EAST TENNESSEE STATE UNIVERSITY
BOARD OF TRUSTEES
SEPTEMBER 2018 MEETING

1:00pm EDT   The Reece Museum
Friday   363 Stout Drive
September 21, 2018   Johnson City, TN

AGENDA

I.   Call to Order

II.   Roll Call

III. Approval of Minutes from April 27, 2018……………………………………………Tab 1

IV.   Consent Agenda…………………………………………………………………………Tab 2
      A. Minutes from April 27, 2018 Finance and Administration Committee
      B. Minutes from April 27, 2018 Academic and Student Affairs Committee
      C. Minutes from April 27, 2018 Audit Committee
      D. Minutes from April 27, 2018 Executive Committee
      E. Policies from Academic and Student Affairs Committee
      F. College of Nursing Insurance Payments Bank Account

VI.   Report from the Finance and Administration Committee

VII. Report from the Academic and Student Affairs Committee
      A. Tenure Appointment in the School of Graduate Studies—
        Dr. Sharon James McGee, Dean of the School of Graduate Studies.………..Tab 3

VIII. Report from the Audit Committee

IX.   Title IX Report from Athletics………………………………………………………….Tab 4

X.   Board of Trustees Self Evaluation Policy……………………………………………Tab 5

XI.   "Research and Economic Development"- Consultant Report by Dr. Paul Hill……...Tab 6

XII. President's Report

XIII. Adjournment

EAST TENNESSEE STATE UNIVERSITY
BOARD OF TRUSTEES

ACTION ITEM

DATE: September 21, 2018

ITEM: Approval of Minutes from April 27, 2018

RECOMMENDED ACTION: Approval

PRESENTED BY: David Linville, Secretary

The minutes of the April 27, 2018 meeting of the Board of Trustees are included in the meeting materials.

MOTION: I move that the Board of Trustees adopt the resolution, approving the minutes as outlined in the meeting materials.

RESOLVED: The reading of the minutes of the April 27, 2018 meeting of the Board of Trustees is omitted, and the minutes are approved as presented in the meeting materials, provided that the Secretary is authorized to make any necessary edits to correct spelling errors, grammatical errors, format errors, or other technical errors subsequently identified.

EAST TENNESSEE STATE UNIVERSITY
BOARD OF TRUSTEES

MINUTES

April 27, 2018
Johnson City, Tennessee

The quarterly meeting of the East Tennessee State University Board of Trustees was held at 1 p.m. on Friday, April 27, 2018, in the East Tennessee Room of the D.P. Culp University Center on ETSU's main campus in Johnson City, Tennessee. The meeting was also livestreamed for those who could not be in attendance.

I.   Call to Order
Chair Scott Niswonger called the meeting to order.

In his opening remarks, Chair Niswonger welcomed everyone to the sixth meeting of the ETSU Board of Trustees. Chair Niswonger also noted that this particular meeting would include faculty tenure and promotions, budgets and tuition and fees. He took a moment to share some news that had occurred at the university since the last meeting, including ETSU being recognized nationally for its efforts related to combatting the opioid epidemic and the pharmacy school's Generation Rx chapter's national recognition as being the best in the country for the third time in a row. He cited faculty members Drs. Brian Cross and Lee Bidgood, both of whom were selected as Fulbright scholars and noted that the ETSU Foundation Endowment exceeded $100 million.

II.   Roll Call
Deputy Secretary Nathan Dugger called the roll, and the following Trustees were in attendance:
Fred Alsop
Janet Ayers
David Golden
Dorothy Grisham
Linda Latimer
Scott Niswonger
Jim Powell
Ron Ramsey

Nathan Farnor was absent for his final meeting as the student trustee.

III.   Approval of the Minutes of February 23, 2018, Meeting
Trustee Powell made a motion to accept the minutes of the February 23, 2018, Board of Trustees meeting. It was seconded by Trustee Grisham and unanimously approved.

IV.   Consent Agenda

Items included on the consent agenda are:
  A. Minutes from the February 23, 2018, and March 29, 2018, Finance and Administration Committee meetings
  B. Minutes from the February 23, 2018, Academic and Student Affairs Committee
  C. Minutes from the February 23, 2018, Audit Committee
  D. Policies from the Academic and Student Affairs Committee
  E. Policies from the Finance and Administration Committee
  F. President Emeritus Report and Continuation
  G. Capital Projects

Chair Niswonger asked if there were any items that any trustee wanted to pull for separate consideration. There were none. Trustee Alsop made a motion for the adoption of the consent agenda. It was seconded by Trustee Ayers and unanimously approved.

V. Student Trustee Selection Policy

The Student Government Association, in conjunction with Student Affairs, adopted a process for students to apply for consideration as the student trustee on the Board of Trustees. Those nominated are then vetted through a process supported by the SGA and overseen by the Vice President for Student Affairs. The process was presented to the Board of Turstees for its consideration. ETSU President Dr. Brian Noland said the process was developed through shared governance, with the recommendation ultimately coming to him to then recommend to the Board of Trustees. He explained that this is the formalization of the manner in which the student trustee is selected.

Trustee Latimer moved for the adoption of the policy as outlined. It was seconded by Trustee Golden and unanimously approved.

VI. Selection of Student Trustee

On behalf of the students, faculty and staff at ETSU, Dr. Noland presented Ms. Keyana Miller for recommendation as the new student trustee. He noted that Ms. Miller had walked away with the majority of awards at the Student Summit Leadership awards ceremony held recently and noted that she is from Memphis and ultimately pursuing law school after graduation from ETSU. He said it is with great enthusiasm that he recommends Ms. Miller for the position.

Trustee Latimer made a motion to approve the selection of Ms. Miller as the new student trustee. It was seconded by Trustee Grisham and unanimously approved. Following the approval, Ms. Miller joined the other trustees at the meeting tables.

VII. Resolution for Trustee Farnor

Chair Niswonger noted that the group would like to express gratitude to the inaugural, outgoing student trustee Nathan Farnor but he was not in attendance because he was in Nashville receiving the Harold Love Service Award from the Tennessee Higher Education Commission.

Trustee Ayers made a motion to approve the resolution. It was seconded by Trustee Golden and unanimously approved. Dr. Noland asked to delay the presentation of a resolution until Mr. Farnor could be present.

VIII. **Report from the Finance and Administration Committee**

Committee Chair Steve DeCarlo noted that the group had covered next year's budget, processes and procedures during the morning committee meeting. He then asked Ms. B.J. King to present further on:

A. **2018-19 Salary Increase Proposal** – Ms. King noted that the governor's budget includes a 2.5 percent salary increase, for which the university needed to fund $1.8 million for the main campus. That will be garnered through a 1.75 percent increase in tuition and fees, she said. This year, the salary increases will be across the board, with a floor of $500.

B. **Tuition and Fees** – Ms. King noted that the budget for the next year is based on a decline of 100 students in enrollment and also noted a state appropriation increase of approximately 5 percent over the prior year. She said the state appropriations make up about 25 percent of the university's entire budget. Ms. King shared data regarding increases over the past several years and said that this year, they are proposing an increase that equates to approximately $262 per year, which is less than last year by about $80.

She said this process was occurring earlier than previous years because of a desire to let students know the proposed tuition and fee increases before they leave campus for the summer. In all, the increase is 2.91 percent, including both maintenance and mandatory fees. The increase will go toward funding the salary pool, scholarship increases, projected enrollment decline and a small inflationary factor.

Ms. King also addressed non-mandatory fees, noting that they do not impact everyone, but instead only the students involved in those specific courses or units. Of note, she said there is a change to a graduate nursing program that was found to be underpriced compared to competition. The $150 increase will be completed in two stages of $75 each over two fall semesters.

Ms. King pointed out there are no increases in housing for the next year and food service will go up 2.3 percent, which is contractually based with the provider. Fee increases of 2 percent and 3 percent are proposed for the colleges of medicine and pharmacy, respectively.

C. **Approval of the University Budget 2018-19** – Ms. King said the above fee increases as well as the salary increases serve to inform the budget. She said the budgeting process began last September, working to tie the budget to the strategic plan. Departments, colleges and vice presidents all had budget hearings, with the vice presidents ultimately presenting to the budget advisory committee and the president in February. All were based on the budget call.

The budget includes a $1.3 million increase for scholarships; $3 million of additional money received going toward the salary pool; and $500,000 being designated for pools to support promotion and tenure and job audits ($250,000 each). Ms. King noted that over 50 percent of revenue comes from tuition and fees. She said the budget calls for $259 million in revenues and the same in expenses. The

total increase of expenditures over the previous year is $4.1 million. The funds, she said, are going to people.

Dr. Noland added that leaders spent four months moving through the process for the $1 million to move through the campus, with $733,000 going toward new positions. He noted that it is not a lot of new money moving through the university, but said they will know in October if enrollment goals are exceeded and how much more could be available.

In summary, Ms. King said that the committee had been going through this material for two months and has put a lot of thought into it. She did note a caveat, saying the budget is based on THEC's binding limit on tuition and fees not changing from its proposed 3 percent cap. THEC meets in May and if it lowers that, the budget would have to be adjusted.

Next, Ms. King noted that the Quillen College of Medicine's budget calls for $61 million in revenues as well as expenditures, with MEAC providing 39 percent of funding for the medical school. In Family Medicine's budget, both revenues and expenditures were $17 million. She said Family Medicine receives a state appropriation, has clinic revenue and residency participation agreements. The Bill Gatton College of Pharmacy operates like a private institution, receiving no state appropriations. Its budget is $11 million.

Ms. King said they have gone through a very thorough process. Chair Niswonger thanked her for her work. Trustee Grisham made a motion to approve all three items (salary increase proposal; tuition and fees; and the budget for 2018-19). It was seconded by Trustee Alsop and unanimously approved.

IX. Report from the Academic and Student Affairs Committee

A. **Promotion and Tenure of Faculty Members** -- Committee Chair Latimer asked Dr. Bill Kirkwood to present this item. Dr. Kirkwood shared an amended document with the group and said that these decisions are landmarks in the careers of every faculty member. He noted that the university carefully reviews the applications in a multi-step process. First, faculty of the department reviews an application; then the chair of the department reviews; then a faculty committee of the college reviews; next the dean reviews; then the vice president followed by the president and the Board of Trustees. He emphasized that this is not a rubber-stamp process. Trustee Alsop made a motion to grant the promotion in rank and/or the awarding of tenure to the faculty members recommended. It was seconded by Trustee Ayers and unanimously approved.

B. **Bachelor of Science in Rehabilitative Health Sciences** – Dr. Wilsie Bishop presented this item, noting that the College of Clinical and Rehabilitative Health Sciences is proposing this new degree and it has been vetted through the university process. Following approval from the Board of Trustees, the proposal must go to THEC for approval. Dr. Bishop said a THEC consultant has reviewed the proposal and THEC has given permission for the university to seek approval from its Board of Trustees before it comes back to THEC for approval. Dr. Bishop noted that there are only 11 other universities in the country offering this degree program, with no others

offered in Tennessee at this time. She said it will be attractive to high school students and community college transfers. Two new faculty members will be hired, she added. Trustee Ayers made a motion to approve the new degree program. It was seconded by Trustee Latimer and unanimously approved.

C. **Renaming of the Clemmer College of Education** – Dr. Greg Aloia presented this item, noting that the college of education is what started the entire university, but it has since become much more complex as a college and its mission has changed. The college now includes six departments, five centers of excellence and four major themes: counseling, education, sport and leadership. The new mission is not just to train teachers. Dr. Aloia noted that health, poverty and education interconnect with what the college has to do and added that referring to it as the "college of education" was limited in what the college actually does. Dr. Aloia proposed the college be named Clemmer College and added that the college will aspire to become the best at what it does. Trustee Latimer made a motion to approve the name change. It was seconded by Trustee Ayers and unanimously approved.

D. **Use of Campus Property and Facilities** – Mr. Troy Perdue and Dr. Jeff Howard presented this item. Dr. Howard noted that the campus use policy had gone out for public comment and was approved by University Counsel. He said the policy is a revision and includes an expanded definition of an "affiliated" person. Public speaking areas increase from three to four and hours are expanded to 7 a.m. through 7 p.m. for reservations. He emphasized that the policy does not limit affiliated people to only use those spaces. Mr. Perdue noted that there are two substantive cases in the state over the past five years that have caused evaluation as well as a new law as of January 1. The policy also requires the approval of the Attorney General, the General Assembly and the Secretary of State. Trustee Ramsey made a motion to approve the adoption of the policy. It was seconded by Trustee Latimer and unanimously approved through a roll call vote.

