body by which the employee is employed.

Definitions

- A. **Conflict of Interest** - A conflict of interest occurs when the personal interests, financial or otherwise, of a person who owes a duty to the Board of Trustees or the University (all employees) actually or potentially diverge with the person's professional obligations to and the best interests of the Board of

Trustees and University. It is a conflict of interest for any person or any company with whom such person is an officer, a director, or an equity owner of greater than 1% interest to bid on any public contract for products or services for a governmental entity if such person or a relative of such person is a member of a board or commission having responsibility for letting or approving such contract. For purposes of this section only, "relative" means spouse, parent, sibling, or child. It is the policy of the University that no employee shall use their employment for personal benefit. Any appearance of favoritism or influence in doing business is prohibited.

- B. **Minority-Owned Business** - A continuing, independent, for-profit business which performs a commercially useful function and is at least 51% owned and controlled by one or more minority individuals who are impeded from normal entry into the economic mainstream because of past practices of discrimination based on race or ethnic background.
- C. **Non-Competitive Purchases and Contracts** - Purchases and contracts made when items or services are unique and possess specific characteristics that can be filled by only one source.
- D. **Procurement Card** - The procurement card program available for purchases of goods less than \$5,000.
- E. **Service Disabled Veteran Business** - Tennessee service-disabled veteran means any person who served honorably on active duty in the Armed Forces of the United States with at least a twenty percent (20%) disability that is service-connected meaning that such disability was incurred or aggravated in the line of duty in the active military, naval or air service. "Tennessee service disabled veteran owned business" means a service disabled veteran owned business that is a continuing, independent, for profit business located in the state of Tennessee that performs a commercially useful function, and is at least 51% owned and controlled by one (1) or more service-disabled veterans.
- F. **Small business** - A business which is independently owned and operated and is not dominant in its field of operation.
- G. **Surplus Property** - Any University property such as movable equipment or supplies (not real property such as land or buildings) a department determines to be excess to its needs and for which the department has no foreseeable requirement.
- H. **Unlawful Employee Activities** - It is unlawful for any employee to bid on, sell, or offer for sale, any merchandise, equipment or material, or similar commodity, to the state of Tennessee or to have any interest in the selling of the same to the state during that person's term of employment and for six months thereafter (T.C.A. § 12-4-103). Disclosure of any such transaction by an employee or member of the employee's family or by a business in which an employee or member of the employee's family has any significant (more than 4%) ownership interest or for which an employee or employee family

member serves as an officer is required by this policy. Family member includes the spouse and children (both dependent and non-dependent) of a person covered by this policy.

- I. **Woman - Owned Business**- A women-owned business that is a continuing, independent, for-profit business which performs a commercially useful function, and is at least 51% owned and controlled by one or more women; or, in the case of any publicly owned business, at least 51% of the stock of which is owned and controlled by one or more women and whose management and daily business operations are under the control of one or more women.

Authority: T.C.A. § 49-8-203, et. Seq; T.C.A. § 9-2-102; T.C.A. § 9-18-102(a); Standards for Internal Control in the Federal Government (Green Book) GAO-14-704G

Policy History

Effective Date:

Revision Date: 3/21/2022

Procedure (s)

Procedure History

Scope and Applicability

Check those that apply to this policy and identify proposed sub-category.

| | | |
|---|----------------------------|--|
| | Governance | |
| | Academic | |
| | Students | |
| | Employment | |
| | Information Technology | |
| | Health and Safety | |
| X | Business and Finance | |
| | Operations and Facilities | |
| | Communications & Marketing | |
| | Advancement | |



General Receipt of Materials and Surplus Property

Responsible Official: Chief Financial Officer

Responsible Offices: Tax and Revenue Services

Policy Purpose

East Tennessee State University (ETSU) is required by state and federal law to establish and maintain a system of internal control. The purpose of this policy is the establishment of procedures for receipting of materials and handling surplus property.

Policy Statement

This policy governs the receipt of materials and surplus personal property processes.

I. Receipt and Delivery of Materials

A. Central Receiving

1. University Purchase Orders and Procard orders specify the location to which orders are to be delivered. University Purchase Orders will normally be delivered to Central Receiving. Procard orders may be delivered to Central Receiving or directly to the department.
2. When deliveries are made to Central Receiving, employees of Central Receiving will:
 - a. Compare the number of cartons or packages with the shipping documents.
 - b. Inspect for visible damage; note damages on the shipping document and obtain the delivery driver's signature.
 - c. Prepare delivery documents.
 - d. Deliver the material or equipment to the appropriate department, and obtain a signature from the person accepting the delivery.
3. To maintain a safe campus environment delivery trucks are generally limited to Central Receiving vehicles. Most deliveries of goods will be made to Central Receiving.

B. When deliveries are made to the department either directly or by central receiving, employees of the department will:

1. Compare the material or equipment received with the ordering records immediately upon receipt for conformity as to the specifications and quantity. The date received, quantity and condition of the items should be noted on the ordering records.

