

# TURNING TOWARD 2011

A REPORT BY THE  
COMMISSION ON THE FUTURE OF  
EAST TENNESSEE STATE UNIVERSITY



EAST TENNESSEE STATE UNIVERSITY

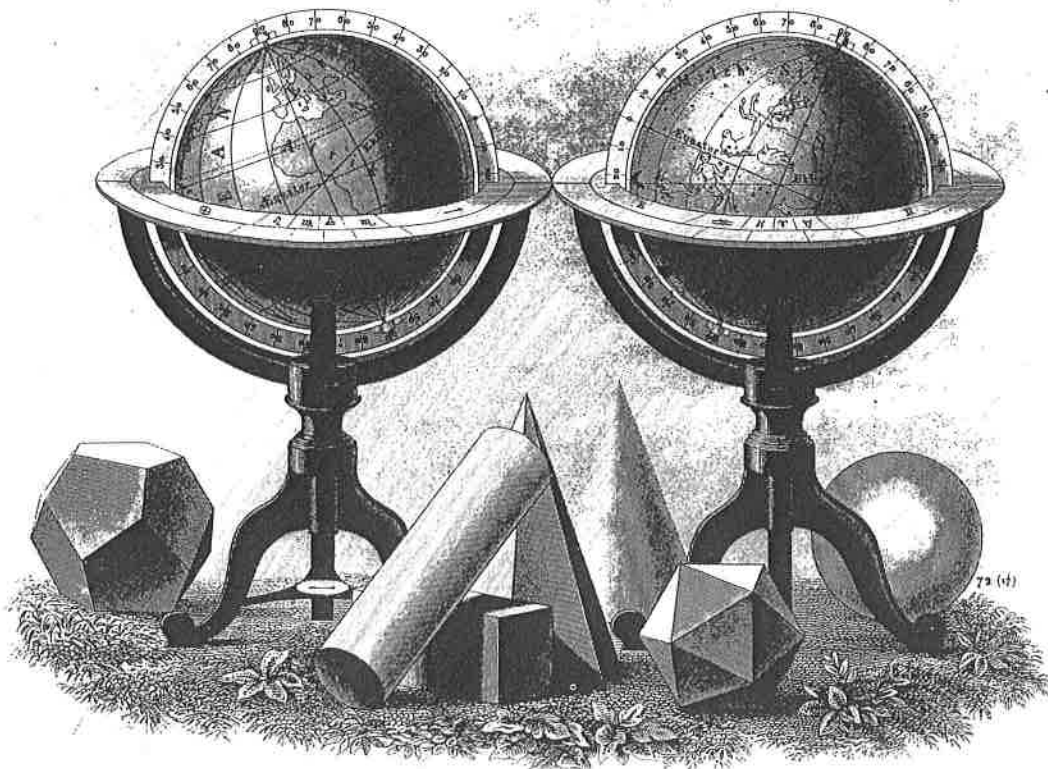
SHAPING  
OUR  
SECOND  
CENTURY



AUGUST 24, 1989

# TABLE OF CONTENTS

- I. Preamble
- II. Commission Report
  - A. The University's Programs
    - 1. Programs of Study
    - 2. Cultural Programs
  - B. The Role of the University's Faculty
    - 1. Teaching and Learning
    - 2. Advanced Scholarship, Research, and Creative Publication
    - 3. Professional Service
  - C. Strengthening the University's Programs and People
    - 1. Work, Governance, and Organization in the Future ETSU
    - 2. Public and Private Funding
- III. Appendix
  - A. Commission Membership
  - B. Task Force Membership



# TURNING TOWARD

# 2011

## Preamble

In October 1986, ETSU concluded a year of activities celebrating 75 years of service, achievement, and growing tradition. The university's path over the years bears witness to the visions that have guided the institution—first in its creation and, in turn, through the many important milestones of progress from normal school to state college to state university and, finally, to the emerging ETSU of today. The university is passing through watershed years when certain aspects of the past are ending and those that are continuing are joined by crucial new features each year. The changes are occurring with unusual rapidity, and they challenge the foundations of the old institutional culture.

The year 1986 may well have marked the ascendancy of new expectations and values, of the translation of old traditions into new forms, of the emergence of new purposes, ideas, and emphases—in short, the rise of a new institutional culture. Organizations pass through stages of development as they age, much as the people

do who comprise them. Colleges are no exception. Change inevitably occurs, causing the loss of an old, familiar identity for the institution and the search for a new one.

That is the challenge that has been accepted by the Commission on the Future of ETSU—to seek and define a vision of ETSU as it enters the last two decades leading to its 100th anniversary. In describing the ETSU of the future we have established objectives to be pursued over the intervening years, and, most importantly, have sought central themes to pervade the entire effort.

The kinds of changes we are likely to see between now and 2011 afford both opportunities and risks. It is our challenge to identify and help preserve ETSU's valued heritage while shaping our progress into the 21st century. The approach we have chosen to follow emphasizes guiding principles that should endure over the years, and uses them for direction in describing the future ETSU and how to get there.



## These principles are:

- Universities are best characterized by their people, their human processes and the products of those efforts. ETSU must re-emphasize the best qualities of its people in building an advanced learning center. Among the qualities to be accented and enhanced are:
  - *Thinking, creating, and applying formulated and intuitive ideas.*
  - *Communicating by speaking, listening, writing, and reading.*
  - *Understanding and applying values to human activity.*
  - *Realizing self in a global social context.*
  - *Adding to the beauty in one's surroundings.*
  - *Participating with others in organized effort.*
  - *Employing current and developing technologies in human effort.*
- Teaching and learning will remain the central mission at ETSU, as it is in most universities. Who does the teaching and how it is influenced by the other major programs of research and service indicate central institutional values and priorities. The major portion of teaching at ETSU will continue to be performed by full-time, fully qualified faculty. The portion of teaching done by part-time faculty and graduate teaching assistants will be controlled and its quality closely monitored and improved.
- 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. This effort reflects the realization of the true university condition wherein the institutional culture embraces the tripartite mission of teaching, research, and service.
- All faculty of ETSU are expected to be accomplished scholars. They are expected to be current and active in their respective fields and able to incorporate the products of their scholarship in their teaching, research,

publication, and service.

- All students at ETSU will be expected to be active participants in the learning process. Learning was never meant to be a passive, one-way flow of communication from faculty to motionless, mute receptors. Learning should employ all of the human qualities and capabilities of both faculty and students. Self-reflection, for example, must be encouraged to allow intuition to surface, bringing with it the creative products of individual and collective learning.

The Southern Regional Education Board, in its recent publication *Goals for Education: Challenge 2000*, argued the importance of setting educational goals for the next century:

*"Simply put, the citizens of any state are not likely to achieve more in education than they and their leaders expect and aim for. . . . States without specific goals for the year 2000 may likely remember the 1980s 'as the good old days in education.' States with educational visions and goals specifically tied to these visions may remember the 1980s as the time they laid the groundwork for their continuing prosperity."*

That message applies not only to states but also to single institutions like ETSU. The Commission was charged to seek and formulate a vision of the future ETSU, and what follows details that vision. We hope that this report will be used by the university's present and future leadership to provide both a sense of direction and the inspiration to pursue it with our finest efforts.

*Ronald E. Beller*

Ronald E. Beller  
President, East Tennessee State University  
August 24, 1989



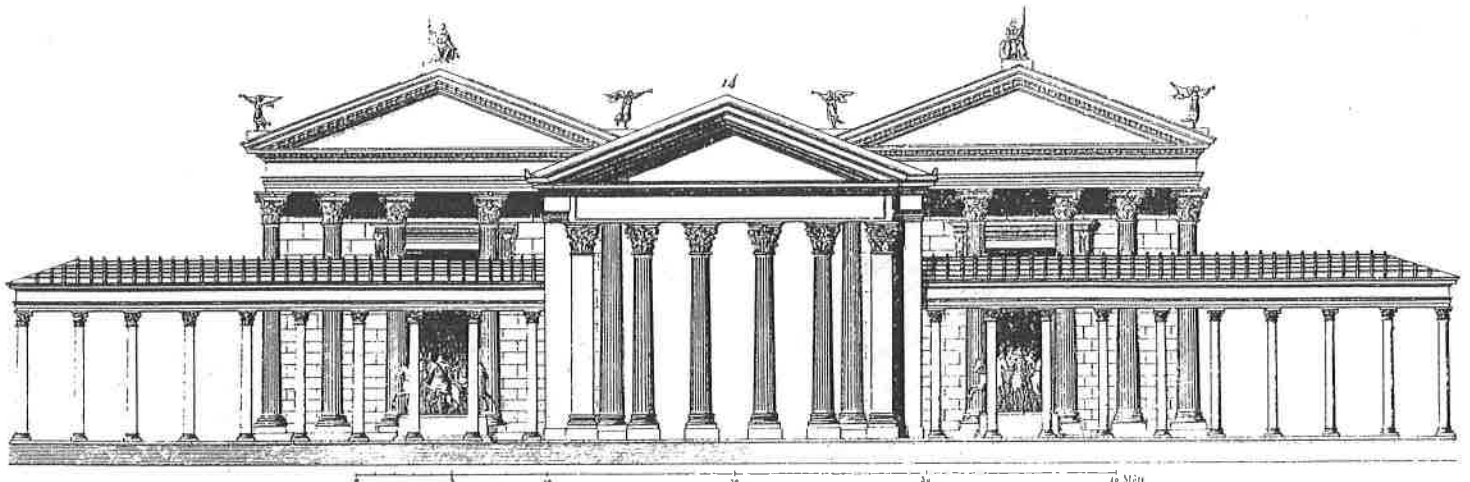
# PROGRAMS OF STUDY

Through credit, non-credit, and degree programs, East Tennessee State University affirms a commitment to the fundamental values of higher education. Its programs of study should promote curiosity, stimulate thought, and encourage a genuine desire for learning; should offer an expanded world view and encourage the free interchange of ideas; and, importantly, should reflect concern for creating a responsible, ethical society. In so doing, faculty and students together must constantly strive to find the frontiers of academic inquiry and in them the programs which will best serve the state, nation, and world.