X. **Report from the Audit Committee**

Committee Chair Golden reported that the Audit Committee met that morning and reviewed the audit committee charter with no changes proposed and also approved some minor changes in the Internal Audit charter. The group also reviewed two policies, approved revisions to the 2017-18 audit plan and reviewed audits performed since the last meeting. The committee also received an update on the Quality Assurance Improvement Program. They received and reviewed audit financial statements from the comptroller of the Treasury, which had excellent findings. The report had two minor findings, one of which has a root cause in a discrepancy between how Banner accounts for accumulated depreciation, which was identified and corrected. The other had to do with support for students who withdrew from school during a semester and how to count days.

With no motion required, the full Board of Trustees unanimously approved the amended Internal Audit Charter and in a separate vote unanimously approved the amended Internal Audit policy.

XI. **Adobe Partnership**

Chairman Niswonger introduced and asked Dr. Stephen Marshall, chair of the Department of Media and Communication, to come up and present. Dr. Noland noted

that the trustees have asked for spotlights of partnerships and Dr. Marshall would be providing a spotlight on ETSU's partnership with Adobe. He called it a unique program and one of only a few like it in the country.

Dr. Marshall began by saying that this partnership is possible thanks to the leadership of Drs. Noland, Bach and Karen King as well as others, including Dean Gordon Anderson. He told the trustees more about himself, noting that he has served the university for more than a decade and is also a digital marketer working for Creative Energy for five years. He also works with Adobe to train its digital marketing customers around the world. He is also the digital marketing expert for higher education for Adobe. As such, he is out in the field listening to what other universities are doing to digitally transform their campuses for stakeholders, he pointed out.

He discussed experiences as the foundation of what he wanted to talk about, noting that the goal of what his team tries to do is to focus on building "T-shaped" people who have a breadth of experience, knowledge and sectors and also the depth in world-class skills in one discipline. In other words, these are individuals with a great general education university background, great global citizens and critical thinkers but also they have something distinct to bring to the job market. He said he really believes in that global citizen, but also wants his students to get really great jobs and that is why he is trying to put both of those things together.

Dr. Marshall said experiences matter and that they connect the campus. It is about making a more personalized and integrated student experience through a digital transformation that takes a holistic approach to the campus. There needs to be a 360-degree view of the student that encompasses the moment we are courting them all the way through 5-10 years after graduation when we are asking them to donate to us. Next, he talked about digital literacy and students who really understand and assess the information they read on social media and what they put out there about themselves.

He said his team works on the AMEN model – Applied Marketing and Media Education Norm. They take theory-based learning and apply software to activate those outcomes. They build in opportunities to learn and earn certifications as they are earning their degree, which differentiates them in the marketplace. Then, they are activating learning outcomes with project-based learning through industry partnerships but also on campus. In 2016, ETSU became the first and only ones in the world with the specific Adobe partnership we have. He talked about the Creative Cloud, but also Experience Cloud. Currently, we are the only university in the country teaching the Experience Cloud portion of Adobe's offerings. He shared a list of Adobe Experience Cloud customers, noting that they are ETSU's partners as well as companies actively looking for people to hire because universities are not putting out the people they need.

The funding model for the project is based on students recruited for Dr. Marshall's program. The enterprise-level software has been funded by students he recruits for the program. It is available to all stakeholders at the university and is there for their use, Dr. Marshall said. In the fall, four teams will be assigned to four initiatives on campus, working on key performance indicators around admissions goals for these specific things. It will be scaled as they become more successful.

In terms of outcomes, Dr. Marshall cited a Forrester story in 2016 that lists ETSU as "doing it right" in terms of investing in the next-generation technology skills required for digital business. At the end of Year Two of the program, recruitment is up 150 percent. Outcomes also include more than 60 industry partnerships with such organizations as Coca-Cola, NBC Universal, Facebook and HGTV as well as local companies like Eastman and Ballad Health. Partnerships include guest speakers as well as other activities. In one project, students have helped take creative arts scholarship inquiries from 30 to 300 incrementally over time via an email marketing effort.

Two weeks ago, the group won the National Student Advertising Competition, beating numerous teams from the southeast region of the country. Out of 150 schools, we are now one of 19 competing for eight national championship spots. In terms of academic wins, Dr. Marshall cited program growth and added that the interdisciplinary approach is very important. He also cited ETSU as a thought leader in this arena. Dr. Marshall also shared his ideas of institutional opportunities, including scaling the Experience Cloud to create exceptional experiences, preparing all students for digital literacy regardless of discipline and creating revenue-generating corporate training opportunities.

Dr. Marshall showed his department's website redesign created by the students, noting that it could be taken across the university because of the enterprise license. The four sites will be working off the template with hopes to scale it to others. The sites are designed to get people to either visit campus or apply. He also noted that they started a Brand and Media strategy graduate program that launched in the fall with 23 students and now has 80 in the pipeline for the upcoming fall. Graduate students have also been working on the website redesigns.

Chair Niswonger thanked Dr. Marshall and said this was exactly what the trustees were looking to hear about. He also noted something Dr. Marshall touched on in the beginning of his talk about students donating later in life. Chair Niswonger said a student could have had a great experience at ETSU, but if he didn't get a good job coming out of college, it will be difficult to get him to give back to the university.

XII.   **President's Report**

Dr. Noland began by noting that the Board of Trustees created history today by approving budgets, tuition and fees this early.

Enrollment – Dr. Noland cited several signing ceremonies, regional recruiting events, high school visits and other activities under way in this area. He said we remain within confidence intervals and early indicators are positive, however there is some uncertainty such as the impact of the Culp Center renovations. He added that housing applications continue to trend higher than last year.

Research – Dr. Noland said the university continues to move forward with making a more robust and specific research agenda for the institution but noted that the pace has slowed a bit to ensure we remain in concert with Ballad Health. He said he expects the pace to pick up again between now and the next Board of Trustees meeting.

Millennium Centre – Dr. Noland said he planned to provide a full update on the collaboration with the city at the September meeting of the Board of Trustees. He noted that part of the plan is for computer science to be housed at the Millennium Centre.

Athletics – Dr. Noland noted that the tennis team had won its 12th consecutive conference championship and NCAA appearance. He also noted that there are 106 student athletes scheduled to graduate in May, with 86 of them receiving All-American Academic Honors. He also noted that ETSU student athletes had participated in 73 programs of community service.

Construction – Dr. Noland said the Culp Center groundbreaking would take place after today's Board of Trustees meeting. He said Lamb Hall is in the design and planning phase; Building 60 will be open for the fall; and steel framing is going up on the Martin Center. He mentioned Mr. Jeremy Ross' work in these projects, also noting that Mr. Ross is leading an overhaul of the Human Resources department as well as a search for a new police chief.

Title IX – Dr. Noland said Dr. Richard Sander is leading this review, which was requested by the Board of Trustees, and a complete review would be provided to the trustees at their September meeting.

Legislature -- Dr. Noland said it had been a relatively benign session for ETSU, but significant for higher education as a whole in Tennessee. He thanked legislators Hicks, Crowe and Lundberg for their support of a budget note that was approved, giving $500,000 to the university to support its opioid research efforts. Dr. Noland said the funding would be used as seed money to recruit faculty. He also said that we were unable to get the $2.5 million for pharmacy students at ETSU this year, but that he felt there was a recognition of the need to change policy for the ETSU Bill Gatton College of Pharmacy.

Media and Branding – Dr. Noland read from a story on media and branding that was featured in the Tri-Cities Business Journal in which the branding expert called ETSU a "random liberal arts commuter school." He asked for help in cross-branding the institution, noting as an example that there is no cross branding in Ballad facilities despite ETSU's significant involvement in those hospitals.

Upcoming Events – Dr. Noland said a Board of Trustees retreat has been scheduled for July 12-13 in Greeneville at the General Morgan Inn. He also shared commencement activities, including May 4 events for ROTC and the colleges of pharmacy, medicine and nursing. He said 2,163 students were expected to graduate on Saturday, with Trustee Golden serving as the 10 a.m. speaker and Dr. Harry Williams serving as the 2 p.m. speaker.

Briar Worley – Dr. Noland noted that this past spring, several students visited Shelbridge for dinner events. At one of those events, Dr. Noland spoke with a student who came to ETSU from halfway across the state. He asked that student, Briar Worley, to come up and talk about her experience.

Ms. Worley said she is an undergraduate student pursuing a mass communication degree with a minor in digital media. She said she is from Sardis, a small town in West Tennessee. From her sophomore year in high school, she said she knew she wanted to attend ETSU and she has grown so much as a person since coming to ETSU, some 400 miles from her hometown. Ms. Worley noted that education is expensive and she did not immediately appreciate the impact of scholarships. She has received $16,000 from the Ayers Foundation and expressed immense gratitude to Trustee Ayers for helping to change her life. She said she has been afforded incredible opportunities thanks to Trustee Ayers. Trustee Ayers called the moment the highlight of her life so far and noted that it makes her know what she does is worth it.

Recognition of Dr. Celia McIntosh – Dr. Noland presented outgoing Graduate Studies Dean Celia McIntosh with a resolution in recognition of her dedication as dean. He noted that she is not leaving ETSU, but instead going back to her lab to do more research. Dr. McIntosh called it an honor to be the Graduate Studies dean.

Thank you – Dr. Noland thanked the Board of Trustees for its patience today, noting that some adjustments had to be made after Dr. Bert Bach suffered a leg injury and was unable to attend the meeting. He assured the group that Dr. Bach was still hard at work, answering calls and emails from his hospital bed. Chair Niswonger asked that people keep Dr. Bach in their prayers as well as Trustee Powell's wife, who is recovering from surgery.

XIII. **Other Business**

Trustee Golden reported that the Executive Committee met just prior to the full board meeting and determined that, with the transition from the TBR to the Board of Trustees, a work stream needed to be developed related to the evaluation and compensation of the university president. He recommended that duty be assigned and delegated to the Executive Committee, which would then bring any decisions back to the full board for its approval. Trustee Ayers made a motion to accept this plan. It was seconded by Trustee Alsop and unanimously approved.

XIV. **Executive Session (if necessary)**

An executive session was not necessary.

XV. **Adjournment**

Chair Niswonger adjourned the meeting.

EAST TENNESSEE STATE UNIVERSITY
BOARD OF TRUSTEES

CONSENT AGENDA ITEMS

DATE: September 21, 2018

ITEM: Consent Agenda

RECOMMENDED ACTION: Approve

PRESENTED BY: David Linville, Secretary

The Consent Agenda items presented to the Board of Trustees are routine in nature, noncontroversial, or have been approved by a board committee unanimously. The Board votes on all items by a single motion.

Full information about each item on the consent agenda is provided in the meeting materials.

As stipulated in the Bylaws, any Trustee may remove an item from the consent agenda by notifying the Secretary prior to the meeting. Before calling for a motion to approve the consent agenda, the Chair or Vice Chair (or the applicable senior Trustee in their absence) shall announce any items that have been removed from the consent agenda and ask if there are other items to be removed.

Requests for clarification or other questions about an item on the consent agenda must be presented to the Secretary before the meeting. An item will not be removed from the consent agenda solely for clarification or other questions.

Motion: I move for the adoption of the Consent Agenda.

EAST TENNESSEE STATE UNIVERSITY
BOARD OF TRUSTEES
FINANCE AND ADMINISTRATION COMMITTEE

MINUTES

April 27, 2018
Johnson City, Tennessee

The East Tennessee State University Board of Trustees Finance and Administration Committee met at 10:15 a.m. on Friday, April 27, 2018, in the third floor meeting room of the D.P. Culp University Center.

I.   **Call to Order**
     Chairman Steven DeCarlo called the meeting to order at 10:17 a.m.

II. **Roll Call**
     Kristen Swing, in the absence of Dr. David Linville, led the roll call. Trustees in attendance were:

     Steven DeCarlo
     Dorothy Grisham
     Jim Powell
     Ron Ramsey

     Others in attendance were: Pam Ritter, university advancement/ETSU Foundation; Margaret Pate, budget office; Karen Glover, financial services; Scott Carter, intercollegiate athletics; Kristen Swing, university relations; Karen King, information technology; B.J. King, business and finance; Greg Aloia, Clemmer College; Barbara Love, College of Medicine Finance and Administration; Sue Taylor, College of Medicine Finance and Administration; Jeremy Ross, chief operating officer; Amanda Mowell, university relations; and Joe Smith, university relations (taking minutes).

III. **Approval of Minutes from February 23 and March 29 meetings**
     Minutes from the February 23 and March 29 meetings were presented and approved.