2. Compare the delivery to the purchasing information and make appropriate entries into the eBucs Purchasing System regarding purchase orders.
3. Report any deviation from specifications, shortages, damages, etc. to the purchasing agent in writing. The purchasing agent will initiate the communications with the vendor, except for apparent damage in transit, in which case the department should contact Central Receiving, who will file the proper claims with the vendor and shipper.
4. Complete records on all receiving reports shall be maintained in order to provide a clear audit trail on the receipt of all purchases.

II. Surplus Personal Property

- C. Surplus property is personal property (not real property such as land or buildings) owned by the University which has been determined by a department to be obsolete, outmoded, unusable or no longer needed for which future needs do not justify the cost of maintenance and/or storage.
- D. In some instances, other University departments may want to utilize personal property declared surplus to the needs of another department. Items may be transferred between departments or to surplus property for disposal by accessing the Central Receiving site.
- E. Surplus vehicles are either traded in on a new vehicle or disposed by Central Receiving through the auction process. The funds obtained from the surplus auction are recorded in the general university fund, they are not returned to the department, with the exception of Public Safety vehicles. Revenue from Public Safety vehicles that are sold at auction get recorded in a Public Safety index.

Defined Terms

| | |
|-------------------|---|
| eBucs System: | A computerized electronic procurement (eProcurement) system used to manage the University's procurement process online. The eBucs application includes modules that address each step in the procurement process: shop and compare, create requisition, requisition approval process, create and distribute purchase order, process invoices, and receipt management. |
| Procard: | The procurement card program available for purchases of goods less than \$5,000. |
| Surplus Property: | Any University property such as movable equipment or supplies (not real property such as land or buildings) a department determines to be excess to its needs and for which the department has no foreseeable requirement. |

Authority: Focus Act: T.C.A. § 49-8-203, et. Seq; T.C.A. § 9-2-102; T.C.A. § 9-18-102(a);
Standards for Internal Control in the Federal Government (Green Book)
GAO-14-704G

Policy History

Effective Date

Revision Date: 2/21/2022

Procedure (s)

Procedure History

Effective Date:

Revision Date: 2/21/2022

Scope and Applicability

Check those that apply to this policy and identify proposed sub-category.

| | | |
|---|----------------------------|--|
| | Governance | |
| | Academic | |
| | Students | |
| | Employment | |
| | Information Technology | |
| | Health and Safety | |
| X | Business and Finance | |
| | Operations and Facilities | |
| | Communications & Marketing | |
| | Advancement | |



| Laboratory Chemical Fume Hoods | |
|--|--|
| Responsible Official: Chief Operating Officer | Responsible Office: Office of Environmental Health and Safety |

Policy Purpose

This policy describes the safe use, service, and maintenance of laboratory chemical fume hoods (fume hoods) on East Tennessee State University (ETSU) campuses and satellite locations.

Policy Statement

Properly operating and correctly used fume hoods are typically the best method of protection when working with hazardous substances in the laboratory.

Fume hoods must always be used when working with hazardous substances. The Office of Environmental Health and Safety (EHS) will conduct fume hood performance testing annually and after any repair or modification.

This policy applies to all fume hoods owned by ETSU and used to control hazardous substances in the laboratory.

Roles and Responsibilities

- A. The Office of Environmental Health and Safety (EHS) will:
1. Conduct annual fume hood testing.
 2. Assist in interpretation of and compliance with this policy.
 3. Maintain required records.
 4. Provide [chemical fume hood usage and safety training upon request](#).
 5. Provide fume hood servicing and repair upon request.

B. Facilities Supervisors will:

1. Inform the designated laboratory supervisor or department chair of the time and duration of any service-required fume hood shutdown.
2. Assure that maintenance work occasioning the shut-down of the system is coordinated with the laboratory or department.
3. Assure that ETSU employees assigned to work on chemical fume hood exhaust systems adhere to this policy and procedure and utilize the appropriate personal protective equipment.
4. Assure that facilities maintenance employees do not remove, alter, or move laboratory chemicals or equipment.

C. Departments with chemical fume hoods will:

1. Consult with EHS when specific questions arise related to this policy.
2. Ensure laboratory staff and students are [properly trained to use chemical fume hoods](#).
3. Assure that hazardous materials are secured when work is scheduled on laboratory ventilation systems.
4. Assure that facilities maintenance employees are provided with sufficient working space (clear of laboratory chemicals and equipment), when servicing and/or inspecting fume hoods.
5. Assure that all items, including laboratory chemicals and equipment, are removed from the laboratory fume hood before facilities maintenance employees begin servicing and/or inspecting the fume hood.

Authority: T.C.A. § 49-8-203, et. Seq., Laboratory safety guidelines, 29 CFR 1910.1450, Occupational Exposures to Hazardous Chemicals and Laboratories. ANSI/ASHRAE 110-2016, *Method of Testing Performance of Laboratory Fume Hoods*, [Tennessee Occupational Safety and Health Administration](#) (TOSHA).