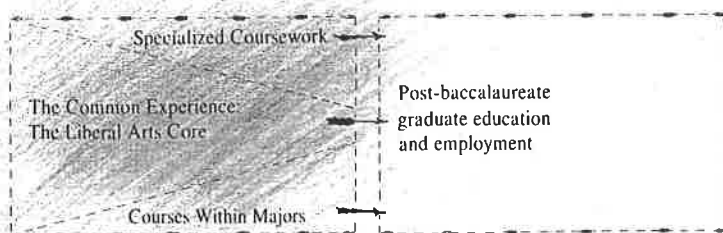
By 2011, the courses of study needed by students will be more diverse, as will the student population itself. While the number of high school seniors in the university's traditional service areas may decline and the number eligible for college work may be reduced through more stringent admissions standards, these effects should be mitigated by escalating migration into the region and an increase in the percentage of high school completions. At the same time, ETSU should attract more transfer students from community and junior colleges, more international students, and a greater percentage of older adults who desire additional education or retraining to adapt to national employment patterns. Regardless of the age range or geographic makeup of the student population, the quality of ETSU's programs of study will be the most important factor in attracting and retaining students at all levels. These programs of study should

continue, in the 21st century, to meet the very highest standards expected by all the university's constituents, from external accrediting and review bodies to the students whose needs they are designed to serve.

It is safe to assert that undergraduate programs will continue to account for the lion's share of ETSU's academic mission. However, the task force recommends a major restructuring of the regular undergraduate curriculum, to include a common core experience which would be extended across the four to five years of the baccalaureate program. In short, the university must depart from the traditional approach in which students take core courses the first two years and specialized courses in years three and four. Such an arrangement creates an unnatural division within a student's education and suggests that core and specialized courses are unrelated. Under the proposed arrangement, all students would share a "common experience" for their undergraduate years. That common experience would constitute a pattern of general education courses offered across all years in a planned sequence, with specialized coursework, professional studies, and liberal arts courses related to the student's major offered across the four to five years. The relationship between general and specialized coursework would be designed and conveyed so that they integrate the total undergraduate experience for each type of student. The core should also result in a systematic reinforcement of analytical, writing, and oral communications skills throughout the curriculum.



# THE UNDERGRADUATE CURRICULUM



With these concurrent tracks, which are theoretically endless, the completion of the baccalaureate degree truly becomes a commencement, leading toward graduate studies or employment—in all cases, hopefully, to a life of learning that continues to embrace the liberal arts and sciences.

Woven into the proposed curriculum are a multi-year project and report required of all students for completion of the baccalaureate degree *and* a variety of optional honors tracks. The report, directly related to the student's major but incorporating skills learned in the core courses, would result from a cooperative intellectual endeavor involving several students. Constructed around multiple tracks in all majors, the honors program would be available for any student who wishes to pursue a field of study beyond its minimum requirements for graduation. In all academic areas, the honors program should be a leader in involving undergraduates in significant research projects and other innovative scholarly and creative activities.

In addition to the regular undergraduate program, a special undergraduate category must be considered which would be directed toward students enrolled in such programs as that leading to the Bachelor of General Studies. An extension of the common core from the freshman year through the senior year would be equally valuable for this classification of students, but a flexible approach to particular requirements must be considered.

Since the centennial class should have a stronger secondary education preparation, the demands for remedial and developmental programs should decrease. However, a number of students with academic potential but inferior primary and secondary school preparation will continue to seek admission to the university. ETSU

should maintain its historical commitment to these students by providing a certain amount of remedial coursework as their entry to college-level work. Some of ETSU's most successful alumni are repaying society a hundredfold and more because the university took them from a variety of beginnings and developed their potential. The contributions made by these alumni are indeed a measure of the university's greatness.

In 1989, graduate students account for approximately 14 percent of the total enrollment at ETSU. In 2011, that figure should approach 25 percent. As an outgrowth of the university's mission, the needs of its students, and its institutional strengths, a greater breadth and depth of graduate degrees, master's and doctoral, should be offered. Some fields of endeavor will require that their practitioners earn these advanced degrees as prerequisites to full career potential. In this situation, the needs of the region and its students will not be met by graduate degree programs at distant institutions. Thus, these increased offerings do not represent duplication but rather a necessary response to the expectations for advanced educational programs that will occur in Northeast Tennessee and the surrounding region. ETSU should continue to offer a wide variety of master's degree programs in traditional disciplines, as advanced preparation for professions as well as a foundation for further study at the doctoral level. At the same time, programs that are dated, non-productive, or simply not important any longer should be eliminated.

In ETSU's Ph.D. programs, options in health sciences will naturally evolve as the health care mission of the university burgeons. Other new doctoral degrees should be added very selectively in the strongest programs and departments. Doctoral offerings in education should be reviewed; for example, consideration needs to be given to other options for the Ed.D. degree, such as the doctorate now awarded to persons interested in educational pursuits reaching beyond the K-12 public school focus into such areas as business and industry, health care, and service professions. Within the health sciences division, a new Doctor of Public Health (Dr.P.H.) should be explored to meet the need for doctorally qualified personnel in environmental and public health.

ETSU's academic mission will require greatly expanded efforts in continuing education, particularly through professional development and personal interest programming. Many of these programs will require the expertise and specialized resources only a university can provide. Moreover, the use of modern communication technology will place the university in position to update the regional state university model, with accessible and increasingly efficient delivery of continuing education, especially through interactive instructional communication among a variety of centers. In the newly created School of Continuing Studies, options must be considered which more flexibly allow credit toward degrees *ex post facto*, so that students' uncertainty about the pursuit of a degree at the beginning of their academic careers will not work against them once a program is chosen.

Preparing persons for professional careers, offering an enhanced appreciation of the humanities, promoting better-informed participation in community affairs, and enabling individuals to lead more meaningful lives are, of course, basic to any university's existence. Regardless of time or technology, the higher education community must be an innovator in quality programming and special studies and sought out as an avenue into the future. As ETSU approaches its centennial in a new century that will create unique and rapidly changing needs for the population, the institution must be mindful of its traditional academic mission in encouraging student initiative, critical thinking, and understanding of ethical values while developing programs of study to meet and match a different era.

*"The pioneer spirit that brought America's first frontier settlements to Northeast Tennessee and helped prepare the way for westward expansion still influences our area today and can readily be seen in the foresight of East Tennessee State University. While university leaders are mindful of preserving that which is good from the past and the present, they understand the wisdom of intelligent and progressive planning for the future. It is this visionary course that the Commission on the Future of ETSU has undertaken.*

*Ideas and recommendations in the Commission report have been founded on yesterday's values but are designed to create tomorrow's opportunities. Serving as a guide for the institution as we move toward the 21st century and beyond, these proposals will create new ways to achieve the highest possible standards of excellence. As the face of the campus changes against the majestic backdrop of the Southern Appalachian Highlands, the institution itself will explode with even more energy, enthusiasm, and newfound direction. Perhaps that picture best symbolizes this great university today: preserving the past, building the future, still at the frontier."*

*Ed E. Williams III  
Managing Partner  
Baker, Worthington, Crossley,  
Stansberry & Woolf, Johnson City  
Commission Chair*







# RECOMMENDATIONS

2. 1. *The university's faculty and academic administration should undertake a project to recast undergraduate education so that it offers all students:*
  - a. *A liberal arts and sciences core experience extending across the entire baccalaureate period;*
  - b. *A means of correlating specialized courses, which constitute their majors, to the core experience;*
  - c. *An integrating project conducted during some extended portion of the baccalaureate period, culminating with a senior thesis or paper; and*
  - d. *A multiplicity of elective honors tracks from which they can choose to pursue enriching studies.*
2. 2. *Graduate enrollment should be steadily expanded, concomitant with the adding of selected master's- and doctoral-level programs such as:*
  - a. *Master's degree programs in selected fields to meet the needs of students, among them an M.S. in nursing and an M.S. in physical therapy; and*
  - b. *Doctoral degree programs that are added options to existing ones such as the Ed.D. and the Ph.D. in biomedical sciences, or new programs in areas of special need.*
2. 3. *Continuing education offerings should be increased to meet the recreational and specialized training objectives of the residents of the region and as new methods of delivering coursework expand the service area.*
2. 4. *The university should continue an appropriate program of remedial studies to help underprepared students do college-level work and matriculate to a baccalaureate degree. Some outstanding students have need for focused remediation in a basic academic area such as study or reading skills, and they must also be served to realize their full academic potential.*
2. 5. *The programs of study should increasingly emphasize the growing realization of the global community by:*
  - a. *Requiring foreign language study by all undergraduate students and all graduate students in selected fields;*
  - b. *Adding an international dimension to all programs and international experiences for students within many majors; and*
  - c. *Continuing to encourage foreign study by ETSU students and study by foreign nationals at ETSU.*



# CULTURAL PROGRAMS



An acquaintance with and good taste in the fine arts, humanities, and science; growth and cultivation of the human mind; customary traits and social forms; a pattern of knowledge, understanding, and behavior passed to succeeding generations—these are among the multiple, but related, ideas explaining the concept of culture. Considered together, they are central to defining the university's role in improving the quality of life in the region while preserving, expanding, and promoting a rich cultural heritage now in the people's trust.

Culture needs direction and energy not only for its perpetuation but for its advancement, and no other organization in society serves that purpose better than a college or university. In this region, East Tennessee State University must be a major force as it works with other public and private colleges in addressing cultural affairs.

The university is more than a collector and repository of the culture at its doorstep; ETSU is an active participant and leader. With the work of the B. Carroll Reece Museum, Archives of Appalachia, Institute for Appalachian Affairs, and the Center for Appalachian Studies and Services, the university has initiated programs showcasing and documenting regional traditions and ways of life as they are expressed in music, art, dance, storytelling, literature, crafts, work ethic, oral histories, and devotion to country, to name but a few. ETSU's continuing responsibility is to develop and share this past as a foundation for tomorrow—a future serving the regional community in all its diversity.

ETSU must strive to be the principal shaper of the region's cultural path. And, to attract diverse audiences and participants, the university must play an active leadership role in providing a growing array of programs in music, theatre, dance, art, and literature.