IV. **Policies for Approval**
     Dr. B.J. King presented two policies – the Passenger Van Policy and the Hazardous Materials Policy – for approval. Both where previously existing policies but have been revised to reflect current operations of the university and the foundation. The new format provides for the policy and the procedure to be separate within the document. Ron Ramsey made a motion to approve the two new policies, and Jim Powell seconded the motion. Motion passed.

V.   **Supplemental Non-Mandatory Fee and Graduate Nursing eRate Fee Adjustment**

Dr. King presented on a fee adjustment that was first discussed during the called meeting on March 29. The proposed fee is a nursing course fee for graduate programs to fund the faculty required for the program. The $150-per-credit-hour fee increase would be implemented over a two-year period: $75 in 2018-19 and $75 for 2019-20. Out-of-state students taking the program 100 percent online are paying an eRate that is 1.5 times higher than the in-state graduate maintenance fees. To prevent these students from paying a significantly higher rate, a fee decrease of $150 will be implemented over a two-year period ($75 in 2018-19 and $75 for 2019-20). Ron Ramsey made a motion to recommend the approval of the fees, and Steven DeCarlo seconded the motion. Motion passed.

VI. **2018-19 Budget Proposals**

Dr. King discussed how the university has conducted budget hearings across campus and that the results were presented by the vice presidents for each division to the President and the Budget Advisory and Strategic Planning Committee.

According to Dr. King, Governor Haslam's recommendations for ETSU for 2018-19 are operational increases of $3,946,600 (main campus), $1,269,300 (College of Medicine), and $352,800 (Family Medicine), for a total increase of $5.5 million. The proposed budget also includes $8.6 million for capital maintenance and a 2.5 percent salary pool, of which 60 percent is funded by the state. ETSU is proposing a 2.5 percent increase across the board, with a minimum floor of $500.

ETSU's 2018-19 budget was built with a projected enrollment decline of 100 students. For in-state undergraduate students taking 15 credit hours in the fall and spring semesters, the proposed tuition and mandatory fee increase is 2.91 percent or $262.   Last year, the increase was 3.97 percent or $344.

The proposed maintenance fee increase of 2.74 percent will be used to fund the $1.2 million unfunded salary pool, increases in scholarships, and adjust for inflation and budgeted enrollment decline.

Dr. King provided a summary of the proposed 2018-19 budgets for main campus, Quillen College of Medicine, and Family Medicine. The proposed budget for main campus includes $259,316,800 in revenue from all sources and $259,133,730 in proposed expenditures and transfers. Projected revenues for the Quillen College of Medicine (excluding support from the Medical Education Assistance Corporation) is $61,208,700. Most of the new dollars for 2018-19 will support instruction. Additional support from the Medical Education Assistance Corporation, which represents 39 percent of the College of Medicine's budget, for 2018-19 is $39,137,200. For ETSU Family Medicine, the proposed 2018-19 budget includes $17,146,000 in revenue. Revenue for Family Medicine is based on state

appropriations, clinical revenue, resident physician participation (hospital contracts), and other sources.

Dr. King added that the revenue budget for the Gatton College of Pharmacy is $11,489,200 and includes tuition and fees and other sources; the College of Pharmacy receives no state appropriations.

Dr. King again noted that a thorough budget hearing process had taken place and that ETSU is recommending low tuition increases and that investments of significant institutional resources are being made with the 2.5 salary increase pool. The state is continuing to invest in campus maintenance projects.

Jim Powell made a motion to approve the 2018-19 budget proposals and Ron Ramsey seconded the motion. Motion passed.

VII. **Capital Project Approval**
A proposed list of capital outlay and capital maintenance projects was reviewed, which included $76 million for a humanities building and to backfill spaces in two buildings as well as $9.2 million in capital maintenance. Jeremy Ross talked about ETSU's five-year plan and emphasized how the construction of the new humanities building will enhance the university's retention rates.

Steven DeCarlo made a motion to approve the list of the capital projects to be submitted to the Tennessee Higher Education Commission, and Ron Ramsey seconded the motion. Motion passed.

VIII. **Project Calendar and Overview**
Mr. Ross provided an update on capital projects currently taking place on campus. Work on the Martin Center for the Arts continues, and the project may be completed by 2019 but not occupied. Following graduation, offices from the D.P. Culp University Center will be relocated to various building on campus as the major renovation project begins.

IX. **Quarterly Reports of Agreements $250,000 or Greater**
Dr. King discussed a list of agreements, which include both expenditures and revenues, with amounts totaling $250,000 or greater for the period of January 2018 – March 2018.

X. **Other Business**
No other business items were discussed.

XI. **Adjournment**
The meeting adjourned at 11:31 a.m.

EAST TENNESSEE STATE UNIVERSITY
BOARD OF TRUSTEES
ACADEMIC AND STUDENT AFFAIRS COMMITTEE

MINUTES

April 27, 2018
Johnson City, Tennessee

The East Tennessee State University Board of Trustees Academic and Student Affairs Committee met at 10:15 a.m. on Friday, August 27, 2017, in Meeting Room 3 of the D.P. Culp University Center on ETSU's main campus in Johnson City, Tennessee.

I.   Call to Order

        Dr. Linda Latimer, chair of the Academic and Student Affairs Committee, called the meeting to order and thanked Dr. Gregory Aloia and his faculty, staff and students for the presentation they had given at the Clemmer College of Education the previous evening. She also expressed wishes for a speedy recovery from a recent injury to Dr. Bert Bach, Provost and Vice President for Student Affairs.

II.   Roll Call

        Deputy Secretary Mr. Nathan Dugger called the roll. Committee members in attendance were:

            Dr. Linda Latimer, Chair
            Janet Ayers
            David Golden
            Dr. Fred Alsop (arrived later in the meeting)

        Guests in attendance included: Dr. Gregory Aloia, Dean, Clemmer College of Education; Dr. Wilsie Bishop, Vice President for Health Affairs; Dr. William R. Duncan, Vice Provost for Research; Laura Hesser, Executive Aide, Office of the Vice President for Health Affairs; Dr. Mike Hoff, Associate Vice President of Planning and Decision Support and Chief Planning Officer; Dr. Jeff Howard, Associate Vice President for Student Engagement; Dr. Scott Jenkinson, Interim Assistant Dean, Clemmer College of Education, and Clinical Instructor, Department of Educational Foundations and Special Education; Dr. William Kirkwood, Vice Provost for Undergraduate Education; Dr. Sam Mayhew, Assistant Vice President of Student Services and University Center Operations; Dr. Brian Noland, President; Troy Perdue, Deputy University Counsel; Dr. Joe Sherlin, Vice President for Student Affairs; and Jennifer Hill of University Relations (taking minutes).

III.   Approval of the Committee Minutes from February 23, 2018

Mr. Dugger announced one correction to the minutes: the COPA research dollar figure should be $85 million for research over the 10-year period. Trustee Golden made a motion to accept the minutes from the February 23, 2018, meeting of the Academic and Student Affairs Committee as corrected. Trustee Ayers seconded the motion and the minutes were unanimously approved.

IV. Promotion and Tenure of Faculty Members

Dr. William Kirkwood, on behalf of Dr. Bert Bach, recommended that the Committee approve President Noland's recommendation regarding tenure and promotion. He reminded the committee that decisions regarding tenure and promotion are the most important in faculty members' professional lives and that the recommendations are independently reviewed at multiple levels – departmental committee, departmental chair, college-level committee, college dean, vice president for Academic Affairs or Health Affairs, and university president – before coming to the Board of Trustees for final approval.

The recommendations included several exceptions. Recommendation for the exception of awarding of tenure upon appointment was given to S. Lee Ridner, Graduate Programs, College of Nursing; and Robert F. Standaert, Chemistry. Recommendation of the exception of awarding tenure prior to completing the probationary period and promotion to associate professor prior to completing the minimum years in rank was given to Amanda Greene, Department of Sport, Exercise, Recreation, and Kinesiology; Tina Hudson, Department of Educational Foundations and Special Education; and Shunbin Ning, Department of Internal Medicine. Recommendation of the exception of promotion to assistant professor without the terminal degree was given to Michael Marks and Willie Smith, Department of Mathematics and Statistics; and Teresa Brooks Taylor, Department of Counseling and Human Services.

Sixteen ETSU faculty members were recommended for promotion to the rank of full professor; their names and departments are: Michael Allen and David Harker, Philosophy and Humanities; Ginette Blackhart, Psychology; Cynthia Chambers and Pamela Scott, Educational Leadership and Policy Analysis; Anne Eberhart and Tiffany Lasky, Surgery; Susan Epps, Allied Health Sciences; Richard Gregory, Economics and Finance; Courtney Hall, Physical Therapy; Martha Michieka, Literature and Language; Blaine Schubert, Geosciences; Deborah Slawson, Community and Behavioral Health; David Stewart, Pharmacy Practice; Carol Trivette, Early Childhood Education; and Stacey Williams, Psychology.

Recommended for promotion to associate professor were the following 23 faculty members: Katelyn Alexander and Jessica Burchette, Pharmacy Practice; Joanna Anderson, Library Administration; Kelly Atkins, Management and Marketing; Julia Bernard and Sarah Likis-Werle, Counseling and Human Services; Prasun Bhattacharjee, Economics and Finance; Kanishka Chakraborty, Timir Paul, Deidre Pierce and Rupal Shah, Internal Medicine; Kelly Foster, Sociology and Anthropology; Heather Killmeyer and Alan Stevens, Music; Alissa Lange, Human

Development and Learning; Joseph Lee, Surgery; Renee Lyons and Renee Rice Moran, Curriculum and Instruction; Jill Stinson McKnight, Psychology; Hua Mei, Chemistry; Satoshi Mizuguchi, Sport, Exercise, Recreation, and Kinesiology; Megan Quinn, Biostatistics and Epidemiology; and John Rankin, History.

The following 16 faculty members were recommended for tenure in addition to their promotions: Anderson, Bernard, Bhattacharjee, Foster, Killmeyer, Lange, Likis-Werle, Lyons, McKnight, Mei, Mizuguchi, Moran, Quinn, Rankin, Stevens, and Trivette.

The following faculty members were also recommended for tenure: Heidi Campbell, University School; and William Flora, Educational Leadership and Policy Analysis.

Trustee Ayers moved that the Academic and Student Affairs Committee approve the recommendation of tenure and promotion as presented. The motion was seconded by Trustee Golden and approved unanimously.

Dr. Brian Noland thanked the Committee on behalf of Dr. Bach for being willing to amend the list of faculty members for tenure consideration to include the incoming Chair of the Department of Chemistry (Standaert), who signed a contract this week; this amendment would allow the new Chair to begin work at the start of the 2018-19 fiscal year. Trustee Golden asked whether this was faster than the normal tenure process. President Noland replied that under the prior arrangement, the recommendation for tenure for that individual would not have gone before the Board until the September meeting, which meant that the individual would have incurred risk in leaving a tenured position at the previous institution to assume a role here without tenure at point of hire.

V.   Proposed Change of Name: Clemmer College of Education

Dr. Aloia reminded Committee members that the Clemmer College of Education evolved from the university's founding in 1911 as a normal school. He said the role and function of the college has evolved over the years from its initial charge to train teachers into an entity more complex, with six academic departments, four centers of excellence and six facilities offering specialized services to the community. The college has four major themes – counseling, education, leadership, and sport – and many permutations thereof. He added that the college is not only involved in, but needs to become more involved in the fundamental issues of regional health, poverty, and educational level; he referenced a recent commentary by ETSU College of Public Health Dean Dr. Randy Wykoff published in the *Johnson City Press* that encapsulated those issues. Dr. Aloia said that without addressing all three of these issues at the same time through a coordinated approach by the university, community and state, the region will not be successful, and the university's role of serving and improving the lives of the people of the state will be limited.

Dr. Aloia noted that when he first arrived as Dean, he was approached about the possibility of a name change for the college that would be more reflective of "who we are, what we do, and what we are about." Faculty, staff and students of the college were involved in the process of determining what the new name would be. He noted such institutions as Peabody and Kellogg, which are known "not by the name, but what they've done." The question was asked, "How do you connect a name to a performance?" He referenced the example of the company Nike and how it grew from a company with a checkmark-like logo whose name "no one knew how to pronounce" to where both the name and symbol are synonymous with performance.

Dr. Aloia requested that the name of the college be changed to Clemmer College, with the aspiration to become "the best" in Tennessee, the region, and beyond.

Trustee Golden made the motion that the Committee recommend adoption to the Board of Trustees of the resolution to change the name of the Clemmer College of Education to the Clemmer College to better reflect its mission. The motion was seconded by Trustee Ayers and approved unanimously.