Previous Policy: Chemical Fume Hood Policy 700.20

Definitions

Laboratory Chemical

Fume Hood: The laboratory chemical fume hood is the most common local exhaust ventilation system used in laboratories and is the primary method used to control inhalation exposures to hazardous substances. When used properly, fume hoods offer a significant degree of protection for the user.

Face Velocity: Average air velocity into the exhaust system (i.e. fume hood) measured at the opening into the hood or booth.

Policy History

Effective Date:

Revision Date: 02/24/2022

Procedure

1. [Safe work practices for using ETSU laboratory chemical fume hoods \(OSHA standard\).](#)
2. ETSU Facilities Management maintenance personnel will conduct ETSU fume hood testing in accordance with the following industry standards and safety practices:
 - ASHRAE Standard 110-2016 (or most recent edition), Method of Testing Performance of Laboratory Fume Hood consensus standard;
 - All non-radiological chemical fume hoods must have an average face velocity of 90 feet per minute (fpm) for high velocity hoods and 60 fpm for low velocity hoods.
 - If a laboratory or laboratory storage room is posted with a radioactive materials sign, Facilities Management maintenance personnel must contact ETSU's Radiation Safety Office (RSO) at 439-7785 before working on the corresponding chemical hood exhaust system.
 - All radiological chemical fume hoods must have an average face velocity of 100 fpm or greater for high velocity hoods and 80 fpm for low velocity hoods.
 - At a minimum, Facilities Management maintenance personnel are required to wear chemical resistant gloves and eyewear protection when working on fume hoods.
 - After completing maintenance tasks, maintenance personnel must wash the outside of re-useable protective gloves or properly dispose of single-use protective gloves.
 - Hands must be thoroughly washed after completing all maintenance tasks.

- NOTE: Facilities Management maintenance personnel may be required to wear additional personal protective equipment (e.g., dust mask, ear plugs, hard hat, respirator, coveralls, etc.) when warranted.

Contact EHS at 439-6029 to service a fume hood or if you have questions regarding proper fume hood use or training, please

NOTE: Before being shut down for servicing or repair, a tag providing notice will be affixed to the sash of the corresponding laboratory fume hood.

Procedure History

Effective Date:

Revision Date: 02/24/2022

Related Form(s)

[ETSU/EHS Chemical and Lab Safety](#)

Scope and Applicability

Primary:

Secondary:



| Passenger Van Policy | |
|---|--|
| Responsible Official: Chief Operations Officer | Responsible Office: Facilities Management |

Policy Purpose

The purpose of this policy is to specify the safe operation of East Tennessee State University (ETSU) owned, rented, borrowed, or leased passenger vans (ETSU passenger vans).

Policy Statement

- I. ETSU Passenger Van Operators are chose by ETSU Departments. It is the responsibility of ETSU Departments to ensure ETSU Passenger Van Operators are at least 21 years of age and possess a valid driver’s license. All occupants must use seat belts.
- II. All ETSU passenger vans must be operated in compliance with all Tennessee traffic and motor laws, with the traffic and motor laws of any other state wherein an ETSU passenger van is operated, and with all applicable ETSU policies, procedures, rules, and instructions.
- III. All ETSU Passenger Van Operators must take the [online passenger van safety training course](#) provided by the Office of Environmental Health and Safety (EHS) and pass the associated exam. Operators possessing a valid Commercial Drivers License (CDL) are exempt from this requirement.
- IV. All ETSU Passenger Van Operators driving leased or rented Enterprise Rent-a-Car passenger vans must be at least 25 years of age and follow all Enterprise Rent-A-Car driving protocols and safety instructions.
- V. Minors may not be transported in fifteen (15) passenger vans in conjunction with any Tennessee primary or secondary school (e.g., the University School) or affiliated program.
- VI. It is the responsibility of the ETSU Division of Business and Finance, Purchasing Department, to notify EHS of any new ETSU passenger van purchase.

Authority: T.C.A. § 49-8-203, et. Seq. Tenn. Comp. R. & Regs. 0520-01-05-.02

Previous Policy: Passenger Van Policy - Board of Trustees - 4/27/2018

Defined Terms

ETSU Passenger Van Operators: All ETSU approved employees and student drivers.

Policy History

Effective Date:

Revision Date: 03/01/2022

Procedure

EHS [online passenger van safety training course](#)

[Auto Accident Reporting Instructions \(855\) 253-0629](#)

NOTE: All department heads, directors, assistant directors, associate directors, or supervisors who are responsible for ETSU owned passenger vans must have their vans inspected by Free Service Tire Company every 12 months. The full vehicle safety inspection must be requested. Inspection documentation must be sent to vansafety@etsu.edu on an annual basis. Vehicles will be removed from service if conditions are found that will impair the safe operation of the vehicle or the safety of its occupants.