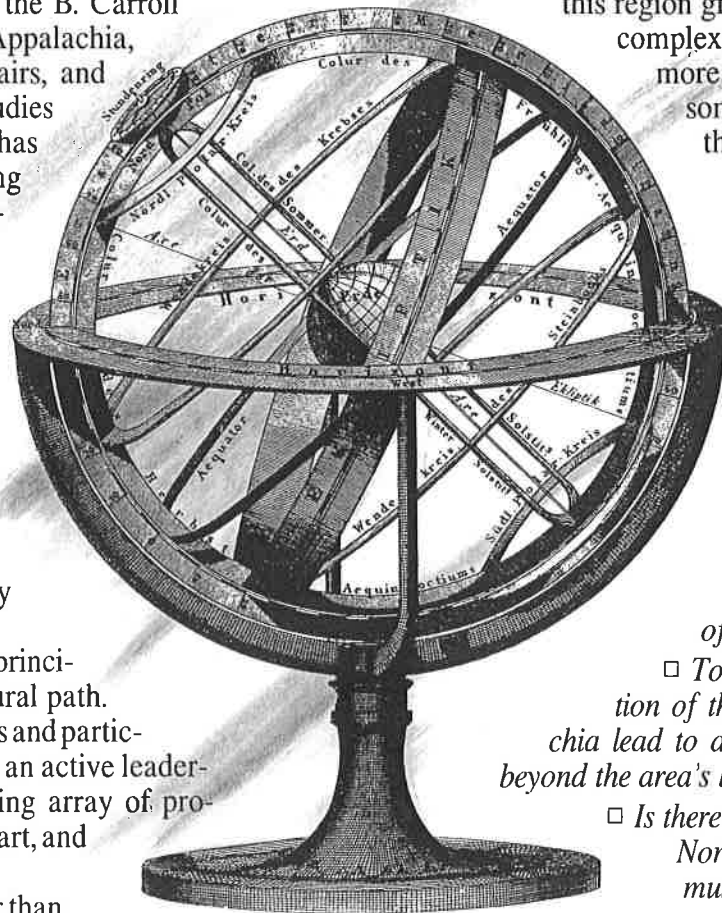
What serves the many, rather than

just a few, should govern cultural program development and perpetuation. Improved coordination of current regional offerings and development of new plans are central to the unifying direction ETSU must provide. This region does not and cannot exist through isolation of its individual municipalities or isolation from the world. Local and regional uniqueness should always be important, but not at the expense of outreach, connection, and "belonging" to an increasingly global community.

ETSU must willingly assume the role of an active leader for cultural excellence, recognizing the difficulty of the task. A common thread does not tie the efforts exerted by individual communities to improve the quality of life in this region. If anything, rivalry and competition often rule, creating pockets of cultural appreciation that keep local culture just that—local; each political subdivision seemingly wants its own in everything from festivals to professional baseball teams to theatre groups to symphonies. Competition is good, but cooperation has much more to offer. As this region grows and becomes increasingly complex, it also becomes "smaller" and more interconnected, affecting in some way the welfare, including the cultural pursuits, of all its residents.

Citizens of this emerging urbanized area must develop a cohesive community of the arts with definite expectations about the quality of broad-based cultural programming. ETSU must lead the surrounding communities in asking and answering questions such as:

- *What constitutes the culture of the region?*
- *To what extent does an appreciation of the culture of Southern Appalachia lead to an understanding of the culture beyond the area's borders?*
- *Is there a true community of the arts in Northeast Tennessee? If so, how must its members work with ETSU*



to advance their purposes? If not, what factors are inhibiting the development of such a community?

Once those questions are answered, the creation of a fine arts complex on or near the campus should be considered, as a way to enhance, through musical, theatrical, and visual arts, the cultural appeal of the area. Currently, performance facilities at ETSU are far-flung, acoustically marginal, and inadequate for rehearsal, storage, and park-

A bureau of cultural programs at ETSU would provide a boon to this region. An agency of this kind could coordinate local engagements by noted speakers; organize entertainment and educational excursions to major centers of culture; facilitate grant-writing activities by university and community individuals and organizations; and promote, while maintaining, the best of fine arts programming already in place.

*"The fact that ETSU has leadership that wants to prepare for the next century, wants advice from beyond academia, really wants a collaborative effort to improve our university, and hence our environment, is exciting. The very fact that the Commission has existed indicates a desire to be an even finer institution in the years to come."*

*Jonathan F. Fitts  
Director  
Veterans Administration Medical Center  
Mountain Home*

ing. Imaginatively integrating the arts in a central location, ETSU can make an unparalleled contribution to the region by tying together widespread existing programs with the support of a cultural arts complex of excellence.

University alumni who have proven themselves across the wide spectrum of the arts—and there are significant numbers of these men and women—must be called upon to participate in developing new ways of thinking about cultural programming for the region. The ties they have to the local area will be advantageous, but the personal contacts and influences they can bring from around “their world of art” will be invaluable. Their individual talents, evident in their sculpture, singing, writings, acting, and a multitude of other forms, could come to the cultural drawing board to provide ideas or to the public audience to help enhance the understanding and appreciation of the highest quality in live performance.

An ETSU writing center should be developed in conjunction with a plan to join in a collaborative effort to found a national literary or critical journal. Featuring visiting writers representing a variety of specialties and genre, this center could be an important stimulus to improving writing across all the university’s programs as well as a special resource to those who aspire to more than general writing skills.

The university must lead the way as well in promoting the study of the visual and performing arts through advanced courses for teachers, additional summer and weekend workshops for middle school and high school students, and more scholarships in the arts. The institution should also encourage those students currently enrolled in related fields to consider teaching, even part-time, during their careers. Development of a teaching-learning performing arts center of excellence, utilizing the proposed fine arts complex, should be planned to bring together the university’s theatre program, outstanding musical groups, an acclaimed museum, art galleries, an exceptional dance troupe, and regular coursework.

ETSU should also offer guidance, within area communities and across city boundaries, to establish and enhance programs for cultural betterment regionwide. Over the coming years to 2011, this emerging university has a special opportunity to expand on the meaning of “public educational institution” by continuously adding to the quality of life for the region and assuming a leadership role in cultural pathfinding and programming. East Tennessee State University can and must provide the direction and energy to attract, hold fast, and simultaneously share a culture that can only grow richer from outside influences as well as from within.





# RECOMMENDATIONS

- 20 1. *The university should work with interested parties from throughout the region to plan for and build a major fine arts complex to bring together new programs and those currently offered on and off campus. The region lacks such a facility and its associated, coordinated programming and, therefore, is missing a major quality of life feature.*
- 20 2. *ETSU should continue to attract internationally recognized persons to the campus to speak and to perform such as those hosted in recent years: the 39th President of the United States Jimmy Carter; the then Vice President of the United States George Bush and Mrs. Barbara Bush; Paul Volcker, then Chairman of the Federal Reserve; Alex Haley; John Naisbitt; Benjamin Hooks; Timothy Busfield; and a number of others.*
- 20 3. *The emphasis on the preservation and study of Appalachian culture should be continued in the Center for Appalachian Studies and Services. This Center of Excellence is a focus of interests not only on campus, but nationally and internationally as well.*
- 20 4. *The university should undertake a program to fund visiting faculty, renowned in their respective fields, for residencies on campus. The opportunity for students, faculty, and others from the region to work with persons of exceptional talent and achievement would add an important dimension to the area's cultural programs.*
- 20 5. *The university must lead efforts to enhance the study of the visual and performing arts in area school systems by:*
  - a. *Assisting the schools in broadened course offerings, including direct-to-school programs via modern telecommunications;*
  - b. *Providing special training to practicing teachers to enable them to teach courses and guide student experiences in the visual and performing arts; and*
  - c. *Reserving certain scholarships for students preparing to teach the arts in the elementary and secondary schools.*
- 20 6. *ETSU should provide leadership to the surrounding communities in determining the definition of regional culture, addressing cultural appreciation "at home" and beyond Southern Appalachia, and developing a true community of the arts relying on reciprocal helping relationships between the university and area residents.*



# TEACHING AND LEARNING



Teaching and learning are immediately recognizable and accepted as the complementary parts of the process of instruction. However, when the task force members studied teaching and learning they quickly became preoccupied with teaching and had great difficulty describing and discussing learning. This condition, not unique at ETSU, is the result of at least two decades of increasingly limited attention to teaching and its evaluation. Whatever the causes, ETSU's historic commitment to teaching may now suffer from an absence of a clear understanding of how to better guide present-day students' learning and intellectual development. In looking to the future, the university is unequivocal in its dedication to excellence in *both teaching and learning*.

In a university that hopes to be a true intellectual community, faculty and students should be engaged in a *reciprocal* exchange of knowledge. The teaching and learning process should transform student and teacher as knowledge is transferred and translated between faculty and students. Faculty and students are jointly responsible for creating the kind of experiences and climate in which the teaching and learning process flourishes. This university rejects the notion that it is a professor's job to teach and a student's job to learn. Faculty and students should share in the responsibility for the success of instruction, in the development of skills and understanding, and, ultimately, in the search for and dissemination of knowledge.

Clearly, it is the teacher's job to inspire—to breathe a sort of new intellectual life into the student. Indeed the Latin root of the word *inspiration*, and *spirit* as well, is *spirare*, which means "to breathe." Yet inspiration must move in the other direction as well. Jaded teachers are revived

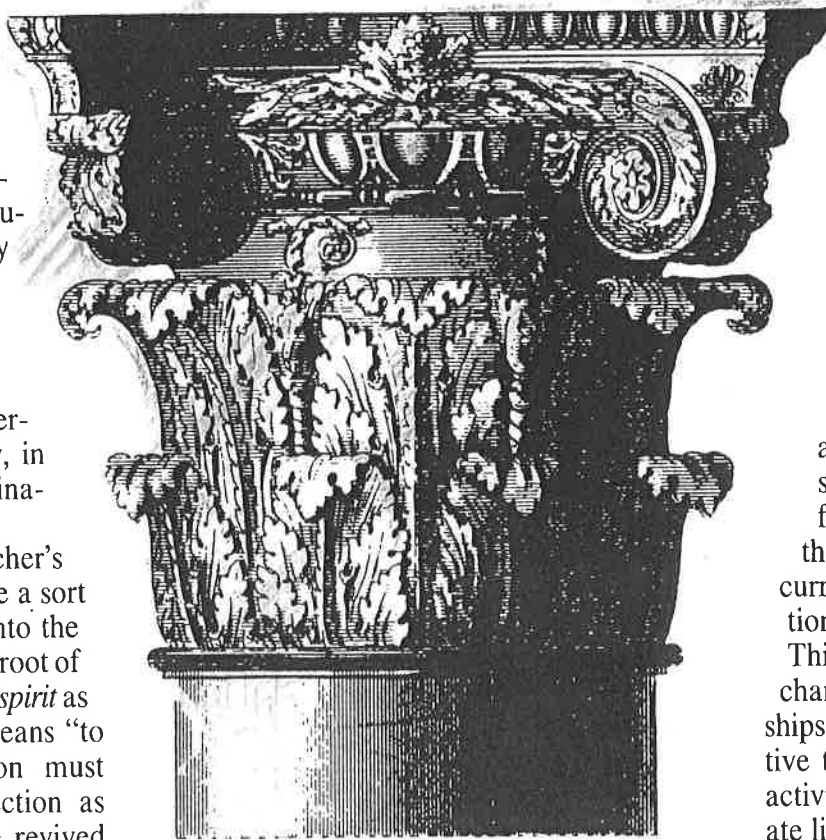
by inspired students, not by action plans, evaluation reports, or pressure from administrators.