VI.   Proposal to Establish a New Academic Degree: B.S. in Rehabilitative Health Sciences

On behalf of Dr. Bach, Dr. Wilsie Bishop presented the College of Clinical and Rehabilitative Health Sciences' proposal to establish a B.S. degree in Rehabilitative Health Sciences and noted that the proposal was vetted through the university's internal approval processes, including college- and university-level committees and the Academic Council, before going to President Noland for approval. She said that because the new program would have to be approved by the Tennessee Higher Education Commission (THEC) if it receives Board of Trustees approval, the proposal has been reviewed by both THEC and an external consultant; THEC has noted that ETSU has responded satisfactorily to all recommendations and suggestions and has given permission for the proposal to be brought to the Board of Trustees today. If approved, the proposal would go before THEC for final approval on May 17.

Dr. Bishop provided background on the program, noting that ETSU's Academic Health Sciences Center is recognized as one of the top 10 programs in the country for the work it is doing in interprofessional education. This new degree program is the first within the whole curriculum that is based on an interprofessional focus and has been designed using the World Health Organization framework to enhance patient-centered, interprofessional care and collaborative practice. She said the curriculum incorporates core competencies of interprofessional collaborative practice. Dr. Bishop said the new program will be cutting-edge and the only one of its kind in Tennessee. It is designed to meet growing demand for rehabilitative health professionals and will be attractive to both traditional and transfer students. Two new faculty will need to be added to the college to support the program, and funds are currently available within the college to provide these faculty and operational support.

Trustee Ayers moved that the Committee recommend that the Board of Trustees approve the B.S. in Rehabilitative Health Sciences degree program. The motion was seconded by Trustee Golden and approved unanimously.

VII. Academic and Student Policies

The Committee considered the following policies:

A. Non-Instructional Assignment Policy
   This policy clarifies provisions by which the Vice President for Academic Affairs or Health Affairs may approve a full-time non-instructional assignment for a tenured faculty member at the rank of assistant professor or above, for purposes of enhancing scholarship and the university's academic excellence, contributing to the professional growth and renewal of the faculty, strengthening the curriculum, and improving teaching in ways that cannot be accomplished under the constraints of regular workload assignments.

B. Executive Administrative Officer and Academic Dean Emeritus Policy
   This policy establishes criteria for awarding emeritus status to select administrative officers and academic deans, which entitles them to library use, faculty/staff parking permits, reduced rates for athletic events and other privileges that do not exert undue financial burdens on the university.

C. Faculty Emeritus Policy
   This policy establishes criteria for awarding emeritus status to retiring faculty, which entitles them to library use, faculty/staff parking permits, reduced rates for athletic events and other privileges that do not exert undue financial burdens on the university; they may also request the use of available office or laboratory space or apply, upon approval, for university grants under the same rules as other faculty.

D. Use of Campus Property and Facilities Policy
   This policy sets forth ETSU's policy regarding the use of campus property and facilities, covering the areas of access to campus and use of property or facilities; general conditions for use of property or facilities; purposes for use of property or facilities, such as meetings, public speaking areas for rallies, protests and demonstrations, and others; reservation procedures; and more.

E. Student Free Speech Policy
   This policy affirms ETSU's legal obligations regarding free speech that are consistent with federal and state constitutional mandates and present jurisprudence.

Dr. Kirkwood noted that the first three policies dealing with non-instructional assignments and emeritus status for administrative and academic officials and faculty all represent transitions from existing Tennessee Board of Regents and ETSU policy to Board of Trustees policy and contain no substantive changes. On behalf of Dr. Bach, he recommended approval of all five policies.

While there were no questions regarding the first three, questions arose regarding the campus use and free speech policies, and Chair Latimer noted that a roll call vote would be taken following discussion.

Dr. Jeff Howard provided an overview of the Use of Campus Property and Facilities Policy, which he said is closely related to the Student Free Speech Policy and is a revision of ETSU's existing policy following a multi-year review of occurrences and best practices at other universities across the nation. He said that during the review process, a new law related to free speech that was passed by the Tennessee legislature went into effect in January, and the new Student Free Speech Policy closely follows that law. He stated that the campus use policy designates four public speaking areas on campus (Amphitheatre, Pedestrian Mall/Student Government Association Pride Walk, designated areas of Borchuck Plaza in front of the Sherrod Library, and the Quadrangle/Quad grass area) that may be reserved by both campus-affiliated entities (faculty, staff, students and student groups) and non-affiliated entities for such free speech purposes as speaking, marches, protests, information tables and more; campus-affiliated entities are not limited to those four spaces. The revised campus use policy also incorporates language related to the governance transition to the Board of Trustees and includes new policy related to food vendor trucks on campus. He noted that the reservation process occurs through Student Affairs via the D.P. Culp University Center administration.

Trustee Golden questioned how the university would determine whether speech intended for those areas was or was not constitutionally protected.

Troy Perdue explained that different rules apply to the separate categories of campus-affiliated and non-affiliated entities pertaining to campus use, with restrictions being very limited. He noted that time/place manner restrictions would cover some issues, such as loud noises from bullhorns or marching near academic buildings during exam periods.

Trustee Golden reiterated his question to ask who makes decisions regarding whether there is a reasonable basis to make a speech content restriction.

Mr. Perdue said that such restrictions would be very limited, and could, for example, include "fighting words." He said it would be the responsibility of the officer on the scene, in the moment, to make that determination. He said that typically, officers would call the University Counsel office, explain the situation, and ask for confirmation that the speech in question "crosses the line."

President Noland added that his office, as well as the offices of University Counsel and Student Affairs, frequently get calls from students, faculty and staff asking why certain things, such as graphic images of aborted fetuses posted by the American Genocide Project, are allowed on campus; he said the response is that that is protected speech and that the group has properly reserved the space. He stated that it was difficult to envision content that would cause a group from being precluded from using campus space. He also noted that students do not have to register to use the free speech spaces.

Dr. Howard noted that a change in the policy that opens up the free speech spaces and streamlines the process is extending the hours during which those spaces may be used; the former policy stated that the spaces were available from 9 a.m.-4:30 p.m.,

but the new policy extends the hours to 7 a.m.-7 p.m. This allows those reserving the spaces to get their message out during the early mornings and late evenings.

Trustee Golden acknowledged the time he was taking to ask questions, and Chair Latimer responded that this timely issue is worthy of discussion. President Noland concurred, noting that the university would benefit from questions and insight from Board members.

Trustee Golden said that it appeared that the university had in place the mechanisms to identify and promptly react on occasions when content is not constitutionally protected or when there is reasonable certainty that an illegal act could occur. He also noted that one other area that could be "slippery" concerns university funding of free speech events, and questioned how the university makes decisions regarding which events to fund and which not to fund.

Mr. Perdue replied that the Tennessee statute now in effect gives direction as to how much the university will fund certain kinds of speech. He said the legislature has said that on a content-mutual basis, the university will let people speak and cannot charge. The legislature has set limits on who bears that cost, and the institution bears the cost.

Trustee Golden asked about processes in place that would help the university to be in compliance with state legislation and the Constitution, and Mr. Perdue noted that the university is prepared and that individuals who will make decisions "in that moment" know what the rules are. Dr. Howard noted that this foundational group of individuals has been involved in the drafting and review process of the policy, and the next step will be educating the rest of the campus community. Mr. Perdue added that officials are working to identify a time to provide education on the policy to students.

President Noland stated that the environment is complicated, and said that if a student organization were to invite a controversial speaker to campus by going through the proper process, the university could not prevent the individual from coming and would bear the responsibility for public safety and associated costs. However, if a speaker showed up in the middle of campus and started to speak without going through the proper process, the university could stop that.

Trustee Golden noted that the university would want to have a process in place to make sure that events featuring properly invited speakers whose fees are funded by tuition or taxpayer dollars follow the legislature's guidelines.

Dr. Howard stated that student organizations may apply for student activity funding through the BUC Fund, which is controlled by the Student Government Association. The funding is allotted by a trained committee according to defined guidelines, and is content-neutral.

Trustee Golden stressed the importance of an accounts payable process that would keep the student organizations within their budget.

Chair Latimer asked that the minutes reflect that Dr. Alsop had joined the meeting and called for the roll call vote on adoption of the academic and student policies.

Mr. Dugger noted that the roll call vote on the campus use policy is part of the rule-making process, which has many steps, and as part of the record, an official vote is required. Trustee Alsop voted yes, Trustee Ayers voted yes, Trustee Golden voted yes, and Chair Latimer voted yes, and the policy passed.

VIII.   Annual Review of the Teaching Profile by Time Status and Tenure Status

Dr. Mike Hoff noted that his presentation would cover a peer comparison, university hours by level and faculty type, which relates to issues of tenure and tenure-track. He said one factor affecting some of the charts and percentages in his presentation is the fact that within the past year, ETSU internalized the M.S.N. (Master of Science in Nursing) degree from the Regents Online Degree Program (RODP); this gives the university the benefits of a higher quality of delivery and a lower cost for students. In giving a peer comparison snapshot, Dr. Hoff said that in 2016, the total enrollment at ETSU was 14,022, compared to the peer average of 19,099; ETSU's instructional faculty in 2016 totaled 1,110 compared with the peer average of 1,133, and the faculty-to-student ratio was 16 at ETSU in 2016 compared with the peer average of 18.6. He reminded the committee members that ETSU's Board-approved strategic plan includes the goal of reaching 18,000 students by 2026. He noted that the plan does not include information on massive hiring of faculty that would seem to coincide with such a goal because planners determined the university has unused instructional space, and this will be the subject of a broader discussion at a later date. He said ETSU's low faculty-to-student ratio is attractive to many students.

Dr. Hoff pointed out that ETSU is in the middle in peer faculty tenure status at all ranks with the percentage of tenured and tenure-track faculty staying between 71.35 to 73.13 percent from 2012 through 2015. He said that while in some cases, it is not good to be in the middle of a peer group, in this case, ETSU's balance of tenure and tenure-track positions is beneficial because the university educates a varied population, from students who are the first in their families to attend college to students who are at the top of their high school classes.

A presentation slide showing university-level hours by faculty type showed that in 2017, 67.6 percent of hours taught were taught by full-time faculty (including tenure and tenure-track faculty and non-tenure-track faculty) and 31.9 percent of hours taught were taught by part-time faculty (including administrative/professional staff, post-retirees, adjuncts and graduate assistants), which is up 2.3 percent over 2016. Dr. Hoff noted that some people might overgeneralize and say this indicates an over-reliance on adjunct instructors, but he said that in some majors and concentrations, the adjunct is the expert, and without that adjunct, the quality of education would be less. He pointed out that the "Other" category, with the percentage of hours taught at 0.5 percent in 2017, was down 2.2 percent from 2.7 in 2016, which is accounted for by the nursing program changeover from the RODP. Likewise, the impact of the RODP changeover is seen in credit hours by level by faculty type, with the semester credit hours in the "Other" category being down by 1,453. He also noted an increase of 4,083 hours in part-time faculty in 2017 as a result of the increase in the number of first-time freshmen. The RODP changeover impact is also seen in the percent of hours by faculty type and location, as well as percent of hours by faculty type and hour type.

Dr. Hoff noted that the percent of university hours by college is relatively stable, but as the university progresses toward 18,000 students and as deans have more control as the result of the move to a decentralized budget process, these numbers are likely to change. He also pointed out that in credit hours by level by faculty type, the largest adjustments came in the College of Nursing lower division, which saw significant growth in freshmen and early transfers.

In summary, Dr. Hoff said peer comparisons indicate that ETSU has instructional staff to handle increased enrollment. The percent of tenure and tenure-track faculty is just above the peer average in spite of salary levels, which is likely because of faculty support for ETSU's mission. He also said that ETSU's handling of the RODP program, taking an entirely online graduate program and putting it inside the university, is a significant achievement.

Trustee Alsop noted that the percentages of full-time, tenure-track faculty as compared to others are about 50-50, and asked about the numbers of faculty engaging in research and service.

Dr. Hoff said that efforts to develop a good method of tracking all faculty activity, including research and service, is ongoing, and he continues to seek software and other systems to put in place to allow such tracking.

Trustee Alsop also followed up on contact hours versus credit hours, noting that sometimes a four-credit-hour course may involve six contact hours for faculty because of laboratory and field assignment activities. He said that in spite of due diligence in reporting, contact hours are often not part of the equation, which results in underestimation of the teaching that is actually involved.

Dr. Hoff noted that he will be working with a student intern from the Honors College to collect such information and look externally to see what kinds of other things are happening.