Procedure History

Effective Date:

Revision Date:

Related Form(s)

Scope and Applicability



Policy on Personally Identifiable Information (PII)

Responsible Official: Chief Information Officer

Responsible Office: Information Technology
Services

Policy Purpose

East Tennessee State University (ETSU) creates, collects, maintains, uses, and transmits Personally Identifiable Information (PII) relating to individuals associated with the institution including, but not limited to, students, alumni, faculty, administrators, staff, and service employees. ETSU is committed to protecting PII against inappropriate access and use in compliance with applicable laws and regulations to maximize trust and integrity.

This policy applies to all members of the ETSU community, including all full-time and part-time employees, faculty, students and their parents or guardians, and other individuals such as volunteers, contractors, consultants, other agents of the community, alumni and affiliates that are associated with the University or whose work gives them custodial responsibilities for PII.

Policy Statement

Members of the ETSU community shall employ reasonable and appropriate administrative, technical, and physical safeguards to protect the integrity, confidentiality, and security of all personally identifiable information (PII), irrespective of its source or ownership or the medium used to store it. All individuals who dispense, receive, and store PII have the responsibility to safeguard that information.

In adopting this policy, the University is guided by the following objectives:

1. To enhance individual privacy for members of the ETSU community through the secure handling of PII.
2. To ensure all members of the ETSU community understand their obligations and individual responsibilities under this policy by providing appropriate training that shall permit the ETSU community to comply with both the letter and spirit of all applicable privacy legislation.
3. To increase the security and management of Social Security Numbers (SSNs) by:
 - a. Instilling broad awareness of the confidential nature of SSNs;
 - b. Establishing a consistency with regard to the use of SSNs throughout the University;

- c. Complying with all Payment Card Industry (PCI) standards
 - d. Complying with any other applicable and required standards, regulations and/or laws; and
 - e. Complying with the Family Educational Rights and Privacy Act of 1974 (FERPA).
4. Appoint data custodians who are responsible for oversight of personally identifiable information in their respective areas of institutional operations. Activities of these officials are aligned and integrated through appropriate coordination among institutional officials.

I. Policy Requirements

Officials responsible for each of the following areas shall be considered data custodians:

- a. Student Records
- b. Financial Aid Records
- c. Alumni and Donor Records
- d. Employee Records
- e. Purchasing and Contracts
- f. Research Subjects
- g. Public Safety or Campus Police

II. Management and Distribution of Personally Identifiable Information

- a. PII may be released only on a minimum necessary basis and only to those individuals who are authorized to use such information as part of their official ETSU duties, subject to the following requirements:
 - i. That the PII released is narrowly tailored to a specific business requirement;
 - ii. That the information is kept secure and used only for the specific official University purposes for which authorization was obtained; and
 - iii. That the PII is not further disclosed or provided to others without proper authorization as defined above.
- b. PII may be handled by third parties, including cloud service providers, with the strict requirement that the information be kept secure and used only for a specific official authorized business purpose as defined in a Business Associate Agreement with that third party. Third party vendors must meet the information security qualifications established in the Higher Education Community Vendor Assessment Tool (HECVAT) prior to PII transfer to the third party.
- c. Exceptions to the policy may be made only upon specific requests approved by the institutional official responsible for such information as specified in this policy and only to the degree necessary to achieve the mission and business needs of the institution.
 - i. Exceptions made must be documented, retained securely, and reviewed periodically by the appropriate institutional official or designee.
 - ii. Exceptions may be modified or eliminated based on this review and shall be documented and retained for audit purposes.
- d. Based on FERPA guidelines, directory information is information that is generally not considered harmful or an invasion of privacy if released and can be disclosed without

consent.

- e. The University will notify students annually of their rights under FERPA.
- f. Information that conforms to the HIPAA standards of de-identification or anonymization is not PII.

III. Management and Distribution of Government Issued Personal Identifiers

a. Social Security Number

- i. ETSU collects SSNs when:
 - 1. Required to do so by law;
 - 2. No other identifier serves the business purpose; and
 - 3. An individual volunteers the SSN as a means of locating or confirming personal records.
- ii. In other circumstances, individuals are not required to provide their SSN verbally or in writing at any point of service, nor are they to be denied access to those services should they refuse to provide an SSN.
- iii. ETSU will release SSNs to persons or entities outside the institution only:
 - 1. As required by law;
 - 2. When permission is granted by the individual;
 - 3. When the external entity is acting as the institution's authorized contractor or agent and attests that no other methods of identification are available, and reasonable security measures are in place to prevent unauthorized dissemination of SSNs to third parties; or
 - 4. When the appropriate Legal Counsel has approved the release.
- iv. SSNs or any portion thereof will not be used to identify individuals except as required by law or with approval by a University official for a University business purpose.
- v. The release or posting of personal information, such as grades or occupational listings keyed by the SSN or any portion thereof, is prohibited, as is placement of the SSN in files with unrestricted access.
- vi. SSNs will be transmitted electronically only for business purposes approved by the institutional officials responsible for SSN oversight and only through secure mechanisms.
- vii. The Data Custodians who are responsible for SSNs will oversee the establishment of business rules for the use, display, storage, retention, and disposal of any document, item, file, or database which contains SSNs in print or electronic form.

b. Non-SSN Government-Issued Identifiers

- i. During business operations, ETSU has access to collect and use non-SSN government-issued identifiers such as driver's licenses, passports, HIPAA National Provider Identifiers, Employee Identification Numbers, and military identification cards, among others.
- ii. ETSU shall follow the minimum necessary standard and safeguard these identifiers.