As partners in the exchange of wisdom, knowledge, and skill, teachers and students must realize that learning is an unending process of self-transformation wherein one's beliefs, attitudes, and behavior are constantly evaluated, based on new insight, and changed when necessary. Learning is not simply the mental consumption and digesting of data.

Teaching and learning occur on differing levels, from the simple transfer of information, to guiding the experiencing of some phenomenon, to the shaping of a student's view of the world. Good teaching and good learning are also shaped by the personalities of teacher and student, the nature of the discipline, and the culture of the university.

The university must prepare students to live and work in a world characterized by increasing interdependence. To succeed in such a world, students must work together more and compete less as they learn. Collaborative learning runs counter to many of the pedagogical styles current in higher

education, but it must be encouraged as an important way to overcome student and faculty passivity. This type of learning can take many forms, but it is based on the assumption that knowledge that is shared by a community of scholars is both quantitatively and qualitatively different from the knowledge held by individuals. ETSU must promote such interdependence among faculty and students through the design and conduct of the curriculum and its implementation in courses and projects. This mutually enriching interchange will develop the relationships that must be a part of effective teaching and learning. Such activities break down inappropriate lines of demarcation between



teacher and student. As those barriers disappear, learning itself becomes active rather than passive, and valuable interchange takes place among all the participants in the process.

Effective teaching and learning will have to be supported by selected redesign of curricula, modification of pedagogy, improved advising, extensive use of modern educational technology and media, and other means. Stu-

In the fall of 1988, ETSU's enrollment exceeded 11,000 students for the first time in its history, and there is little doubt that enrollment will continue to rise. The university's creativity and resources will indeed be stretched in the attempt to preserve educational quality while accommodating larger numbers of students. One way in which that balance may be reached is through the use of technology, which has the capability of freeing the faculty member

*"Since education is critical to our future, I applaud the university's leadership in bringing about this important study. I hope the Commission report can be a blueprint for progress in coming years as East Tennessee State University continues to play a crucial role in the growth and development of our region."*

*John M. Jones Sr.  
Publisher  
The Greeneville Sun*

dents will continue to arrive at the university with different levels of academic achievement and experience and will need developmental opportunities to remedy their deficiencies.

The university is experiencing the early stages of the growth of an increasingly diverse student population with

from the most repetitive and mundane teaching duties and enhancing certain teaching functions, thereby focusing personal contact on more meaningful and productive relationships with individual students. Through effective use of technology in the classroom, faculty have more time to respond to different learning styles as well as to engage in

*"The opportunity to serve on the Commission has been an exhilarating experience. As an alumnus I have been awakened to the extraordinary vitality of this university as it is reflected in the commitment of faculty and the energy of its leaders from department chairmen up through the executive structure. Learning of the care and concern by the Commission, which includes so many distinguished individuals, has been a humbling experience. If ETSU brings the same determination to shorter term planning and implementation as that evidenced in this generational project, the university's impact on this region will be dramatic."*

*Dr. Frank E. Little  
Executive Director  
The Music Center of the North Shore  
Winnetka, Illinois*

dramatic gains in the enrollment of older students. Historic patterns of low participation in higher education by residents of the region, coupled with the general expansion of education throughout the lifespan, will result in a growing percentage of older students attending the university. The presence of older students on the campus will accelerate the achievement of many of the goals set forth in this report, since they bring to the classroom skills in collaboration and communication developed over a number of years.

the other elements of the faculty role, research and service.

One of the Commission's guiding principles has been the need to preserve the human qualities that result in good teaching and good learning. On the way toward 2011, the university community must come to realize that technology, if used appropriately, need not threaten to reduce or eliminate human interaction but can magnify and enhance it. In short, technology can help create better teachers, better learners, and, above all, better human beings.





# RECOMMENDATIONS

- 1. *Establish a university center for the multidisciplinary exploration and application of approaches to effective human learning by:*
  - a. *Conducting basic and applied research on human learning;*
  - b. *Conducting research and demonstration projects on the application of modern information and other educational technology to human learning; and*
  - c. *Improving teaching via a comprehensive faculty development program.*
- 2. *Enhance the connection of research and service to teaching and learning by:*
  - a. *Encouraging, reviewing, and rewarding advanced scholarship as a major foundation of excellent collegiate teaching;*
  - b. *Encouraging faculty involvement in research and providing correlate research experiences for top undergraduate and all graduate students; and*
  - c. *Providing service experiences for all students to augment other learning modes and settings.*
- 3. *Enhance basic skills of all students upon admission to and exit from their matriculation at ETSU by:*
  - a. *Working with the elementary/secondary school systems which provide the bulk of ETSU's students to ensure the acquisition of certain basic skills and knowledge;*
  - b. *Developing and delivering an undergraduate curriculum which ensures that all students have been exposed to and can demonstrate specified levels of proficiency in certain basic knowledge and skills by the time of their graduation; and*
  - c. *Redefining and enforcing admission, continuance, and graduation requirements so as to reinforce the foregoing processes.*
- 4. *Develop a comprehensive advising and counseling program which includes:*
  - a. *Continuing attention to the operation of a full-program counseling center;*
  - b. *Emphasizing personalized advising for each student enrolled or contemplating enrollment at ETSU; and*
  - c. *Blending personal contact with other support services such as special student support programs and extensive computer-assisted self-advising.*
- 5. *Improve the evaluation systems for teaching and learning at ETSU by:*
  - a. *Placing student evaluations of teaching into proper perspective relative to what they evaluate and how it is blended with other evaluation methods;*
  - b. *Developing parallel systems for measuring the quality and quantity of student learning; and*
  - c. *Connecting faculty development, advancement, and other rewards to excellence in both personal teaching and student learning.*



# ADVANCED SCHOLARSHIP, RESEARCH, AND CREATIVE PUBLICATION



Advanced scholarship, as it exists today on the campus of East Tennessee State University and as it will evolve by 2011, should be thought of as an ever-changing state of being, manifested by the understanding of one's professional discipline and the knowledge available to it—to borrow Matthew Arnold's phrase, "... the best that is known and thought." Advanced scholarship refers to the pursuit of knowledge in the faculty member's fields of expertise and the continuous extension of that knowledge.

Research, according to Webster, is a "studious inquiry or examination; esp.: critical and exhaustive investigation or experimentation having for its aim the discovery of new facts and their correct interpretation, the revision of accepted conclusions, theories, or laws in the light of newly discovered facts, or the practical applications of such new or revised conclusions, theories, or laws." This definition should describe accurately the research expectations—both basic and applied—of all ETSU academic departments.

By the year 2011, publishing should have an institutional meaning beyond its now common, but nonetheless restricted, sense, which is to disseminate in print. In fact, there will be various methods by which publication may occur, including oral presentation, print, film, recording, recital, exhibit, and performance, together with new means that will no doubt arise during the coming quarter century.

The ability and desire of individual faculty to further their careers by advanced scholarship, research, and creative publication should be aligned closely with the collective expectations concerning the faculty role and policies for faculty development. It is imperative that departmental leadership, relying on incentives rather than negative pressures, be provided so that ETSU can build a growing core of faculty members who are committed to a professional life of scholarship and who adopt and maintain research and creative publication as parts of their career patterns.

More than any single occurrence in ETSU history, the com-

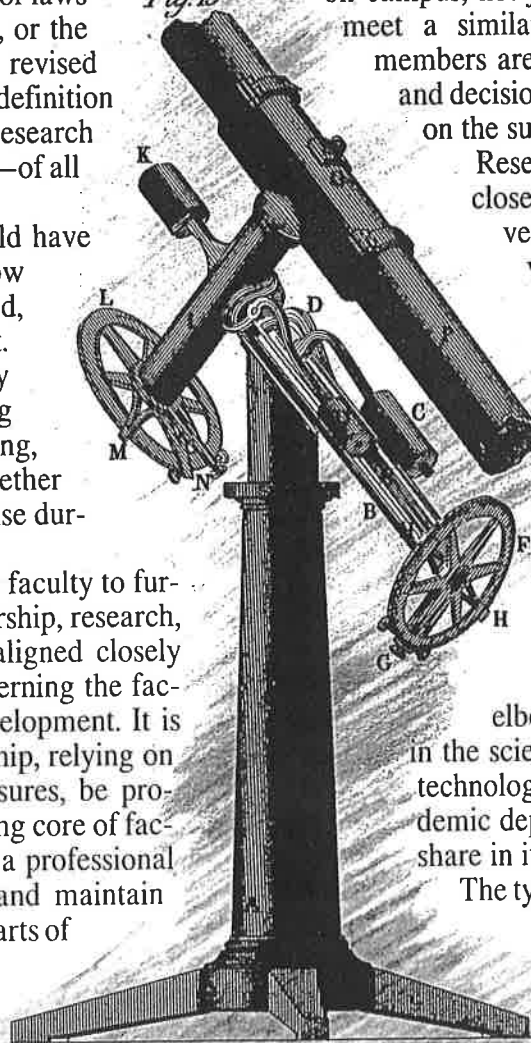
ing of the James H. Quillen College of Medicine has changed the university's institutional culture. The presence of this college places ETSU as one among 127 institutions with fully accredited medical schools. Instead of finding itself simply one in some 3,000 colleges and universities in the United States, ETSU is now a member of a smaller select group committed to all aspects of faculty participation and productivity. That ascendancy must necessarily raise expectations for faculty research and scholarship campuswide or ETSU runs the risk of being a two-culture campus with all of the attendant conflict and sapping of institutional vigor.

Faculty in the nation's medical colleges face unequivocal expectations about scholarship, research, and publication. Now, and certainly in the future, all faculty members on campus, not just those in the Quillen college, must meet a similar professional responsibility. Faculty members are currently hired with that expectation and decisions on promotion and tenure rest heavily on the success of scholarly pursuits.

Research and scholarship must be aligned closely with the other components of the university's mission. The task force believes very strongly that teaching, research, and scholarship are interwoven parts of the academic enterprise. In fact, one of this country's strengths compared to other nations such as France and Japan is the close proximity of research and the rest of the educational milieu at all levels of higher education, and especially in the graduate schools. At ETSU, more opportunities should be given for students, undergraduate and graduate, to work at the elbows of experienced researchers, not only in the sciences, but also in the arts, business, and technology. Research now occurs in every academic department on campus, and students must share in it.

The type of thinking that must be developed in order to carry out research—reflection, analysis, and synthesis of other people's and one's own ideas—is often quite different from the ment

Fig. 15





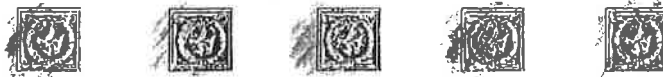
processes that result from the traditional academic experience wherein teachers teach and students learn. ETSU must recognize the value in encouraging students to work with scholars who are adding to the body of knowledge and expanding its boundaries. Having faculty engage in this kind of exploration *with students* should be an expected part of the learning process, not an aberration of it.