Chair Latimer referred back to the software programs that were mentioned and asked if any such thing exists in public or private institutions that qualifies and quantifies the quality and quantity of these hours. Dr. Hoff said that programs measuring the quantifying variables were good, but were lacking in the area of qualifying variables, and that he and his staff continue to explore options.

President Noland thanked the board for being willing to allow administrators to present this data, because of the deeper understanding it can provide of the "moving parts" of the university. He referred to the chart showing the distribution of credit hours taught by college and noted that the College of Arts and Sciences carries half the instructional load for the institution; he said that understanding this is important, because in order for the university to be successful, the College of Arts and Sciences has to be successful. Dr. Noland also said the data is important in conveying the university's capacity to grow to 18,000 students. He said ETSU's student-faculty ratio is a market advantage, but recognizing that, if ETSU adjusts its load and yield rates, the data shows that approximately $14 million would be available for reinvestment. He said that at an upcoming Board of Trustees meeting or retreat, updated salary comparisons would be available; he said ETSU's salaries are not where they need to be, and focusing on some of the load elements embedded in the data shared by Dr. Hoff could provide opportunities to improve salaries.

IX.   Update and Status Report (White Paper on Research and Economic Development at East Tennessee State University: Infrastructure and Organization)

President Noland, filling in for Dr. Bach, presented an update prepared in response to the February meeting on research that highlighted items that generated significant discussion among Board members at that time as well as action steps taken by the institution as a result. He stated that there has not been the volume of significant

activity that the Board had demanded from the institution in February, and that he wished to provide context for why and give an overview of the work that has been done to position the university for significant movement.

Dr. Noland said the first element ETSU was charged by the Board to bring together was the hiring of an outside consultant who could provide an assessment of ETSU's research infrastructure and shape the university's efforts moving forward. He recalled that during the February work session, Alan Levine, Executive Chairman, President and CEO of Ballad Health, conveyed that Ballad would soon hire a major consultant that would examine integration and research issues. Dr. Noland reported that for a variety of reasons, Ballad has not yet identified that consultant, and so ETSU has delayed its pace to align with the pace of the work that Ballad is doing; he said this consultant should be selected in the near future, and Ballad has structured the plan so that the consultant would align Ballad's areas of ETSU's and look for overlaps that could identify four or five areas for cluster hires.

Dr. Noland proposed inviting Dr. Paul Hill, who has just retired as Vice President for Science and Research at West Virginia University, to review infrastructure, help identify gaps and share expertise derived from his role as Executive Director of the West Virginia Experimental Program to Stimulate Competitive Research. He noted that no contract has been executed, and that the type of consulting expertise needed could be informed by an upcoming visit to Wake Forest University to learn lessons from them that might help the university get a sense of alignment with Ballad.

President Noland said the next step, the identification of alignment within research areas, also awaits Ballad's consultant's report, but Drs. William Duncan and Robert Means have begun to structure areas in which ETSU would make cluster hires upon receipt of revenues from Ballad. He said ETSU has a good sense of what three of the five areas of investment will be for the institution, and these could include opioid treatment, diabetes, and prescription drug abuse literacy. Dr. Noland likened this to a "chicken and egg" situation because revenues are not yet there to support the hires.

In the meantime, Dr. Noland said, ETSU has begun to prepare an assessment of its Academic Health Sciences Center structure, staffing and viability of clinical operations to serve as trial sites, as well as revenue sources to help fund research. He said a detailed review will be presented to the Board in September, along with action steps from the AIM (Aligned Institutional Mission) Project, sponsored by the AAHC (Association of Academic Health Centers), a national umbrella organization for health science centers. ETSU was one of two institutions in the nation – the other being the University of Kansas – selected to participate in this pilot program. Dr. Noland said some of the recommendations from the AIM report encourage ETSU to look at its clinical structure and operation to ensure that its position to generate revenue on the patient base would support research, enhance staffing, identify

research areas to align with the charge provided by the Board, and better market points of excellence at the institution.

Dr. Noland noted that while the university has not done all the things the Board asked, but it is moving at a deliberate pace to ensure that once Ballad moves on the consultant hire, the university can move quickly on pending action items. He recalled that the Board directed ETSU to reach out to candidates who could serve in this economic development role; he said he has reached out to a couple of individuals to gauge their interest, and Mr. Levine has done likewise.

President Noland said the university looks forward to presenting to this committee and the full Board of Trustees in September the actions that ensue from the AIM report; he said he also looks forward to the trip to Wake Forest. He conveyed his hope that following the trip to Wake Forest, his thoughts regarding Dr. Hill will remain in alignment, but if not, the university will adjust accordingly; he commended Dr. Hill as a person who has experience with institutions with missions like that of ETSU and could give a good sense of strengths and areas where help might be needed.

X.   Other Business

Trustee Alsop conveyed his apologies for being late. He referred back to the Academic and Student Policies: Executive Administrative Officer and Academic Dean Emeritus Policy and questioned whether the terms "Executive Committee" and Executive Team" in the second paragraph under the Executive Administrative Officer heading meant the same thing. President Noland stated that they are one and the same; this is the senior leadership team of the university and is essentially comprised of the vice presidents.

Trustee Alsop also referred back to the Academic and Student Policies: Faculty Emeritus Policy and questioned the use of the term "dean emeriti" in the last sentence of paragraph two under the Policy Statement heading, asking if that was a typing error and should be "faculty emeriti." Dr. Kirkwood stated that was an error and thanked Trustee Alsop for identifying it.

President Noland thanked Chair Latimer and the committee for their willingness to move on the special recommendations made in Promotion and Tenure of Faculty Members. He also thanked university staff for working quickly to adjust responsibility for presenting agenda items in Dr. Bach's absence.

XI.   Adjournment

There being no further business, the meeting was adjourned at 11:26 a.m.

EAST TENNESSEE STATE UNIVERSITY
BOARD OF TRUSTEES
AUDIT COMMITTEE

MINUTES

April 27, 2018
Johnson City, Tennessee

The East Tennessee State University Board of Trustees Audit Committee met at 9 a.m. on Friday, April 27, 2018, in the third floor meeting room of the D.P. Culp University Center.

I.   **Call to Order**

Mr. David Golden, chair of the Audit Committee and vice chair of the Board of Trustees, called the meeting to order at 9:03 a.m.

II.   **Roll Call**

Nathan Dugger, in place of Board of Trustees Secretary Dr. David Linville, led the roll call. Trustees in attendance were:

Dorothy Grisham
Ron Ramsey
David Golden

Guests at the meeting were Nathan Dugger; Becky Lewis, chief internal auditor; Martha Stirling, internal auditor; Dr. Brian Noland, ETSU president; Kristen Swing, director of communications; and Joe Smith, executive assistant to the president for University Relations (taking minutes).

III.   **Approval of Minutes of the Audit Committee from February 23, 2018**

The minutes of the February 23, 2018 meeting of the Audit Committee were presented and approved.

IV.   **Annual Review of Audit Committee Charter**

Ms. Lewis presented a copy of the Audit Committee Charter which the board and the Comptroller of the Treasury approved in September 2017. No corrections or additions were identified by Ms. Lewis or by Trustee Golden.

V.   **Amended Internal Audit Charter**

Ms. Lewis said the charter for the Office of Internal Audit was approved by the Audit Committee in May 2017. Since then, one revision has been identified. In January 2017, the Institute of Internal Auditors added "Core Principles for the Professional Practice of Internal Auditing" to the list of items the office is required to follow.

VI.   **Amended Internal Audit Policy**

Ms. Lewis reported that the Internal Audit Policy needs one revision to update the mandatory guidance of the Institute of Internal Auditors as discussed in item five of the agenda. The change involves the "Core Principles for the Professional Practice of Internal Auditing."

VII.   **Review of Existing Policies**
Ms. Lewis referenced two policies – the ETSU Preventing and Reporting FWA Policy and the TBR Conflict of Interest Policy – that were provided in the committee materials. The audit committee is required to review these annually. The ETSU Office of Internal Audit did not identify any changes to the FWA policy. ETSU is currently under the TBR's Conflict of Interest Policy. A committee has been working to develop a University Conflict of Interest Policy that will replace the TBR one. Ms. Lewis added that the audit committee is also required to review the University's Code of Conduct. Prior to the FOCUS Act, neither ETSU nor TBR had one. She has had discussions with Human Resources staff and various administrators about the need for ETSU to have a Code of Conduct.

Trustee Golden made a motion to amend the Audit Policy and Audit Charter. The motion was seconded by Ron Ramsey. Motion passed.

VIII.   **Revisions to the FY 2017-2018 Audit Plan**
Three new audits have been conducted since the previous Audit Committee meeting. These include two FWA investigations as well as a review of men's soccer expenditures given that the head men's soccer coach is no longer at ETSU.

Ms. Lewis requested that the two investigations be added to the Audit Plan as well as the review of Men's Soccer Team Expenditures. Based on a prior audit, it was requested that ETSU Internal Audit perform an audit of all head coaches upon their retirement or resignation.

Ron Ramsey made a motion to approve the audit plan revisions, and Trustee Golden seconded the motion. Motion passed.

IX.   **Audits and Investigations Performed**
Ms. Lewis discussed two audits and two investigations that have been completed since the last audit committee meeting.

Executive Level Expenditures: At the request of President Noland, an executive level expenditure audit will be performed annually on a member of his executive staff. For this particular audit, the expenditures of Dr. B.J. King, chief financial officer, were reviewed. She was randomly selected and will not be included in the list of possible audits next year. There were no findings or observations as a result of this audit.

Office of Equity and Diversity: This audit was also requested by Dr. Noland due to the retirement of the Special Assistant to the President who worked in this area. The purpose of the audit was to identify ways to improve efficiency and effectiveness of this department. Equity and Diversity is charged with assisting students who are members of underrepresented groups. ETSU Internal Audit staff felt that the work they performed was in the best interest of the students, but the audit did find areas in which policies and controls were insufficient. Corrective actions are being implemented that should improve the transparency, procedures, and efficiencies of the department.

Center for Physical Activity: An investigation took place after $91 in cash collected during an employee's shift was missing. The cash was left unsecured by the employee, and no employee dishonesty was discovered. Steps to improve controls were discussed and should be implemented.

Language and Culture Resource Center: This investigation found that deposits were not made intact and were being used to pay for expenditures directly. It was also discovered that sales tax was not being paid on the food vendor fees. In addition, it was noted that records for revenues and expenditures from a festival were not always maintained.

X. **Recommendation Log**
The current recommendation log shows the status of audit recommendations from previous audits. All actions taken by management appear to be progressing in a timely fashion or are not yet due. Updates have been provided regarding the PCI questionnaire that was discussed at the November 2017 audit committee meeting, and the project is progressing toward an August completion date. One other follow-up has been completed since the last minute in which appropriate actions have been implemented.

XI. **Quality Assurance and Improvement Plan**
As part of the Quality Assurance and Improvement Program, ETSU has chosen to do the self-assessment with external validation. Betsy Bowers, an internal auditor at the University of West Florida, will lead the external assessment team for the ETSU Internal Audit review. Ms. Bowers worked at ETSU from 1982-1990 and has been at UWF since 1993, and Ms. Lewis and her staff have only dealt with Ms. Bowers through her work at UWF. The team will also include Susanne Walker from Pellissippi State Community College and Robert Berry from the University of South Alabama.

Ms. Lewis said the self-assessment is underway and should be completed soon. She anticipates the site review team being on campus at the end of July or the beginning

of August. More than likely they will request to speak with Trustee Golden and possibly the other committee members.

The self-assessment is required to be completed by ETSU every 2.5 years with the external validation and review every 5 years.

XII. **Review of Audited Financial Statements from the Comptroller of the Treasury**
A copy of the final audit report of ETSU's financial statements has been provided to the committee members. The audit opinion was unmodified; however there were two findings. One was related to incorrect accumulated depreciation being reported. Management has indicated this was due to the Banner system miscalculating depreciation. Financial Services will calculate depreciation expense each year and reconcile the amount to the complete equipment listing.

The second finding was related to the return of Title IX funds from federal financial aid. The issue involved students who officially or unofficially withdrew and the federal regulations related to school breaks. The Office of Financial Aid will review all students who officially or unofficially withdraw to ensure compliance with federal regulations. The Office of Internal Audit will follow-up on these findings before the next Audit Committee meeting.

XIII. **Other Business**
Work will begin in June 2018 on the 2018-19 Audit Plan. The committee agreed that Ms. Lewis would submit the audit plan to Trustee Golden by June 15. Based on his review, Trustee Golden will review the plan and tentatively approve the audit plan. It will be formally approved at the September 2018 audit committee meeting. All committee members were in agreement with this decision. Any suggested audits need to be sent to ETSU Internal Audit by June 1.