IV. Management and Distribution of Institution Issued Identifiers

- a. The Institutional ID is a unique alphanumeric identifier assigned by the institution to any entity that requires an identifying number in an institutional system or record.
- b. An Institutional ID is assigned at the earliest possible point of contact between the entity and the institution.
- c. The Institutional ID is associated permanently and uniquely with the entity to which it is assigned.
- d. The Institutional ID is considered PII by the institution, to be used only for appropriate business purposes in support of operations.
- e. The Institutional ID is used to identify, track, and serve individuals across all institutional electronic and paper data systems, applications, and business processes throughout the span of an individual's association with the institution and presence in the institution's systems or records.
- f. The Institutional ID is not to be disclosed or displayed publicly by the Institution, nor to be posted on the Institution's electronic information or data systems unless the Institutional ID is protected by access controls that limit access to properly authorized individuals.
- g. The release or posting of personal information keyed by the Institutional ID, such as grades, is prohibited.
- h. Any document, item, file, or database that contains Institutional IDs in print or electronic form is to be protected and disposed of in a secure manner in compliance with data retention rules.

V. Responsibility for Maintenance and Access Control

- a. Institutional IDs are maintained and administered by the appropriate institutional office in accordance with this policy. Other institutional offices may maintain and administer electronic and physical repositories containing personal identification numbers for use in accordance with this policy.
- b. Access to electronic and physical repositories containing PII shall be controlled based on reasonable and appropriate administrative, physical, technical, and organizational safeguards.
- c. Individuals who inadvertently gain access to a file or database containing PII should report it to the appropriate authority.
- d. All paper documents with PII must be under lock and key or otherwise securely stored.
- e. Document retention policies dictate schedules for PII deletion and/or destruction. Proper disposal of PII shall involve shredders (for paper), securely wiping/deleting data (for digital information) and other information security approved methods of eliminating this data.

VI. Enforcement

Violations of this policy resulting in misuse of, unauthorized access to, or unauthorized disclosure or distribution of personal identification numbers may subject individuals to legal and/or disciplinary action, up to and including the termination of employment or contract with the institution or, in the case of students, suspension or expulsion from the

institution.

Authority: T.C.A § 49-8-203 et. Seq., Health Insurance Portability and Accountability Act of 1996 (HIPAA), 45 C.F.R. § 160 and 164; 45 C.F.R. § 164.302 - § 164.318., Federal Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99), Open Records Act of Tennessee, Gramm Leach Bliley Act (Financial Services Modernization Act of 1999), Pub.L. 104–102 or 113 Stat. 1338. 15 U.S.C. § 6801-09; 16 C.F.R. § 313-314; T.C.A. § 47-18-2107.

Previous Policy: TBR Policy Personally Identifiable Information (PII): 1.08.04.00

Defined Terms

| | |
|--|---|
| Data Custodians: | Data Custodians are individuals responsible for oversight of personally identifiable information in their respective areas of institutional operations. |
| Data Owner: | Also called a Data Steward, is the individual who has administrative control and has been officially designated as accountable for a specific information asset or dataset. This person determines who has access to what data and ITS implements the data controls as instructed. |
| Directory Information: | Directory information is generally not considered harmful or an invasion of privacy if released. It can also be disclosed to outside organizations. ETSU may release directory information including student names, addresses (e-mail, mailing, and campus box), major, and phone number. In addition, ETSU may also release other directory information. Other directory information is defined as: enrollment status, dates of attendance, classification, previous institution(s) attended, awards, honors (includes Deans List), degrees conferred (including dates), and sports participation information. |
| Minimum Necessary: | The standard that defines the least information and fewest people should be involved to satisfactorily perform a particular function. |
| Personally Identifiable Information (PII): | Information which can be used to distinguish or trace an individual's identity, such as their ID, Social Security Number, or biometric records, alone, or when combined with other personal or identifying information which is linked or linkable to a specific individual, such as date and place of birth, mother's maiden name, etc. |

Policy History

Procedure

Procedure History

Effective Date:

Revision Date: February 11, 2022

Related Form(s)

Scope and Applicability

Primary: ETSU Employees and Students

Secondary:



| Policy on Student Fees and Charges | |
|--|---|
| Responsible Official: Chief Financial Officer | Responsible Office: Tax & Revenue Services |

Policy Purpose

This policy establishes when student fees and other incidental fees will be charged.