The university asserts most emphatically that strong research results in better teaching and therefore produces graduates who progress into careers or further study equipped with the most up-to-date knowledge available in

their fields and, importantly, with skills in the investigative processes which produce that knowledge. Likewise, the research productivity on campus is directly linked to improved professional service as faculty apply their knowledge to the world around them. From infertility studies to early childhood development, from educational administration to concerns about the environment, from teaching math to conducting business to reviewing literature, ETSU research will continue to expand and, in the process, improve thousands of lives each year on the journey toward 2011.

*"East Tennessee State University's great promise for the future is possible because of its leadership in the past. The surety of our realizing the institution's full potential rests with the present faculty and administration guided by the leadership of President Beller. The people of this region are truly blessed in having such an outstanding university."*

*W. Cal McGraw  
President  
McGraw and Associates Inc.  
Dunwoody, Georgia*





# RECOMMENDATIONS

- ☛ 1. *Enhance the intellectual milieu of ETSU by:*
  - a. *Encouraging efforts of the faculty to expand all aspects of professional interaction with other faculty and with students;*
  - b. *Enriching the experiences of the university community by bringing to campus faculty, students, and others from a variety of institutions and from throughout the broader society;*
  - c. *Working with selected peer universities to define and create institutional characteristics to be individually and collectively pursued as a community of excellence; and*
  - d. *Energizing the intellectual pursuits of faculty at all levels of experience with special attention to young, developing faculty.*
- ☛ 2. *Improve the institutional commitment to the library, other important information technologies, and to other activities and resources that promote and support scholarship.*
- ☛ 3. *Promote clear and mutually enriching relationships between scholarship, research, and creative publication and the programs of study comprising undergraduate, graduate, and professional education.*
- ☛ 4. *Double extramural support for research each decade and provide the intramural resources to achieve those gains by:*
  - a. *Managing teaching loads and earned released time (including sabbaticals) for qualified, meritorious faculty;*
  - b. *Providing the proper facilities, equipment, supplies, and support staff for the conduct of research; and*
  - c. *Providing the proper organizational forms and processes to support research, including the establishment of an ETSU Research Foundation.*
- ☛ 5. *Continue the development of the graduate faculty and their roles in graduate education, scholarship, research, and creative publication by:*
  - a. *Refining the criteria for eligibility for and selection to the graduate faculty;*
  - b. *Strengthening the processes for appointment to and removal from the graduate faculty; and*
  - c. *Clarifying the relationship between the faculty's professional achievements and the several roles in graduate education.*



# PROFESSIONAL SERVICE



There are encouraging signs of a renewed service ethic in American society, and universities must lead this movement as models of the unselfish sharing of time, energy, and expertise. This spirit of giving, through professional service, is one of the essential ways in which the university faculty fulfill their roles as active participants in the world around them. Professional service, then, is the sharing of knowledge, talents, and skills by faculty and staff with community organizations and governmental agencies outside the university. Through professional service, which brings teaching and research into touch with various regional, national, and international publics, the university further improves the quality of life around it and asserts its value as an agent for social change.

During the first few decades of East Tennessee State University's existence, its relationship to the social environment was the very important one of seeking to improve public schools in the region. Over the ensuing years, with attendant expansion of its mission, ETSU has become even more of an active participant in societal concerns. The faculty have a long record of service, from the institution's early days as a normal school, educating teachers and providing expertise for the region's growing school populations, to its current form as a comprehensive university offering a broad range of service to both public agencies and private enterprises.

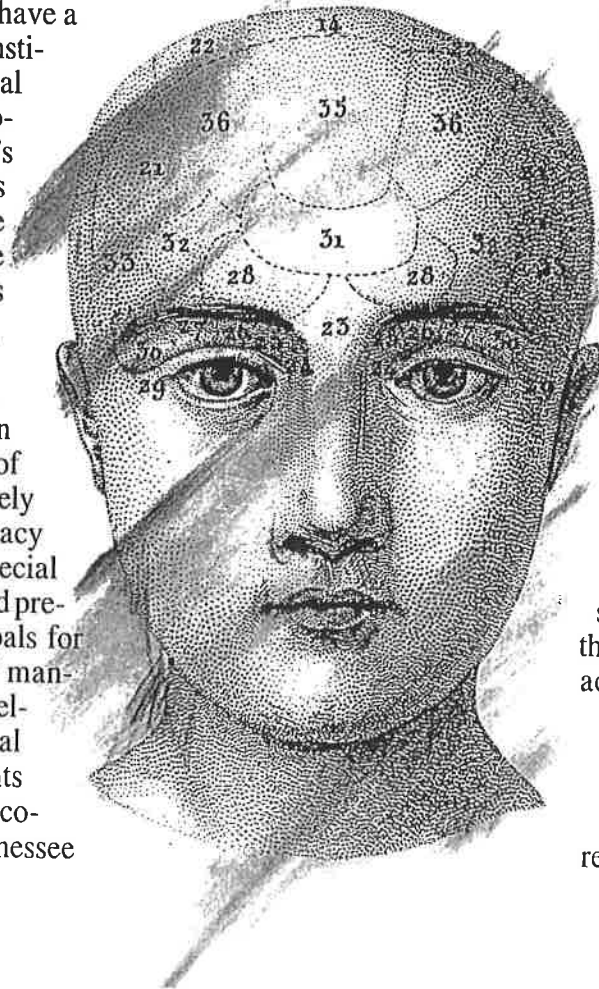
With nine colleges and schools, ETSU can address a wide spectrum of social issues in serving the community. Some of the areas the university positively affects include: child advocacy through the Court Appointed Special Advocate program; identifying and preparing prospective school principals for effective leadership; provision of management, technical advice, counseling, and analytical and statistical services to regional business clients by the Bureau of Business and Economic Research and the Tennessee

Small Business Development Center; and a great and growing array of diagnostic, therapeutic, and preventive services in health-related fields represented in ETSU's Division of Health Sciences.

The advent of the James H. Quillen College of Medicine has created even more opportunities to serve the public and private sector, especially as the university, which relies on affiliations with several hospitals and medical facilities in the region, is committed to developing a comprehensive health sciences center for Northeast Tennessee. The college was established to help alleviate a critical shortage of primary care physicians and maintains a commitment to that goal with a special intensive focus on rural medicine; this emphasis includes, among other components, a reciprocal relationship with more than 60 rural physicians through the department of family medicine, a one-of-a-kind Appalachian Preceptorship Program, which is a six-week rural medicine rotation covering both classroom and practice experience, the use of a primary care instructional model that promotes the elevation of the community's general health, and a clinical postdoctoral fellowship in rural health.

These examples, and many others like them, prove that the university has established service as a way of institutional life. In the future it should further strengthen service within its mission, emphasizing the importance of excellent service contributions and organizing effective delivery not only by the faculty but also by administrators and staff, as they develop and apply expertise beyond traditional job descriptions to support and augment the teaching, research, and public service missions of the institution.

The concept of service to society should be communicated to students through the full range of the university's academic programs. By including students in service activities and through the examples set by faculty and staff, the university will show that the good citizen is not one who removes himself from the world but one



who becomes intimately involved in its affairs. The national wealth, measured in caring, is increased by people who give back more than they take.

ETSU's service mission can be made most effective and have lasting meaning in the lives of students when it is directly related to teaching, research, and scholarship. Between now and 2011, ETSU should strengthen its alliances with business, industry, health care organizations, edu-

increase the value and vitality of teaching and research, since service activities must be rooted in strong instructional and investigative programs. Without that underpinning, service would merely be a reinforcement of provincialism and past practice, rather than an innovative and visionary solution to major issues.

As its 100th anniversary approaches, ETSU must exert strong *leadership* in health care and promotion, economic

*"As ETSU approaches the next century and its 100th anniversary in 2011, the region can look with pride and confidence to the university's mission of leadership, service, and growth as outlined by the Commission on the Future. I feel the Commission's work in preparing for the educational commitments of the future is both timely and crucial to face challenges brought on by a growing region and a world in transition.*

*It is my firm conviction that East Tennessee State University, with its gifted leadership, faculty, and staff, will take giant steps to serve the people and further advance academic standards of excellence in its progression toward the 21st century."*

*James H. Quillen  
Representative  
1st District of Tennessee  
United States Congress*

ational institutions, and other social and cultural agencies within the region, and nationally and internationally where appropriate. These alliances should provide chances for students to relate academic activities to "real world" experiences while providing off-campus agencies with assistance in performing their own roles.

Expanded professional service at ETSU should also

development, education, environmental issues, crime and violence issues, and government/public administration. In recent years, ETSU has taken some important steps toward that leadership role, but the future will present many opportunities for making an increasingly dramatic impact on the quality of life in Northeast Tennessee and beyond.

*"Education is the most critical concern of American society, and if it is to have any meaning, it must teach us that we are more than a machine or a cluster of greedy wishes. Our education must give us the will to continue the search for a better life, not only for ourselves as individuals, but for all who bear the name humankind.*

*ETSU is a vital part of the learning experience. As members of the Commission on the Future, we have had the opportunity—and the responsibility—to support the university in its pursuit of excellence and the best of American education."*

*Barbara J. Silvers  
President  
Shulman Family Foundation*





# RECOMMENDATIONS

*East Tennessee State University should assume leadership in providing expert professional service to constituent populations in the region, state, and beyond, in:*

- 20 1. *Health care and promotion*
  - a. *Continue development of the ETSU Center for the Health Sciences;*
  - b. *Continue to provide high-quality primary care to the residents of the service region;*
  - c. *Expand special services in rural health to augment programs currently conducted;*
  - d. *Continue to develop and offer programs in secondary and tertiary care to the residents of the appropriate service region; and*
  - e. *Continue and enhance the excellent programs in health promotion and wellness.*
- 20 2. *Business, industry, and economic welfare*
  - a. *Expand efforts to provide economic and social data series descriptive of Northeast Tennessee for use in the operation of private enterprise and in public enterprise serving the region's residents;*
  - b. *Continue and enhance efforts to apply advanced theory, skills, and technology to private and public enterprise; and*
  - c. *Expand efforts to enhance regional economic development and the resultant improvement of the economic welfare of regional residents.*
- 20 3. *Public education*
  - a. *Continue the long-standing support of the region's elementary and secondary schools through improved teacher training, a broad range of services to teachers and administrators, and direct augmentation of selected curricula and programs within the schools; and*
  - b. *Expand continuing education offerings to enrich the region's programs of general adult education that seek to remediate or expand upon earlier elementary and secondary school achievement.*
- 20 4. *Public administration*
  - a. *Continue and enhance programs of service which seek to improve the quality of public administration in area governmental units. Strengthen and expand the Master of City Management program to provide advanced professional education to area practitioners in public entities; and*
  - b. *Continue to develop the excellent programs in criminal justice administration and related services that address crime and domestic violence in the region.*
- 20 5. *Environmental issues*
  - a. *Continue to assist area citizens and organizations to create and preserve desired environmental standards relating to air and water quality, the handling and treatment of wastes, and other environmental conditions;*
  - b. *Continue and enhance the program of the Hazardous Waste Management Institute to bring it to its full potential; and*
  - c. *Mount a program to encourage local enterprise and governments to improve the aesthetic quality of the buildings, streets and highways, public utilities, signs, and other man-made additions to the natural environment.*



# WORK, GOVERNANCE, AND ORGANIZATION IN THE FUTURE ETSU



Tomorrow's challenge for university governance will be to strengthen existing decision-making and management structures so that people at all levels communicate about matters of mutual concern and share a common vision of what this university is about. In projecting forward to the year 2011 and planning for change, one of the university's primary tasks must be to preserve the sense of collegiality and participation in a common enterprise prevalent on the ETSU campus.