Ms. Lewis also reported that the mission of Internal Audit was recently updated. A copy of the mission is available in the committee materials and on the office's web page.

Trustee Golden asked if there were any other business items to discuss. Given that none were announced, the public portion of the committee meeting adjourned and committee members moved into executive session.

EAST TENNESSEE STATE UNIVERSITY
BOARD OF TRUSTEES
EXECUTIVE COMMITTEE

MINUTES

April 27, 2018
Johnson City, Tennessee

The East Tennessee State University Board of Trustees Executive Committee held a meeting at noon on Friday, April 27, 2018, in Meeting Room 3 of the D.P. Culp University Center on ETSU's main campus in Johnson City, Tennessee.

I.   **Call to Order**
     Mr. Scott Niswonger, chair of the Executive Committee, called the meeting to order.

II. **Roll Call**
     Deputy Secretary Mr. Nathan Dugger called the roll. All members were present for the meeting. They are Chair Niswonger, David Golden and Dr. Linda Latimer.

     Others in the room included ETSU President Brian Noland, Kristen Swing of University Relations, and Joe Smith of University Relations.

III. **Approval of Minutes**
     The minutes of the Feb. 21, 2018, Executive Committee meeting were unanimously approved, with Trustee Golden making a motion to approve and Trustee Latimer seconding the motion.

IV. **Report from the President**
     Dr. Noland reported on the well-being of Dr. Bert Bach, following an injury he suffered to his leg earlier in the week.

     Next, Dr. Noland updated the group on conversations around the Millennium Centre, asking for the committee's support to begin direct conversations with the state and gather provision materials for the State Building Commission. He said he will bring a plan to the Board of Trustees for approval right before taking it to the SBC for approval. Dr. Noland said the purchase price is currently $5.75 million and noted that the university spends $165,000 per year to rent the Niswonger lab alone. The facility could be used for university events, with one Sodexo staff operating it and the other campus functions. A new parking fee would help offset the cost for the parking garage. All members of the committee agreed to let Dr. Noland move forward. Dr. Noland said Dr. David Collins is handling all of the staff work on the university end and will do the direct negotiations with the state.

Dr. Noland then moved on to personnel matters, noting that there are none currently that would bring negative attention to the university. He said there is one possible in the coming weeks. The review of a faculty member in the College of Business and Technology is wrapping up and is related to inappropriate student relationships. He said he did not anticipate it would rise to the level of detenuring. Dr. Noland also noted that the issues with the former tennis coach are done, but we may have to forfeit a prior championship or two based on NCAA sanctions. He said the violations are all Level 1 violations.

As he looks ahead, Dr. Noland said he feels good about the budget situation moving into the fall. He also said there was an opportunity to bring the clinical structures of the university up with the times, referencing MEAC.

V.   Other business

Trustee Golden brought to the attention of the president questions regarding reimbursements with Ballad Health that include ETSU and billing code inconsistencies. He suggested that university staff contact Ballad to gather further information as it becomes available.

Trustee Golden also discussed the need to review a presidential evaluation policy submitted to the group by the Faculty Senate. He recommended the group discuss the matter and ask that the full Board of Trustees authorize the Executive Committee to review the presidential evaluation policy and then bring it back to the full board. The issue was formerly handled by the Tennessee Board of Regents, and this is the first time it is being handled by the local governing body. Trustee Golden said they needed to set a precedent and felt that should be delegated to the Executive Committee. All members agreed that was a good plan.

VI.   Adjournment

Chair Niswonger adjourned the meeting.

Academic Integrity and Misconduct	
Responsible Official: Provost	Responsible Office: Academic Affairs

Policy Purpose

The purpose of this policy is to outline the rights and responsibilities of the student, the instructor, the Dean/Designee, and other members of the campus community in matters of academic integrity and misconduct.

Policy Statement

Students are expected to abide by the ETSU Honor Code and to act with honor, integrity, and civility in all matters. The course instructor has the primary responsibility for maintenance of academic integrity. Students guilty of academic misconduct, either directly or indirectly, through participation or assistance, are immediately responsible to the course instructor. Any form of academic misconduct (plagiarism, cheating, etc.) is subject to disciplinary action. Sanctions for a violation may vary with the severity of the offense. The instructor may reduce a grade up to and including assignment of an "F" or a zero ("0") for the exercise/examination or an "F" in the course. If a sanction is imposed then the instructor must begin the academic misconduct procedures and notify both the student and the Dean/Designee. Students may appeal a grade assignment associated with a finding of academic misconduct, as distinct from a student disciplinary or grade appeals process, through the University's Academic Misconduct Procedures. The student will not be subjected to any form of pressure to coerce admission of guilt or information about his/her conduct or that of others.

Authority: [Honor Code](), [Honor Pledge]()

Definitions

Academic Misconduct - Any act of dishonesty in academic work in or out of the classroom. Includes plagiarism, cheating, and/or fabrication.

Business Day - A day that University offices are open for business on the main campus in Johnson City, Tennessee.

Cheating - Using or attempting to use unauthorized materials, information, or aids in any academic exercise, assignment, test, or examination.

Fabrication - Unauthorized falsification or invention of any information or citation in an academic exercise.

Instructor - The responsible party of record for a course. Also includes any authorized official with responsibility for a program or activity.

Plagiarism - The adoption or reproduction of ideas, words, statements, images, or works of another person as one's own without proper attribution. Henry Campbell Black defines plagiarism as "The act of appropriating the literary composition of another, or parts of passages of his writing, or the ideas or language of the same, and passing them off as the product of one's own mind" (Black's Law Dictionary, West Publishing Company, St. Paul, Minnesota, 1968, p. 1308). In other words, plagiarism involves using someone else's words or ideas without giving proper credit to the original author. Even if one does not copy the words exactly or even if one copies only a small part of someone else's work, one must cite the name of the original author and provide a reference to that person's work (e.g., title of work, year of publication, and name of publisher) using a format based on the publication manual of a nationally recognized scholarly association, such as the American Psychological Association or the Modern Language Association. These standards apply to print and non-print media and include the Internet. This may include self-plagiarism or the student recycling their own previous work for submission in another assignment without the student gaining express written and advanced approval from the instructor to re-use/re-appropriate their own work.

Sanction(s) -Penalty assigned for a violation. For the purposes of this policy, the deduction of any points/reduction in grade, including the ability to resubmit an assignment with a reduced cap in available points, is considered a sanction. A full listing of all possible sanctions that could be recommended by a Dean/Designee through a hearing board is available in the Student Code of Conduct.

Teachable Moment – Situation in which the instructor decides to discuss the alleged misconduct with the student and issue a verbal warning. No sanction is applied and the issue is considered closed.

UAPA - All cases which may result in (a) suspension or expulsion of a student, or student organization, from the institution, for disciplinary reasons or (b) revocation of registration of a student organization, are subject to the contested case provisions of the Uniform Administrative Procedures Act (UAPA), TCA § 9-8-01 et seq., and shall be processed in accord with the Uniform Contested Case procedures unless the student or organization, after receiving written notice, waives those procedures and elects to have the case disposed of in accord with institutional procedures or waives all right to contest the case under any procedure.

Policy History

Effective Date: Approved by Academic Council: 6/28/2018
Revision Date:

Procedure (s)

A complaint of academic misconduct, along with any supporting evidence, may be brought by the instructor or to the instructor by other members of the faculty, staff, or student body. Such complaints should not be considered confidential.

Prior to applying a grade sanction for academic misconduct, the instructor consults with the department chair. The level of the consultation will be at the chair's discretion.

The instructor retains the final decision to either:

A. Use the situation as a teachable moment (discuss with the student, issue a verbal warning, advise that no sanction is being applied, and consider the issue closed), or

B. Apply a sanction and inform the student in writing.

If B, the following procedure applies.

Step 1. Written notice is sent to the student's ETSU email account within seven (7) business days of assigning the grade sanction. The written notification includes the student's E Number, course information, the sanction that has been applied, a copy of the evidence, and the appropriate Dean/Designee the student contacts to file an appeal.

A. This communication is copied to the Dean/Designee of the college in which the violation occurred. Cases of alleged academic misconduct involving graduate students (including those enrolled in the Ph.D. program in Biomedical Sciences within the College of Medicine) are reported to the Dean of the Graduate School. Alleged violations by students at the Quillen College of Medicine (COM) or the Gatton College of Pharmacy (COP) are adjudicated through the respective college procedure: The Student Honor System as detailed in the COM Student Handbook and the Academic Misconduct section of the COP Student Handbook.

B. Allegations not directly tied to a specific academic course are referred to the appropriate Dean/Designee for the area in which the alleged misconduct occurred.

Step 2. The Dean/Designee contacts the Registrar's Office and requests a hold and note be applied to the student's record pending a final resolution of the matter. This ensures the student cannot drop the course in question until the matter is resolved.

Step 3. The Dean/Designee submits the student's name to the Designee for Academic Affairs/ Director of University Advisement to determine if this is a first offense or if the student has prior offenses recorded. If the student has committed other academic misconduct offenses at the University, the Dean/Designee will take that information under advisement and determine if additional sanctions may be warranted through a hearing board and if it may reach the level of suspension or expulsion.

Step 4. The Dean/Designee arranges a conference with the student against whom the allegations of misconduct have been made.

A. At this meeting, the Dean/Designee explains the available options to the student. Possible options could include:
   1. The student accepting the instructor-imposed sanction;
   2. The student requesting a formal board hearing; and/or
   3. The Dean/Designee forwarding the case to a formal board hearing due to the nature of the allegation, the imposed sanction, or due to the student's prior history.

B. The student notifies the Dean/Designee in writing within five (5) business days which option was selected.

C. If the student fails to notify the Dean/Designee of a selection, the student forfeits the right to select an option and the Dean/Designee moves forward with the Dean/Designee recommendation.

D. In the event the student elects to waive a hearing and accept the instructor's sanction and the Dean/Designee concurs, then the student waives the right to a hearing in writing. The Dean/Designee informs the instructor, department chair, Registrar's Office, and the Designee for Academic Affairs/Director of University Advisement of this result and the sanction is implemented. The issue is then considered closed.

Step 5. If the student elects to appeal the instructor's grade sanction or the Dean/Designee elects to forward the case to a hearing board, the Dean/Designee begins the hearing process. Every attempt will be made to conclude the procedures within forty-five (45) days of the date the student and/or the Dean/Designee selects the hearing board option.

A. If the offense is such that suspension or expulsion is a possible outcome, the Uniform Administrative Procedures Act (UAPA) process will also be offered with the student having five (5) business days to select or decline this option. If UAPA is chosen, then the case is forwarded to University Counsel for adjudication. See UAPA in definitions.

B. The Dean/Designee designates a hearing board of six (6) members that includes three (3) faculty members and three (3) students who are not involved in the offense or from the department in which the offense took place.

1. Board members may be selected from a standing committee appointed by the Dean of each school or college on an annual basis or from the college population at large.
2. The Dean/Designee either appoints a chair or has the board elect a chair from among the hearing board members.

C. The Dean/Designee schedules a hearing board.

D. The Dean/Designee notifies the student and instructor in writing, at least seven (7) business days in advance of the date, time, and place of the hearing, as well as the specific allegations, evidence, the structure and procedure for the hearing, the range of possible sanctions, and the student's right to be accompanied by an advisor.

E. Both the instructor and the student provide any evidence or documentation, the names of witnesses they will have at the hearing, and the name of their advisor to the Dean/Designee at least three (3) business days prior to the hearing.

F. The Dean/Designee collects and distributes any evidence or documentation from the instructor and student to be used in the formal hearing.

G. Both the student and instructor may be assisted by any advisor they choose, at their own expense. The advisor may be an attorney. Both parties are responsible for presenting their own case and advisors are not permitted to speak or to participate directly in any hearing. The University Counsel's Office will be advised when an advisor is an attorney.

H. The hearing shall be private, unless otherwise requested by both student and instructor, in writing.

I. The student or instructor may challenge the ability of a board member to render an impartial judgment and may request the member's removal prior to the hearing beginning. The board will rule on the request by a majority vote. If any members of a board believe that their relationship with either the case or the individuals involved would affect their ability to render an impartial judgment, they may disqualify themselves.

J. The hearing board proceeds with a quorum of two-thirds (2/3) of the hearing board members.

K. The hearing may proceed in the absence of a properly notified student or instructor (having been sent written notice at least seven (7) business days in advance).