Policy Statement

This policy governs the process of charging student fees and other incidental fees. Additional information about the student fees and other incidental fees can be found on the [Office of the Bursar's website](#). For questions about the student fee and other incidental fees process, a student should contact the Office of the Bursar.

I. Establishment of Fees, Fines, and Charges

- A. The ETSU Board of Trustees (Board) establishes or approves all University fees, fines, and charges, unless specific exceptions are provided.
- B. The President is responsible for the enforcement and collection of all fees, fines, and charges. Fees, fines, and charges which specifically do not require Board approval are required to receive formal approval by the President or designee.
- C. The University should attempt to follow a general format in publishing information on fees, fines, and charges, including, but not limited to, the following:
 1. All statements which include the fee amount should be complete and specific enough to prevent misunderstanding by readers.
 2. When a fee is quoted, the refund procedures should be clearly stated. If there are qualifying conditions for refunds (i.e., specific dates), those conditions also should be stated. If there is no refund, it should be labeled as non-refundable.

3. It should be made clear that all fees are subject to change at any time.
- D. Current tuition and fee rates, fee payment dates, and refund procedures can be found on the [Bursar's webpage](#).

II. Approval of Exceptions

- A. In accordance with this policy, the President has the authority to determine the applicability of certain fees, fines, charges, and refunds, and to approve exceptions in instances of unusual circumstances or for special groups.
- B. All such actions should be properly documented for auditing purposes.

III. Tuition and Fees Subject to Board Approval

- A. Maintenance Fees. Charged to students enrolled in credit courses or on an audit basis. It is an enrollment or registration fee and is calculated based on the number of Student Credit Hours (SCH's).
 1. Rates are established by student level (undergraduate and graduate). The hourly rate is discounted when undergraduate students enroll in greater than twelve (12) hours and graduate students in greater than ten (10) hours, unless stated otherwise elsewhere in this policy.
 2. For multiple summer sessions, maintenance fees and tuition are assessed by using the current part-time rate with no maximum amount for total credit hours enrolled.
 3. Maintenance fees are not waived unless specific exceptions are outlined in state statute. T.C.A. § 49-7-113 provides exceptions for certain disabled and elderly students, as well as state service retirees; T.C.A. § 49-7-102 outlines certain exceptions for dependents and spouses of military personnel; and T.C.A. § 49-7-2304 provides exceptions for certain military reserve and National Guard personnel.
- B. Out-of-State, Other US States, Border State, & International Tuition fees. These are additional fees charged to students classified as non-residents in these categories who are enrolled in for-credit courses, including audit courses. This fee is in addition to the maintenance fee.
 1. A separate hourly rate for out-of-state, Other US States, Border State & International tuition is set for undergraduate and graduate students. A

full-time student is defined as an undergraduate enrolled in twelve (12) hours or a graduate student enrolled in ten (10) hours.

2. Applicability of additional tuition is determined pursuant to Admissions classification of residency. The Business Office collects fees based upon student classification as determined by the Undergrad and Graduate Admissions Offices.
- C. eRate. Available to students who enroll at ETSU, who are classified as non-residents of Tennessee, and who are enrolled exclusively in online courses.
1. The eRate is one hundred fifty percent (150%) of the University's approved undergraduate or graduate maintenance fee.
 2. The hourly rate is not be discounted for students receiving the eRate and enrolling in greater than twelve (12) undergraduate hours or ten (10) graduate hours.
 3. To qualify for an eRate, students are required meet all University admission requirements and be verified as an online out-of-state student enrolled exclusively in courses delivered online by a procedure documented by the University. Out-of-state students refers to geographic location and does not include undocumented students living in Tennessee.
 4. Students enrolled in any type courses other than online (on-ground, telecourse, distance education, etc.) are not eligible for the eRate specified in this policy and instead incur traditional non-resident fees and charges.
- D. Program Services Fee. A fee charged to students to support the following programs of the University:
1. Debt Service. Debt service fee revenue is used to retire debt on various capital projects of the University. At the conclusion of the debt retirement for a given project, the debt service fee attributed to the project ceases. Any new project requires the approval of a new debt service fee on its own merits without the reallocation of any existing fee. Any continuation of fees necessary for renewal and replacement of a project for which the debt is totally retired is approved for that purpose by the Board.
 2. Student Government Activity Fee. A student government activity fee is established pursuant to T.C.A. § 49-8-109. Any increase in this fee is

subject to a referendum pursuant to T.C.A. § 49-8-110 for student body approval or rejection. The fee is be administered in accordance with the provisions adopted by the University. These fees are to be recorded as restricted revenue.