The nature of university governance and the academic enterprise requires that faculty and students assume central roles in the governance of the university. Faculty representation in governance at all levels of the university presents a variety of issues not fully resolved. Faculty councils on the division and college levels are not uniformly strong and must be reviewed, redefined, restructured, where needed, revived in some cases, and, above all else, operated. Their relationship with other governing bodies must also be defined. At present, the Faculty Senate is relatively healthy and, quite appropriately, is taken seriously throughout the campus. It must take care, however, to view the major issues affecting faculty, their professional and personal well-being, and their teaching, research, and public service, rather than narrow and trivial questions.

Student involvement in campus governance is neither strong nor representative—a problem that is endemic to higher education and not peculiar to ETSU. Dominated by a relatively few student politicians, the Student Government Association does not represent a broad cross section of its constituents. Students must be encouraged to participate in the organizational life of ETSU, if for no other reason than the fact that decisions made during their stay at the university will have a direct bearing upon their lives. Students who remain detached will possibly not become involved citizens later in life. Participation in SGA by older adult students, who make up an increasingly larger percentage of ETSU's enrollment each year, should be encouraged.

The many persons whose life work is devoted to supporting the academic enterprise, the staff, should have clearly defined roles in institutional governance. Although represented in a Staff Senate in the governance system of the university, staff must also contribute to campus

decision-making through informal contacts as well as more structured means. At present, staff generally do not perceive that they have a voice in decisions on issues directly affecting them and their work. Their opinions are not regularly requested on matters pertaining to merit pay, leave policies, holidays, salary classification, evaluation criteria, or position audits. For whatever reason, the Staff Senate has not been active in dealing with many of these personnel matters or staff grievances; therefore, from the perspective of the staff member, they are left to the sole discretion of "the administration."

The administrators of the university, who constitute the third major working group, have the responsibility of both leading and managing their respective units to steadily advance the academic enterprise. The ultimate responsibility for decisions affecting the university is assigned to its president, but in a university all other members of the institutional community must discharge their participatory responsibilities if the president is to be in the best position to make these decisions.

The University Council, formed in 1984, is the only campuswide governing body composed of students, faculty, staff, and administration. In accordance with its original charge, university faculty make up a majority of the membership. The Council is expected to consider the relationships of all other governance units, university strategic planning, budgetary priorities, and major institutional policies, and provides the President with advice representing all aspects of the university in order to assist in decision-making. As a relatively youthful organization, the Council has experienced some predictable difficulties in playing its defined role, but efforts must continue to operate this valuable forum.

It is imperative that ETSU create new models of work and the workplace to achieve a broader involvement of its employees. The elevation of work and the importance of the worker are pervasive forces in society. Basic to this emerging philosophy is the idea that all employees must feel that their contributions are essential to the operation of the organization and should enjoy the benefits of modernity in their work and the conduct of the workplace processes. The organizational climate at ETSU should communicate a belief in employees' work, confidence in their ideas as well as their abilities, and respect for the many different roles required to operate an effective organization. Commitment to the university

and its mission results from a clear understanding of goals and a sense of being able to influence their attainment.

The administrative organization, both formal and informal, creates the mechanisms through which the work of the university is accomplished. As growth in programs, services, and enrollment continues, the structures of all the university's colleges, schools, and divisions must be revised to keep in step with inevitable changes in the size and nature of each. Likewise, the overall university structure, the divisions old and new, and their reasons for being will require re-evaluation.

A case in point is the relationship between the Division of Academic Affairs and the Division of Student Affairs. During the early history of ETSU, these divisions coexisted as part of one administrative unit. The natural connection between student interests and academic considerations must be reaffirmed and the divisions of Student Affairs and Academic Affairs reunified. Close cooperation between students, student services personnel, the faculty, and academic staff makes educational sense. ETSU's catalog and mission statement refer to educating the "whole student" and a concern for "student development." This kind of education can only be achieved through the cooperative effort of both the academic and student service areas.

In 1988, a new Division of Health Sciences was formed, combining the School of Public and Allied Health, the School of Nursing, and the James H. Quillen College of Medicine, under the direction of the Vice President for Health Affairs. This realignment of health-related disciplines represents one of the most substantive changes in university organization in recent years, since it will provide the means to truly accomplish ETSU's comprehensive health sciences mission. The existence of the division is a clear indication of the university's growing importance in health affairs in Northeast Tennessee, the rest of the state, and increasingly beyond those borders. The new division must also provide the administrative framework around which funding can be improved and needed programs added in the future.

Within the past decade, the exploding pervasiveness of information technology has changed the campus more than any other phenomenon. The proliferation of computers, the creation of advanced telecommunications capabilities, and the growing importance of information technology in all disciplines have created the need for an organizational division to deal with the rapid onset of technology and to guide its impact on the academic enterprise. A new Division of Information Resources, which encompasses computer services, institutional research, instructional television services, and telecom-

munications, was formed to address the effective applications of information technology to teaching, research, public service, and the activities that support those major programs.

In the future, this new division must assure that the university is abreast of current technological trends yet not overwhelmed by them. It must support the library, the traditional information resource, as it employs new technologies in fulfilling old and new roles. Increasingly, it must take the lead in moving the university beyond its usual confines, through electronic links which carry coursework to those for whom a regular drive to the campus is not the most convenient means of using the university.

A final consideration of this task force is the formation of a Board of Visitors for ETSU, perhaps growing from the membership of the Commission on the Future itself. Such a board would provide guidance to the administration from community leaders and alumni, and would be an advocate on behalf of the university to the Tennessee Board of Regents, the Tennessee Higher Education Commission, the legislative and executive branches of state government, and to the larger public. The Board of Visitors would assist the university in achieving many of the goals set forth in this report by supporting improvements in programs and in the resources needed to conduct them. By its very nature, the Board should provide a vital bridge between the public and private interests in support of the university.

The modern university has been characterized as a loose confederation of departments, schools, and institutes with decentralized authority and a tradition of faculty autonomy. It is precisely because of this inherent diffusion of authority and competing loyalties that competent, caring governance of the university is so important. Ways must be found to deal with the multitude of issues and interests which face the contemporary university in an atmosphere of mutual respect and trust. Ernest Boyer of The Carnegie Foundation for the Advancement of Teaching states, "In the end, good governance is to be measured not by the formality of the structures but by the integrity of the participants, by the willingness of individuals to bond together in support of larger purposes."

The rapid changes that ETSU has experienced within the recent past are likely to continue into the future, a signal that all institutional structures and processes need constant attention and occasional modification. As goals, priorities, organizations, and methods change, governance must respond accordingly in order to guide ETSU in the most effective manner toward its 100th birthday.





# RECOMMENDATIONS

- ☛ 1. A program should be extended throughout the university to bring the emerging societal philosophies of work and the workplace to the campus. This should include:
  - a. A review, and modification as needed, of all work performed in the university to draw upon the fullest capabilities of those performing the work;
  - b. A redefinition of supervisory relationships, of work team development, and of leadership, at all levels;
  - c. An expansion of participation in decision-making by those affected by the decisions;
  - d. An effort to improve communication throughout the university; and
  - e. A broadened program of employee development.
- ☛ 2. Attention should be devoted to strengthening governance throughout the institution by:
  - a. Making student government truly representative of the increasingly diverse student body and attentive to its varied needs;
  - b. Assuring strong and vigorous faculty and staff senates discharging appropriate roles in governance;
  - c. Cultivating strong, participatory governance mechanisms at the college and school level;
  - d. Strengthening the university's standing committee structure and processes; and
  - e. Bringing the University Council to its full potential in institutional governance through a review of its original charge with modifications if necessary.
- ☛ 3. A Provost should be named to head a unit comprised of the Academic Affairs and Student Affairs divisions, and other appropriate organizational changes should be made to carry out the mission of this new unit. The unit's guiding principle should be to better amalgamate student and faculty interests in a truly joint educational process.
- ☛ 4. The position of Vice President for Information Resources should be made permanent, and the division, which is overseen by that officer, must be reviewed as to its structure and processes. The pervasiveness of information technology and its promised dramatic growth signal the major stake each university participant has in this division. Important projects include:
  - a. Upgrading of current mainframe computer and maintenance of the proper central computing resources;
  - b. Maintenance of the appropriate communication networks on campus;
  - c. Development of the Instructional Television Fixed Service system and addition of other advanced telecommunications capabilities for telecourse transmission; and
  - d. Support for the library, the campus computer-integrated manufacturing program, and other major projects utilizing information technology.
- ☛ 5. A Board of Visitors for the university should be appointed to serve in an advisory capacity to the President concerning a broad range of issues.





# PUBLIC AND PRIVATE FUNDING



On one hand, there are those who warn against too expansive visions of ETSU's future, pointing out that all dreams must ultimately stand the test of funding. Their cautions, meant to have the ring of truth and wisdom, are, nonetheless, fundamentally pessimistic. Their ventures seem to require guarantees and money in the bank. On the other hand, others quickly retort that ETSU's history includes several instances where the possibility of any kind of future, not just its scale, was threatened by the institution's financial status and prospects. In the earliest days, once the political battle was won to create East Tennessee State Normal, the school had to be operated on modest budgets. Not long after, the decade between the economic collapses of 1929 and 1939 was barely weathered. Yet the institution has not only survived but done well. ETSU's course over the years has been shaped by financial conditions, but never truly determined by them.

A solid financial base, comprised of both public and private funds, will be important in realizing the ETSU envisioned for the year 2011. That is a challenge not unlike those met in past years—once again the dreamed-of institution threatens to outstrip its financial means. It is a challenge, however, that should be welcomed and successfully dealt with, hard work though it will be.