L. The board chair ensures that there is a single record, such as minutes or a tape recording of the hearing. The record is the property of the University.

M. At the hearing, the Dean/Designee coordinates the presentation of evidence relevant to the alleged misconduct to the hearing board.

N. Both the student and the instructor may be present throughout the hearing, until the hearing board goes into executive session.

O. Both the student and instructor have the opportunity to testify and present evidence and witnesses relevant to the charges and penalties involved and to cross-examine any witnesses. In no case will the hearing board consider written statements against the student unless he/she has been advised of their contents. The student may decline to testify, with knowledge that silence may be considered as evidence. The board may dispose of the case in whatever manner it deems just based upon available information.

P. Determinations as to the admissibility of evidence or any procedural questions in the hearing rest solely in the discretion of the hearing board.

Q. After all evidence has been presented, members of the hearing board meet in executive session to deliberate on the charges. The hearing board's decision and recommendation are based on a simple majority vote. In the event of a tie, both opinions are shared with the Dean/Designee.

R. The board will use a preponderance of the evidence standard to decide if more likely than not the violation occurred.

  1. If the finding is for the student the hearing board recommends that the sanction applied by the instructor be removed.
  2. If the finding is against the student the hearing board recommends such sanction as deemed appropriate. After considering all the evidence, this penalty may differ from that imposed initially by the instructor.

S. If the hearing board recommends expulsion or suspension and the Dean/Designee concurs, the approval of the appropriate vice president must be obtained.

T. The Dean/Designee then advises the student of the decision and of the student's right to appeal, and on what grounds an appeal may be based.

U. The Dean/Designee provides a written outcome of the hearing to the student, instructor, and Designee for Academic Affairs/Director of University Advisement within five (5) business days following the hearing.

Step 6. The student or instructor may file an appeal in writing with the appropriate vice president within seven (7) business days of the written outcome.

A. Appeals are not new hearings; they are a review of the existing case. It is not the function of the appeals process to permit a rehearing of the factual issues presented to the hearing board, but rather to ensure that the procedures have been implemented fairly and consistently.

B. The written appeal will contain the substantive grounds upon which the appellant is basing the appeal.

C. General dissatisfaction with the outcome of the decision is not a basis for consideration of an appeal. An appeal may be filed based on one of the following conditions:

1. An error in procedural due process hearing board which prejudiced the disciplined student to the extent that he/she was denied a fundamentally fair hearing as a result of the error; or
2. The emergence of new evidence which could not have been previously discovered by the exercise of due diligence and which, had it been presented at the initial hearing, would have substantially affected the original decision of the hearing board; or
3. The student thinks that the assigned sanctions are unduly harsh.

D. Appeals that do not allege sufficient grounds will be denied consideration and dismissed. Appeals which do allege sufficient grounds will be accepted for consideration. The appropriate vice president may permit written or oral statements from the concerned parties at the time the appeal is considered.

E. The appropriate vice president will have several options:
1. The original decision may be affirmed or reversed
2. The case may be reverted to the original hearing board for consideration of additional information
3. The original action may be modified, or
4. The case may be referred to a completely new hearing board for a new hearing.

F. The appropriate vice president will notify the student, instructor, Dean/Designee, and the Designee for Academic Affairs/Director of University Advisement of the outcome of the appeal in writing within fifteen (15) business days.

Step 7. After the Academic Misconduct Procedures are completed, the Dean/Designee shall request the Registrar's Office to remove the hold from the student's record within five (5) business days of receiving notice of the final resolution.

Procedure History

Effective Date: Approved by Academic Council: 6/28/2018
Revision Date:

Related Form(s)

Academic Integrity Website
Sample Communication
Flowchart

Scope and Applicability

Check those that apply to this policy.

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

Academic Retention Standards: Undergraduate	
Responsible Official: Provost	Responsible Office: Registrar

Policy Purpose

This policy establishes the minimum criteria for undergraduate academic retention standards at East Tennessee State University.

Policy Statement

I. East Tennessee State University expects all enrolled students to maintain the required overall combined GPA for the number of credits they have attempted as described below.

Semester Credits Attempted	Required Overall Combined GPA
0-29	1.4
29.1-45	1.7
45.1-59.9	1.9
60+	2.0

II. Students who do not meet the academic retention standards will be placed on academic probation or academic suspension for the subsequent term(s).

A. Academic Probation

Students who fail to meet the retention standards during any semester will be placed on academic probation for the subsequent semester (including summer session) of their enrollment. Students on probation may not enroll in more than 13 credits.

B. Academic Suspension

  i. Students who fail to attain either the overall combined GPA standard or a 2.0 GPA for the semester of academic probation will be suspended for one major term (spring or fall semester). The summer semester does not count as a term of suspension.
  ii. When low grades are related to extenuating circumstances, students may petition Student Affairs to waive the period of suspension.
  iii. On the second suspension for failure to meet academic retention standards, the period of academic suspension is for two major terms. The summer semester does not count as a term of suspension.

    iv. If grades earned at other regionally accredited institutions during a period of academic suspension from ETSU make a student admissible as a transfer student, the executive director of undergraduate admissions may admit the student prior to completion of the academic suspension period.

    v. Students wishing to re-enroll after a period of suspension must apply for readmission in Admissions.

    vi. Students who enroll at other institutions during a period of academic suspension from ETSU must meet ETSU's transfer admission requirements.

Definitions

NA

Policy History

Effective Date: March 24, 2018; approved by Academic Council 6/28/2018
Revision Date:

Procedure (s)

1. The Registrar's office reviews student academic records at the end of each term to determine compliance with academic retention standards.
2. The Registrar's office notifies the students placed on academic suspension by letter and those placed on academic probation by email of their options.

Procedure History

Effective Date: March 24; approved by Academic Council 6/28/2018
Revision Date:

Related Form(s)

[The Petition for an Appeal of Academic Status](#)

Scope and Applicability

Primary: Academics
Secondary: Students

Determining Grade Point Average (GPA): Undergraduate	
Responsible Official: Provost	Responsible Office: Registrar

Policy Purpose

The purpose of the policy is to stipulate what credit and grades are included in the GPA calculation.

Policy Statement

I. The overall GPA* (includes all institutional and articulated transfer coursework, excluding pre-college level courses) is used to determine:
- required GPA for graduation
- graduation honors (Latin Honors)
- athletics eligibility

II. The overall combined GPA* (Includes all institutional and articulated transfer coursework and includes pre-college level courses) is used to determine:
- suspension and probation
- financial aid eligibility

III. The institutional GPA (includes all institutional coursework excluding pre-college level courses) is used to determine (Dean's List).

IV. Quality Point Grade Values

Grade	Quality Points
A	4.0
A-	3.7
B+	3.3
B	3.0
B-	2.7
C+	2.3
C	2.0
C-	1.7
D+	1.3
D	1.0
F	0.0
FN	0.0

V. The following kinds of grades are not included when calculating the GPA:

P   (Pass)
CR   (Credit)
I   (Incomplete)
Au   (Audit)
W   (Withdrawal)
WF   (Withdrawal Failing)
NR   (Not Reported)

VI.   Grades and credits attempted or earned in the following are not included in the GPA:
- remedial and developmental courses
- courses from which the student withdrew in good standing
- courses transferred to ETSU on or after August 1, 2015
- courses taken on a pass/fail (P/F) basis in which the student earns a P. Although passing grades (P) and credits earned in courses taken on a pass/fail basis are not included in GPA calculations, failing grades (F) and credits attempted in such courses are included.

VII.   ETSU follows prescribed state practices for calculating the GPA needed for continuing eligibility for the Tennessee Lottery Scholarship Program, which includes all courses taken after graduation from high school.

*Does not include transfer coursework received on or after August 1, 2015.

Authority: N/A

Definitions

N/A

Policy History

Effective Date: Approved by Academic Council: 6/28/2018

Procedure (s)

How to Compute a GPA

The grade point average (GPA) equals the total of all quality points earned in all courses attempted, divided by the total number of credits attempted.

The grade point average (GPA) is computed as follows:

- Quality Points earned in a course x course credits = Quality Points for course

- Sum of quality points for all graded courses = Total Quality Points

- Total quality points divided by all credits attempted = GPA

Example:

Course	Grade	Credits		Quality Points		Quality Points for Course
ENGL 1010	B	3	x	3	=	9
CHEM 1030	A	4	x	4	=	16
HIST 2010	C	3	x	2	=	6
MATH 1530	C	3	x	2	=	6
CSCI 1100	A	3	x	4	=	12
Total		16				49

49 Quality Points divided by 16 credits = GPA of 3.06

Procedure History

Effective Date:

Related Form(s)

N/A

Scope and Applicability

Primary: Academics
Secondary: Students

Determining Grade Point Average (GPA): Graduate	
Responsible Official: Provost	Responsible Office: Registrar

Policy Purpose

The purpose of the policy is to stipulate what credit and grades are included in the graduate GPA calculation.

Policy Statement

I.   ETSU coursework solely is used to calculate the grade point average (GPA); non-ETSU transfer work is not computed in the GPA.

A. If a student chooses to repeat a course, all grades earned are calculated in the GPA. The grade earned on the repeat does not replace the original.

B. The letter grades of "S" (Satisfactory Completion), "SP" (Satisfactory Progress), and "U" (Unsatisfactory) are given for Readings and Research, Capstone Projects, Thesis, and Dissertation. These grades do not affect the student's GPA.

- A grade of "S" carries graduate credit and indicates satisfactory completion of the course.
- Each program must specify the number of hours required for Thesis/Dissertation.
- Degree completion requires an "S" on the most recent hours associated with Thesis/Dissertation or Readings and Research.
- "SP" indicates progress toward project or research completion, but carries no credit.
- Students who receive an "SP" must, in subsequent semesters (including summer), enroll in additional hours of Thesis/Dissertations or Readings and Research until the requirements are completed.
- The "U" grade carries no credit and indicates unsatisfactory progress toward research or project completion. Students who receive a "U" must enroll for the course the following semester, including summer. The "U' is equivalent to an "F". The first "U" does not affect the GPA, however, all subsequent "U" grades will convert to an "F" and will be figured into the GPA.

II.   Quality points earned in a course are based on the final grade in the course.

Final Grade	Meaning	Quality Points
A	Clear Excellence	4.0
A-		3.7
B+		3.3
B	Satisfactory Performance	3.0
B-		2.7
C+		2.3
C	Minimum Passing Grade	2.0
F	Failed	0.0
S	Satisfactory	0.0
SP	Satisfactory Progress	0.0
U	Unsatisfactory	0.0
W	Withdrawal	0.0
WF	Withdrawal Failing	0.0
AU	Audit	0.0
I	Incomplete	0.0
NR	Not Reported	0.0

III.   The GPA is used to determine
- probation
- financial aid eligibility
- graduation

Authority: N/A

Definitions

N/A

Policy History

Effective Date: Approved by Academic Council: 6/28/2018

Procedure (s)

The grade point average (GPA) equals the total of all quality points earned in all courses attempted, divided by the total number of credits attempted.

The grade point average (GPA) is computed as follows:

- Quality Points earned in a course x course credits = Quality Points for course

- Sum of quality points for all graded courses = Total Quality Points

- Total quality points divided by all credits attempted = GPA

Example:

Course	Grade	Credits		Quality Points		Quality Points for Course
1	B	3	x	3	=	9
2	A	4	x	4	=	16
3	C	3	x	2	=	6
4	C	3	x	2	=	6
5	A	3	x	4	=	12
Total		16				49

49 Quality Points divided by 16 credits = GPA of 3.06

Procedure History

Effective Date:

Related Form(s)

N/A

Scope and Applicability

Primary: Academics
Secondary: Students

Study Abroad

Responsible Official: Provost	Responsible Office: International Programs & Services

Policy Purpose:

The purpose of this policy is to specify requirements related to study abroad activities.

Policy Statement:

I. ETSU's international educational programs will follow policies and procedures consistent with the best practice standards established through the Forum on Education Abroad as recognized by the U.S. Department of Justice as the standards development organization for education abroad. ETSU's International Advisory Council (IAC) must approve ETSU faculty-led programs.

Regardless of the provider, global study opportunities should be comparable in contact hours to those expected of students taking courses on ETSU campuses.

II. Programs abroad should comply with the Americans with Disabilities Act when possible. Issues related to reasonable accommodation should be resolved after a student with a disability is accepted into an international educational experience but before the student departs on the trip. ETSU may, however, restrict participation in an international program for students or faculty determined to be at excessive medical risk or with serious physical constraints.

III. All students and faculty participating in study abroad must show proof of medical insurance that covers medical treatment outside of U.S. borders at a minimum of $500,000 per accident or sickness as well as evacuation and repatriation insurance at a combined minimum of $50,000.