3. Technology Access Fee. Assessed by the University for the purpose of providing student access to computing and similar technologies.
 - A. The revenue from Technology Access Fees (TAF) should be used by the University for direct student benefit, for items such as new and improved high technology laboratories and classrooms, appropriate network and software, computer and other equipment, and technological improvements that enhance instruction. Specifically, TAF funds are to be used for the following items:
 - A. Computers and other technical laboratory supplies, equipment, software, and maintenance.
 - B. Network costs (internet, interactive video, etc.)
 - C. Classroom equipment and classroom modifications.
 - D. Lab, helpdesk, and instructional support staffing by student employees.
 - E. Renewal and replacement reserves as necessary.
 - F. New machines for faculty use when faculty are actively engaged in developing and conducting on-line courses.
 - G. Faculty and staff development directly related to the introduction or application of new technology which impacts students. Travel costs are not to be funded from TAF revenues
 - H. Infrastructure (wiring, network, servers, etc.) necessary to provide students maximum computing capability.
4. Campus Access Fee/Facilities Fee. Assessed to all students each academic term for services provided related to parking and transportation on campus, as well as maintenance of the transportation infrastructure.

5. Postal Services Fee. Charged for U.S. Postal Services provided on campus to students.
 6. Facilities Fee. Used to improve facilities and fund expenditures such as replacing carpets in student lounges, remodeling classrooms, provide matching funds for new academic building projects, etc. The fee is used to make improvements to areas that have an impact on students.
 7. Student Activity – Center for Physical Activity. Used to improve facilities and fund expenditures related to operating the student recreation center for student, faculty, staff, and alumni use. The Center for Physical Activity is an auxiliary fully funded by this fee and sales revenue from fitness programs, locker rental, facility rental, etc.
 8. Sustainable Campus Fee. A project voted on and approved by the students to support ETSU's participation in the TVA Green Power Switch program and clean energy initiatives on campus. A campus committee reviews proposals and assigns the funds to various projects.
 9. Athletics Fee. A fee used to support athletics which allows students access to all athletic events with no additional entrance fee. This fee, along with general fund support from the education and general fund, ticket sales, game guarantees, concessions, etc. fully supports athletics.
 10. Health Services Fee. Used to improve facilities and fund expenditures related to operating a Health Services facility for students, including a pharmacy. The Health Services center is an auxiliary fully supported by this fee and sales revenue.
 11. International Education Fee. A fee charged to all students to support international programs. Fees are used to provide travel support for study abroad students participating in consortia programs, ETSU faculty led programs, bilateral exchange programs, and international experiential and service learning experiences and for internationalization of courses across the curriculum.
- E. Specialized Academic Course Fees. Certain academic programs require expensive maintenance/updating of equipment and software and the employment of highly qualified staff. The high costs of instruction for these programs can be offset by establishing specialized academic fees, with the Board's approval. Specialized academic course fee revenues are limited to funding only the related costs for providing these courses. To receive approval for a specialized academic fee, a program is required to submit documentation to establish that the following criteria are met:

1. High Cost of Instruction. Programs qualifying for charging specialized academic fees have demonstrated that they are more costly than other programs offered by the University. If appropriate, the extraordinary cost of the program is validated including benchmarking with similar programs in the region and nation.
 2. High Demand. The number of students enrolled in the program and the student credit hours generated are sufficient to justify additional fees.
 3. High Cost of Updating/Maintaining Equipment and Software. Programs qualifying for charging specialized academic fees are expected to be those that require extensive maintenance and regular updating of equipment and/or software, all of which are very expensive. An average hardware/software cost per student credit hour serves as the basis for determining the amount of the fee.
 4. Accreditation. Meeting standards of specific accrediting agencies also qualify a specialized program for charging specialized academic fees. The accrediting standards that justify a fee are those that specify the possession and use of certain equipment and unique software that are extraordinarily costly and/or the employment of faculty with specific credentials that demand high salaries.
 5. High Recognition and Quality. The programs approved for specialized academic fees are expected to be distinctive and with a regional or national reputation. The program has to demonstrate that it has achieved exceptional recognition in its particular enterprise.
 6. High Value to Tennessee. The program has to demonstrate that it is a good investment for the State of Tennessee to justify charging extra fees to the student. The program should be distinctive and of integral value to Tennessee. The graduates' earning potential and the associated benefit to the state economy should be projected, as well as the efforts taken by the University to aid graduates in finding appropriate employment in Tennessee.
 7. Impact on Affected Students. Through surveys, questionnaires, or other suitable means, the program has to demonstrate that the charging of additional fees does not diminish enrollment. The program should demonstrate that enrolled students realize that the potential earning power in the work force justifies their additional investment.
- F. Materials Fees. A fee charged for certain academic labs requiring students have specialized consumable materials. These supplies should be consumable

products that the student consumes during the semester. Non-hazardous materials can possibly be retained by the student at the end of the semester. Each request should include course number and a list of expendable supplies that are to be purchased as a convenience to the students. It should be financially advantageous to students for the University to purchase the course materials.

G. Miscellaneous Course Fees. Assessed for courses with additional requirements outside the normal instructional classroom or to provide additional support services to students (i.e., distance education fees, private instruction music fees, etc.)