State appropriations for operations are based on a funding formula which is supposed to reflect institutional mission through a peer institution concept. The choice of appropriate peer institutions, done by the Tennessee Higher Education Commission, has a crucial effect on ETSU's state funding, about 70 percent of the total. The peer institutions should be comparable to ETSU in mission and program emphasis to be useful guides. If they are not, the entire effort to promote sound mission differentiation in Tennessee's public colleges and universities will not occur. At present, the peer institutions used to drive ETSU's funding are an imperfect collection. ETSU's growing, comprehensive program in health is matched by only two of the

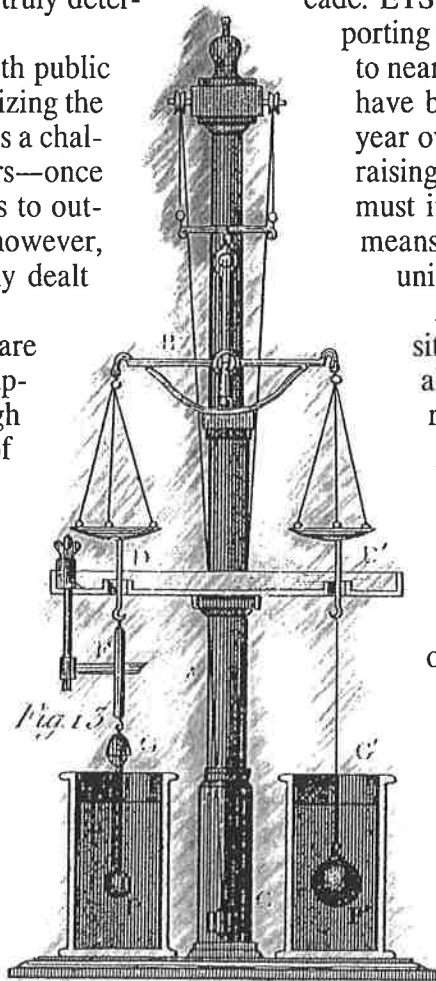
10 peer universities. A couple of the peer institutions provide no positive force for any of the state universities paired with ETSU as a peer group.

The Tennessee Board of Regents, the Chancellor, and his staff will be crucial to the realization of ETSU's emerging role. There is growing evidence of a developing awareness of the changes taking place at ETSU, changes that, if not inevitable, will prove to be likely outgrowths of the medical school's creation. Annual budget documents reviewed by the Board continue to list the appropriations for the university's three budget lines—General University, College of Medicine, and Family Medicine Residency Program—as separate entries. Thus, the total operating budget of about \$100 million and its standing as the second largest budget in the Regents' system are facts usually lost to the reviewers.

Private funding has grown steadily over the past decade. ETSU Foundation assets, including those supporting five endowed Chairs of Excellence, amount to nearly \$10 million. Annual private funds raised have been in the \$1.5 to \$1.8 million range per year over the past several years. This program of raising private funds must continue, and, in fact, it must improve during future years to provide the means for achieving true excellence in selected university endeavors.

Another major source of funding for university programs, and one that has grown respectably over the past five to six years, is extramural funding for research, training, professional services, and other activities. The primary source of these funds has been the federal government, but state government and private enterprise have also been significant sponsors. With expectations that faculty research should expand over the next two decades go parallel expectations that third-party sponsorship of those efforts will grow as well. The College of Medicine, locus of much of the university's sponsored research, also provides an important revenue stream for its operations in the form of professional fees for the services rendered to patients.

A university such as ETSU, growing in size, complexity, and sophistication,



does not offer many moments to relax in seeking funding. The promise of this university and the brightness of its future demand the best effort from each person who cares deeply about the institution. Who among those involved in the founding of the medical college would have guessed that its coming would be the driving force behind the tripling of ETSU's operating budget in just 15 years? Who

would have predicted that such gains in funding could be achieved to bring ETSU to its present scope and financial condition? Old visions and dreams have become reality because their funding challenges were met. Over the next two decades, the new vision that has been described must be translated into the future ETSU by providing the resources that are required.

*"In 2011, as we face our second century, many things at East Tennessee State University will remain unchanged. We will continue to employ many of the nation's best collegiate teachers. We will continue to recruit superior students. We will continue to graduate talented and motivated women and men who will be increasingly destined for international recognition in their careers.*

*In spite of the information boom, the telecommunications revolution, and the ubiquitous computer, education must continue to be a uniquely human endeavor. Our challenge is to incorporate new technologies into the teaching and learning process where they are appropriate, and yet at the same time to preserve the human interaction that is so basic to all of education."*

*Dr. Ronald E. Beller  
President  
East Tennessee State University*





# RECOMMENDATIONS

- 20 1. *The university should work with the staffs of the Tennessee Board of Regents and the Tennessee Higher Education Commission to seek modifications to the formula and non-formula portions of the state's funding process, including:*
  - a. *Modification of ETSU's group of peer institutions to make it more homogeneous in representing a metropolitan university with broad undergraduate and graduate programs of study and, importantly, a comprehensive health mission;*
  - b. *Recognition of certain non-formula support for the University of Tennessee Center for the Health Sciences and inclusion of those forms of support for the ETSU health sciences program;*
  - c. *Improvement of the formula funding of equipment by more accurately representing the useful life of the equipment on campuses. The current annual funding of 5 percent of equipment inventory for replacement assumes a 20-year life for campus equipment, an unrealistically long period; and*
  - d. *Improvement in the formula funding of libraries both for collections and for modern technology.*
- 20 2. *The university officers who work regularly with the Chancellor and other senior staff of the Tennessee Board of Regents, as well as with the Executive Director and senior staff of the Tennessee Higher Education Commission, should strive to convey the changes that have occurred at ETSU over the past decade and the implications of those changes relative to the institution's future. There is a definite perceptual lag in both of the agencies which threatens to limit ETSU's future prospects.*
- 20 3. *Efforts to raise private funds should continue as aggressively as they have in the past decade, including:*
  - a. *A program which focuses on raising the matching dollars for an additional 20 endowed chairs by 2011;*
  - b. *An annual fund campaign which features a target of \$1 million per year by 2011. Every effort should be made to complete the Committee of 1000 project as quickly as possible;*
  - c. *The solicitation of in-kind gifts of equipment and software to be used to complete certain campus projects needing up-to-date equipment;*
  - d. *An expanded program of deferred giving by those who can be encouraged to make bequests of all or parts of their estates; and*
  - e. *An intense drive for private support of athletics to achieve levels competitive in our conference by 1995 and remaining so to 2011.*
- 20 4. *The university should continue to enhance its efforts to acquire third-party funding of research, training, service, and other activities by faculty. The level of this funding should be in the \$20-\$25 million range, in current dollars, by 2011.*
- 20 5. *All faculty who provide services to the university's various publics should review their fees for such service and establish or modify their own practice plans to provide an important revenue stream to their programs.*



# COMMISSION ON THE FUTURE

## APPENDIX

### COMMISSION MEMBERSHIP

**Dr. Ronald E. Beller**, President, East Tennessee State University  
**Ed E. Williams III**, Managing Partner, Baker, Worthington, Crossley, Stansberry & Woolf, attorneys at law, Northeast Tennessee office; Commission Chair  
**Dr. Charles E. Allen**, ETSU Clinical Professor of Medicine; private practice in internal medicine and cardiology, Johnson City  
**Richard Alan Arnold**, Partner, law firm of Kenny Nachwalter & Seymour, P.A., Miami, Florida; ETSU class of 1969  
**Dr. Ronald E. Carrier**, President, James Madison University, Harrisonburg, Virginia; ETSU class of 1955  
**Richard B. Cashwell**, President and Chief Executive Officer, United Telephone System-Southeast Group, Bristol, Tennessee  
**Maj. Gen. J. Edward Cassity**, Commanding General, Marine Corps Logistics Base, Albany, Georgia; ETSU class of 1956  
**Dr. C.H. Charlton**, Director, Court Appointed Special Advocate (CASA) program, ETSU; and Pastor, Friendship Baptist Church, Johnson City; ETSU classes of 1982 and 1984  
**Dr. Donald S. Coffey**, Professor of Urology, Oncology, and Pharmacology and Molecular Sciences, Johns Hopkins University School of Medicine, and Director of Research Laboratories for the Department of Urology, Johns Hopkins Hospital, Baltimore, Maryland; ETSU class of 1957  
**Dr. Clyde H. Farnsworth Jr.**, Director, Division of Federal Reserve Bank Operations, Board of Governors, Federal Reserve System, Washington, D.C.; ETSU classes of 1960 and 1961  
**Jonathan F. Fitts**, Director, Veterans Administration Medical Center, Mountain Home, and ETSU Clinical Associate Professor of Hospital Administration  
**Thomas J. Garland**, Chancellor, Tennessee Board of Regents; ETSU class of 1959  
**Dr. Clarence E. Goulding Jr.**, Anesthesiologist on attending staff and Secretary of Medical Staff, Johnson City Eye and Ear Hospital; on courtesy staff, Johnson City Medical Center Hospital; and ETSU Associate Professor of Surgery and Anesthesia Program Director  
**W.B. Greene Jr.**, Chairman, Carter County Bank, Elizabethton, and Chairman, Bank TennCorp (Bank of Tennessee), Kingsport  
**Junius Griffin**, former aide to Dr. Martin Luther King Jr., Vice President of Motown Records, and reporter for *The New York Times* and Associated Press; doctoral fellow at Michigan State University; ETSU class of 1987 (B.S. and M.A. simultaneously)  
**Alex Haley**, world-renowned author of *Roots* and winner of the Pulitzer Prize and National Book Award  
**John M. Jones Sr.**, Publisher and Co-owner of *The Greeneville Sun*, and Co-owner of *The Daily Post-Athenian*, one tri-weekly paper, seven semi-weekly papers, four radio stations, and the "Business Journal of Upper East Tennessee and Southwest Virginia"  
**Dr. Ralph B. Kimbrough**, Visiting Professor, ETSU College of Education, and former Chairman, Department of Educational Administration, and Director, Institute for Educational Leadership, University of Florida  
**Bill Kovach**, Curator, Nieman Foundation at Harvard University; former Editor, *The Atlanta Journal* and *The Atlanta Constitution*, and former Washington Bureau Chief, *The New York Times*; ETSU class of 1959  
**Dr. Frank E. Little**, Executive Director, The Music Center of the North Shore, Winnetka, Illinois; former principal tenor at the Lyric Opera of Chicago and the Metropolitan Opera; ETSU class of 1958  
**Dr. Mary Louise McBee**, retired, faculty member and Acting Vice President for Academic Affairs, University of Georgia; ETSU class of 1946  
**W. Cal McGraw**, President, McGraw and Associates Inc., Dunwoody, Georgia; ETSU class of 1960

**U.S. Rep. James H. "Jimmy" Quillen**, United States Congress, Representative from 1st District of Tennessee  
**Dr. J. Shelton Reed**, ETSU Clinical Professor of Surgery and Consulting Surgeon with Surgical Associates of Kingsport  
**Daniel D. Robinson**, retired, Partner in Charge of Education and Other Nonprofit Institutions Practice, Peat, Marwick, Mitchell & Co., now Peat Marwick, Main & Co. (Certified Public Accountants)  
**Carroll D. Shanks**, Chairman, President, and Chief Executive Officer American General Life and Accident, Nashville; ETSU classes of 1948 and 1954  
**Barbara J. Silvers**, President, Shulman Family Foundation; ETSU part-time history instructor; ETSU classes of 1974 and 1986

### TASK FORCE MEMBERSHIP

#### PROGRAMS OF STUDY

**Dr. Melvin Page**, Task Force Chair, Professor, ETSU Department of History  
**Dr. Gordon Bailes**, Chair and Professor, ETSU Department of Computer and Information Sciences  
**Dr. Michael Braswell**, Professor, ETSU Department of Criminal Justice and Criminology  
**Dr. Larry Brown**, Director of Counseling and Testing, Walters State Community College, and former Assistant Professor, ETSU Department of Educational Leadership and Policy Analysis  
**Dr. William Cissell**, Associate Professor, ETSU Department of Health Education  
**Dr. Paul Fendt**, Dean, ETSU School of Continuing Studies  
**Dr. Jeffrey Gold**, Professor, ETSU Department of Philosophy and Humanities  
**Dr. Judith Hammond**, Chair, Professor, and Court Appointed Special Advocate Executive Director, ETSU Department of Sociology and Anthropology  
**Dr. John Hancock**, Deputy Chair and Professor, ETSU Department of Pharmacology  
**Dr. Stephen Painton**, Chair and Associate Professor, ETSU Department of Communicative Disorders  
**Dr. Jean Stead**, Associate Professor, ETSU Department of Management and Marketing

#### CULTURAL PROGRAMS

**Dr. Jack Higgs**, Task Force Chair, Professor, ETSU Department of English  
**Dr. Cecil Blankenship**, Professor, ETSU Department of Curriculum and Instruction  
**Dr. Fred Borchuck**, Director, ETSU Libraries  
**Dr. Amelia Brown**, Chair and Associate Professor, ETSU Department of Home Economics  
**Dr. Dorothy Dobbins**, Assistant Dean, James H. Quillen College of Medicine, Office of Student Affairs  
**Wayne Dyer**, Associate Professor and Director of Slocumb Galleries, ETSU Department of Art  
**Dr. Roberta Herrin**, Assistant Professor, ETSU Department of English  
**Dr. Arthur Houglund**, Associate Professor, ETSU Department of Health Sciences  
**Dr. Carl King**, Associate Professor, ETSU Department of Music  
**Dr. Thomas Lane**, Professor, ETSU Department of English  
**Dr. Jay Mehta**, Chief, Division of Preventive Medicine and Epidemiology and Professor, ETSU Department of Internal Medicine  
**Dr. Warren Robertson**, Director, ETSU Division of Theatre, and Professor, Department of Communication

**Helen Roseberry**, Director, ETSU B. Carroll Reece Museum  
**Grace Spurrell**, Board of Directors, Johnson City Area Arts Council  
**Norma Thomas**, Assistant Director, ETSU Archives of Appalachia and Special Collections  
**Martha Whaley**, History of Medicine Librarian, James H. Quillen College of Medicine Department of Learning Resources  
**Ronald Wickman**, Music Director, ETSU WETS-FM  
**Judith Woodruff**, Director, Mountain Movers, ETSU Resident Dance Company; and part-time dance instructor, ETSU Department of Physical Education and Recreation

## TEACHING AND LEARNING

**Dr. Russell West**, Task Force Chair, Associate Professor, ETSU Department of Educational Leadership and Policy Analysis  
**Dr. Gene Bailey**, Associate Professor, ETSU Department of Computer and Information Sciences  
**Linda Dietz**, Academic Counselor, ETSU Division of Developmental Studies  
**Dr. Anne LeCroy**, Professor, ETSU Department of English  
**Dr. Norma Nutter**, Dean, ETSU College of Education  
**Carol Pullen**, Acting Chair and Assistant Professor, ETSU Department of Associate Degree Nursing  
**Daniel Russo**, Associate Professor, ETSU Department of Economics and Finance  
**Dr. Anne Sherrill**, Professor, ETSU Department of English  
**Dr. John Stone**, Professor, ETSU Department of Human Development and Learning

## ADVANCED SCHOLARSHIP, RESEARCH, AND CREATIVE PUBLICATION

**David Logan**, Task Force Chair, Professor, ETSU Department of Art  
**Dr. Evans Adams**, Associate Professor, ETSU Department of Computer and Information Sciences  
**Dr. Thomas Burton**, Professor, ETSU Department of English  
**Dr. Richard Crofts**, Vice President for Academic Affairs, Mankato State University, Mankato, Minnesota, and former ETSU Associate Vice President for Research and Dean of the Graduate School  
**Dr. Katie Blackburn Dunn**, Associate Professor, ETSU Department of Curriculum and Instruction  
**Dr. Sharon Garrison**, Associate Professor, ETSU Department of Economics and Finance  
**Dr. Ronald Giles**, Associate Professor, ETSU Department of English  
**Dr. Ginger Gist**, Associate Professor, ETSU Department of Environmental Health  
**Dr. Dan Johnson**, Professor, ETSU Department of Biological Sciences  
**Dr. Richard Kostrzewa**, Professor, ETSU Department of Pharmacology  
**Dr. James O'Donnell**, Assistant Professor, ETSU Department of Music  
**Dr. George Poole**, Chair and Professor, ETSU Department of Mathematics  
**Dr. Robert Wondergem**, Professor, ETSU Department of Physiology

## PROFESSIONAL SERVICE

**Dr. Glenda DeJarnette**, Task Force Chair, Associate Professor, ETSU Department of Communicative Disorders  
**Dr. Sue Barr**, Chair and Associate Professor, ETSU Department of Health Related Professions  
**Dr. Gary Burkett**, Professor, ETSU Department of Family Medicine  
**Dr. Bettie Cole**, Associate Professor, ETSU Department of Social Work  
**Debbie Colvard**, Administrative Assistant, ETSU Office of the Vice President for Information Resources  
**Susan Grover**, Assistant Professor, ETSU Department of Baccalaureate Degree Nursing  
**Thomas Headley**, Acting Chair and Associate Professor, ETSU Department of Communication  
**Dr. Hal Knight**, Associate Professor, ETSU Department of Educational Leadership and Policy Analysis  
**Dr. Ronald Weir**, Director of External Programs and Associate Professor of Marketing, ETSU College of Business

## UNIVERSITY GOVERNANCE AND ORGANIZATION

**Dr. Steven Bader**, Task Force Chair, Associate Vice President, ETSU Office of the Vice President for Student Affairs  
**Dr. Nancy Alley**, Associate Dean, ETSU School of Nursing, and Associate Professor, Department of Baccalaureate Degree Nursing  
**Susan Campbell**, Secretary, ETSU Department of Chemistry  
**Jason Eagle**, former Student Government Association President, ETSU class of 1989  
**Dr. Algeania Freeman**, Dean, ETSU School of Public and Allied Health  
**Dr. Margaret Houglund**, Associate Professor, ETSU Department of Anatomy  
**Rayford Johnson**, ETSU student and Black Affairs Association President  
**Kenneth Miller**, former Student Government Association President, ETSU class of 1989  
**Dr. Robert Patton**, Professor, ETSU Department of Health Education  
**Dr. James Perry**, Chair and Professor, ETSU Department of Psychology  
**Dr. James Potts**, Associate Dean, Director of Graduate Business Studies, and Professor of Accountancy, ETSU College of Business  
**Dr. Richard Skalko**, Chair and Professor, ETSU Department of Anatomy  
**Dr. John Taylor**, Director, ETSU Reading Center, and Professor, Department of Curriculum and Instruction

## THE UNIVERSITY AS A MODERN WORKPLACE\*

**Rita Scher**, Task Force Chair, Assistant Director for Reader Services and Assistant Professor, ETSU Sherrod Library  
**Harriet Blackwell**, retired ETSU faculty member  
**Bonnie Burchett**, Assistant Director, ETSU Office of Housing  
**Dan Emmel**, Director, ETSU Office of Career Development  
**Dr. Marshall Grube**, Assistant Professor, ETSU Department of Communicative Disorders  
**General Neasman**, Director, ETSU Office of Human Resources  
**Dr. James Odom**, Professor, ETSU Department of History  
**Dr. Willene Paxton**, Director, ETSU Counseling Center  
**Pat Shew**, Executive Aide, ETSU Office of the Vice President for Academic Affairs  
**Dr. Jon Smith**, Associate Professor, ETSU Department of Economics and Finance  
**Dr. Robert Spangler**, Professor, ETSU Department of Human Development and Learning  
**Robert Strickland**, Custodial Supervisor, ETSU Physical Plant  
**Jeffrey Thornburg**, ETSU student  
 [\*NOTE: The work of this task force has been reported in conjunction with University Governance and Organization findings.]

## PUBLIC AND PRIVATE FUNDING

**Dr. Glenn Bettis**, Task Force Chair, Assistant Vice President, ETSU Office of the Vice President for Academic Affairs  
**Dr. Wesley Brown**, Professor, ETSU Department of Human Development and Learning  
**Denne Cade**, Director, ETSU Office of Development  
**Julie Cole**, Director of Research and Sponsored Programs, Wake Forest University, Winston-Salem, North Carolina, and former ETSU Director of Research and Sponsored Programs  
**Dr. Nancy Garland**, Assistant Dean, ETSU Office of the Vice President for Academic Affairs  
**Dr. James Hales**, Dean, ETSU School of Applied Science and Technology  
**Holli Harris**, former ETSU student  
**Pat Shannon**, Associate Director, ETSU Office of Financial Aid  
**Dr. Allan Spritzer**, Dean, ETSU College of Business  
**Dwight Taylor**, Director, ETSU Office of Budget and Finance  
**Gregory Wilgocki**, Assistant Dean, Department of Finance and Administration, and Executive Director, Medical Education Assistance Corporation, James H. Quillen College of Medicine

Editors: **Dr. Ronald E. Beller**, President, ETSU; **Fred Sauceman** and **Pamela Ripley**, ETSU Office of University Relations