H. Other Fees, Fines, and Charges

1. Application Fee. This is a non-refundable fee paid by an individual who applies for admission to the University. A student is required to pay this fee when he/she applies for admission as a graduate student even if the student attended another institution as an undergraduate student. Additionally, the student is required to pay this fee when he/she applies for admission to a doctoral-level program after receiving a masters-level degree from the institution.
2. Applied Music Fees. This fee is charged for private music lessons or small group training sessions. It is refundable on the same basis as maintenance fees or as established by the University.
3. Late Registration Fee. A late registration fee is charged to students registering on or after the first day of the term or part-of-term.
4. Orientation Fee. An orientation fee is charged to incoming students and their family who attend Orientation.
5. Study Abroad Fee. Students participating in Study Abroad are charged a fee to cover a range of services available to them before, during, and after their abroad program. It also covers the Study Abroad online application fees.
6. Deferred Payment Plan Late Fee. Students who do not pay their installment plan payments by the due date are charged a late fee each month they are late.

IV. Fees, Fines, and Charges to be Established and Administered by the University

The following fees, fines, and charges are established and administered by the University. No specific approval or notification to the Board is required, unless subject to other Board or State requirements. These charges should be governed by an approved contract and/or approved by the Provost or the appropriate Vice President. The University establishes appropriate refund policies. Approval documents should be sent to the Office of Business and Finance.

- A. Sales of goods and services of a commercial nature, including bookstores, food services, vending, laundry, and similar activities.
- B. Rental of non-student housing and facilities.
- C. Admissions fees to athletic and other events open to the public, including special events sponsored by campus organizations and activities.
- D. Sales and services of educational activities such as clinical services, publications, etc.
- E. Registration for conferences, institutes, and non-credit activities.
- F. Fees for use of campus facilities for recreational purposes.
- G. Nonrefundable library fines, which apply to students, faculty, staff, and other library users.
- H. Thesis and dissertation fee - nonrefundable. This fee determined based upon cost to the University.
- I. Child Care Fees. Kindergarten, preschool, early childhood, day care, or similarly defined activities.
- J. Special Exam Fee - nonrefundable. This fee is determined based upon cost to the University (i.e., certification fees, etc.).
- K. Standardized Test Fees - nonrefundable. This fee is determined based upon the cost for administering the tests.
- L. Identification Card Replacement - nonrefundable. There is no charge for the original identification card. A fee is set by the University to offset the cost of replacing the card.

- M. Returned Check Fee. The University charges a nonrefundable returned check fee that is the maximum set by state law. This fee applies to all returned checks received by the institution, whether from students, faculty, staff, or other parties.
- N. Diploma Fee. Students wanting a second (2nd) copy of their diploma are charged for the reproduction.

V. Deposits

A deposit has been established by the University for rent or lease of buildings and facilities, or for the issuance of other University property or equipment. Deposits should be subject to a one hundred percent (100%) refund if no damage or loss occurs. The amount of such deposits should be related to the value of the facilities or equipment subject to loss and the general ability of the University to secure reimbursement should loss or damage occur.

VI. Student Residence Halls and Apartments

- A. All regular and special rental rates for student dormitories and student apartments are approved by the Board upon the recommendation of the University. The Housing Office recommends special rates for non-student groups during summer periods, etc.

VII. Other Fee and Charge Considerations

- A. Fees are established to control the utilization of facilities and services or to offset the cost of extraordinary requirements as a result of specific programs or activities.
- B. When fees and charges are incorporated in agreements with outside contractors and vendors, specific rates, refunds, and conditions are clearly stated.
- C. Fees for auxiliary services take into consideration that auxiliary enterprises should be a break-even operation with rates and charges generating revenue sufficient to cover all expenses as defined in operating budget policies.
- D. Fees established for non-credit courses and activities are required to be sufficient to cover the total costs incurred in providing instruction plus a minimum of twenty-five percent (25%) of the annual instructional salary costs including contractual salary costs or personal services contracts.

- E. Students enrolled for six (6) or more hours are eligible for full-time privileges, i.e., access to social, athletic, and cultural functions, pursuant to T.C.A. § 49-8-109.

Authority: T.C.A. § 49-8-203 et. Seq; § 49-7-102 , § 49-7-113, § 49-7-2304, § 49-8-109, and § 49-8-110

Defined Terms

Policy History

Effective Date:
Revision Date:

Procedure (s)

Procedure History

Effective Date:
Revision Date: 2/21/2022

Related Form(s)

Scope and Applicability

Check those that apply to this policy and identify proposed sub-category.

| | | |
|--------------------------|------------------------|--|
| <input type="checkbox"/> | Governance | |
| <input type="checkbox"/> | Academic | |
| <input type="checkbox"/> | Students | |
| <input type="checkbox"/> | Employment | |
| <input type="checkbox"/> | Information Technology | |

| | | |
|--|---------------------------|---|
| | Health and Safety | |
| | Business and Finance | x |
| | Facilities and Operations | |
| | Advancement | |