IV. ETSU faculty teaching abroad have the right to take disciplinary action, including expulsion of students, using the same Code of Conduct and processes of action and appeal as those in place on the ETSU campus. Complaints of disruptive behavior, harassment, or discrimination must be reported to the Office of International Programs and Services. Faculty teaching an ETSU course abroad have the right to review student records prior to approving the class roster.

V.   If an ETSU course is taught abroad by an instructor *not* employed by ETSU, or hired as part of a consortial arrangement with an institution outside the U.S., the ETSU faculty member proposing the course and his/her department chair must ensure that the instructor meets the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) credential requirements.

VI.   Students engaging in international programs that are not part of agreements in place with ETSU must secure transfer agreements prior to taking courses. Teaching faculty must meet SACSCOC credential requirements.

VII.   Admission to all ETSU –led International Education Programs/Study Abroad courses is based on a minimum GPA of 2.5 for undergraduate students and 3.0 for graduate students; faculty leading ETSU courses may post other requirements for eligibility and limit the number of participants in the class. International study opportunities outside ETSU may have different requirements.

VIII. Participation in ETSU study abroad programs (credit only) is limited to students enrolled in the program and to ETSU faculty or academic staff. The IAC does not recommend allowing family members to accompany a faculty/staff member on study abroad. In special circumstances, faculty members may request that the Office of Human Resources approve that spouses, domestic partners, or minor children accompany them on the trip. In this case, the faculty must submit an "Assumption of Risk" form to the International Advisory Council (IAC) along with the course proposal. Minor children are permitted to accompany the faculty member <u>if</u>
- there is a second faculty/academic staff member participating in the program,
- there is a secondary 24-hour caregiver for the minor (may be a spouse), and
- the caregiver is maintained throughout the duration of the program.

The following restrictions also apply.
- If both parents are ETSU employees in service to the study abroad program, their children are not eligible to accompany them *unless* there is a secondary 24-hour caregiver for the minor.
- Accompanying family members should not advise or counsel students during the program.
- Travel arrangements for any accompanying family member will not be made by ETSU.
- ETSU employees must comply with the travel policy for family member expenses. Travel expenses, including but not limited to, insurance, transportation, lodging, meals, or registration fees, etc., for spouses, minor children, or secondary 24-hour caregivers will not be reimbursed.
- Spouses, domestic partners, and children cannot accompany students in the class.

IX. ETSU Faculty

A. Must complete the Office of International Programs' online orientation/training for faculty with international program responsibilities.

B. Are governed by the same policies that define faculty and academic staff rights and responsibilities on the home campus.
C. Must act in accordance with the laws of the host country and should make themselves aware of the local customs.
D. Shall adhere to all applicable contracting requirements, including appropriate contract approval and legal review.
E. ETSU faculty teaching abroad for TnCIS must submit an Adjunct Faculty Contract and travel authorization at ETSU to be forwarded to the TnCIS Office.

X. Financial
A. Out-of-state students pay in-state tuition while on study abroad.
B. Faculty compensation for summer sessions and intersession international education programs are not subject to ETSU's policy on Faculty Compensation during Summer Session, Winter Session, and Intersessions
C. Students cannot be charged for faculty travel expenses or salary outside of tuition-generated revenue.

Authority:

N/A

In addition to ETSU faculty-led programs, students may enroll in other study abroad opportunities, including TnCis and ISEP.

Tennessee Consortium for International Studies Programs (TnCIS)	TnCIS represents nineteen colleges and universities devoted to making international education and cultural understanding a central goal of higher education throughout the state of Tennessee. Their courses are taught by faculty in SACSCOC accredited Tennessee colleges/universities. ETSU accepts transfer credit for these international courses with prior approval. See policy on transfer credit.
International Student Exchange Programs (ISEP)	ISEP is one of the largest study abroad networks in the world, offering semester abroad programs (including summer) to member organizations like ETSU in over 50 countries. Students who meet the 2.75 GPA requirement and are interested in one semester or longer programs should work with the ETSU Study Abroad Coordinator and their academic advisor to choose an international program that fits their academic goals. ETSU accepts transfer credit when applicable. See policy on transfer credit.

Effective Date: March 24, 2017; approved by Academic Council 6/28/2018

i.   ETSU Faculty-led Programs

    A. Faculty-led programs are designed and approved for location in a country outside the U.S.

    B. Courses are approved by the faculty member's department chair and given a specific course number ("Independent Study" and "Special Topics" courses are not approved for study abroad).

    C. The program proposal includes course logistics, budget, student costs, and course sustainability.

    D. The faculty member's dean approves the budget.

    E. Course proposals are due to the International Advisory Council in September before a course takes place the following summer and by April 1 for winter session.

    F. The International Advisory Council (IAC) approves course logistics, student costs, and course sustainability.

    G. The IAC recommends that faculty teaching an ETSU course abroad receive compensation; however, it also realizes that the ability to cover salary is based on enrollment revenue and travel expenses.
   - Faculty compensation and payment of faculty expenses are based on course enrollment and tuition-generated revenue.
   - Faculty members and their department chairs and deans should discuss compensation before the course takes place, including course release if the course revenue is insufficient to cover faculty compensation.

    H. Faculty provide orientation for students participating in their faculty-led programs abroad.

    I. ETSU charges tuition and fees, receives student payments, administers financial aid, and registers and reports grades for ETSU faculty-led international programs in the same manner as for domestic programs. Students may, however, direct enroll for some programs.

III   Student Application Process

    A. Students interested in study abroad should visit the ETSU Office of International Programs Study Abroad office for advice on international education opportunities and on eligibility requirements.

    B. Students apply for study abroad through ETSU's study-abroad online application system; there is a minimal application fee.

C. Students may apply through the Office of International Programs and Services for scholarships funded by International Education Fees. Students should also check with the Office of Financial Aid to see if they are eligible for other means of support for study abroad.

D. Student participants and international program leaders complete program evaluation forms so that the Office of International Programs and Services can gather data on the effectiveness of recruitment, admissions, pre-departure orientation, the educational and personal value of the program and recommendations for continuation of the course in the future. Results are distributed to course instructors to support continuous improvement.

Procedure History

Effective Date: March 24, 2017; approved by Academic Council 6/28/2018

Related Form(s)

The following forms are available on the International Programs and Services website.
- International Advisory Council Approval Request Form (to propose an ETSU faculty-led course)
- Preliminary Study Abroad Budget Form
- Assumption of Risk Form

Scope and Applicability

This policy is for faculty and students participating in Study Abroad programs

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

Transfer and/or Acceptance of Credit for Undergraduate Programs	
Responsible Official: Provost	Responsible Offices: Undergraduate Admissions

Policy Purpose

The purpose of this policy is to specify conditions for transfer and/or acceptance of credit into an ETSU undergraduate degree program.

Policy Statement

I. Transfer or Acceptance of Undergraduate Credit

   A. Credit earned at other institutions of higher education may be transferred as equivalent to ETSU courses or as electives. Courses that have no direct ETSU equivalent will be transferred as either lower division or upper division general elective credit and may, as appropriate, be applied as elective credit toward the student's degree.

   B. In order to have the credit from a non-regionally accredited institution or non-accredited international institution considered, the student must file a petition with the appropriate academic department. Credit will be recorded on a student's record only after the appropriate academic department(s) and dean have reviewed the course(s) and determined it to be equivalent in content to an ETSU course(s) and approval is issued by the Vice Provost for Enrollment Services.

   C. ETSU will accept courses taken in fulfillment of a Tennessee Transfer Pathway (TTP) at a Tennessee community college.

   D. Credit earned in remedial or developmental courses is not transferable for college-level credit.

II. Prior Learning Credit for an Undergraduate Degree

   A. Credit for prior learning will be based on the Southern Association of Colleges and Schools Commission on Colleges principles and policies related to the transfer of credit and the Recommended Standards in Prior Learning Assessment Policy and Practice of Tennessee Public Colleges and Universities (August 7, 2012).

   B. ETSU will review for possible credit evidence of prior learning as provided through standardized exam scores, training provided by non-collegiate institutions, or experiential learning. Sources of prior learning assessment include, but are not limited to:

      1. ACT/SAT credit for first-year English
      2. Advanced Placement Exams (AP)
      3. Cambridge exams

4. College Level Examination Program (CLEP)
5. Dantes – Subject Standardized Tests
6. International Baccalaureate Exams
7. Service in the armed forces

C. Departmental course challenge exams, for which a fee is charged, may be available for undergraduate courses.   To be eligible, admitted or enrolled students with satisfactory academic standing, as determined by the appropriate academic department, may request a comprehensive challenge examination. Students may not take the challenge exam in a course previously taken for credit. A grade of "P" for pass (satisfactory performance) or "F" for fail (unsatisfactory performance) is determined by the academic department and entered into official records.

D. ETSU will recognize prior learning assessment (PLA) credit awarded by another Tennessee public institution.   PLA credit must be applicable to the degree or certificate the student has declared.

E. ETSU may award credit for experiential learning in approved degree programs. This credit is based on well-documented activities and experiences at the appropriate educational level and is evaluated based on clearly developed outcomes for the courses or program for which credit is awarded.

F. ETSU will reference the Joint Services Transcript (JST), DD-214, and/or transcripts from the Army/American Council on Education Registry Transcript System (AARTS), Community College of the Air Force (CCAF) and Coast Guard Institute (CGI) when awarding credit to students who are veterans or military service members. ETSU will use the American Council on Education (ACE) for awarding credit for military experience, educations, and/or training obtained during military experience.

   1. If military experience, education and/or training are equivalent to a course offered by ETSU, the credit will be applied for the equivalent course. Otherwise, appropriate course credit will be granted for elective credit.
   2. Military veterans and service members have the opportunity to request that excessive credits applied to transcripts which may affect their financial aid eligibility be removed from the transcript.

G. Specific programs allow credits that bridge the gap between a student's prior experience and an advanced degree. ETSU will award senior institution credits upon successful completion of identified program requirements. These credits are not ETSU instruction credits.   ETSU approved bridge program criteria are published in the undergraduate catalog. Requirements include proof of graduation from an accredited program and/or licensure or eligibility for licensure in a discipline.

Authority: SACSCOC Position Statement for Transfer of Academic Credit

Experiential Learning	Process supports applying knowledge and conceptual understanding to authentic situations.
Military Service	Training and experiences gained during service that applies to undergraduate credit.
Prior Learning Assessment	Evaluation of skills and knowledge acquired outside the classroom for the purpose of recognizing competence in stated course learning outcomes.

Policy History

Effective Date: March 24, 2017
Revision Date:

Procedure (s)

The Office of Undergraduate Admissions evaluates undergraduate credit based on historical precedent, course descriptions and titles, current articulated program information, and/or review by the appropriate ETSU college dean and faculty. Students may be required to submit documentation (e.g. syllabus) prior to transfer credit being approved.

1. The transcript analyst in the Office of Admissions reviews the student's transcript and compares it with the equivalency table in the student information system.
    A. If there is an equivalent course, the course is equated and loaded as transfer credit on the student's record.
    B. If there is no equivalent course, the transcript analyst reviews the catalog for the transfer institution.
        1. If there is an equivalent course, the course is equated and loaded as transfer credit on the student's record.
        2. If, after a review of the catalog for the transfer institution, the course is determined not to be equivalent, the transcript analyst loads the credit as elective on the student's record.
    C. Once the credit has been applied to the student's record, the student can view the course equivalencies in the automated degree audit function.
2. A student may contact the department for a review of the elective credit.
    A. If approved as equivalent credit, the department chair notifies the Office of Admissions.
    B. The transcript analyst updates the student record and changes the credit from elective to the approved equivalent credit.
    C. Once the credit has been applied to the student's record, the student can view the course equivalencies in the automated degree audit function.
3. For general education transfer courses not listed as equivalent on the equivalency table, a student may submit a request for review by the General Education Review Committee using the General Education Course Review Form.

A. The committee chair works with college deans and department chairs as needed to determine course equivalence.
B. If approved as general education credit the committee chair notifies the Office of Admission.
C. The transcript analyst updates the student record and changes the credit from elective to the approved equivalent credit.
D. Once the credit has been applied to the student's record, the student can view the course equivalencies in the automated degree audit function available in the student information system.

4. Credit earned from a non-regionally accredited institution or non-accredited international institution may also be reviewed.
A. In order to be considered, the student must file a petition with the appropriate academic department.
B. The transcript analyst awards credit on the student record in the student information system only after the appropriate academic department(s) and dean have reviewed the course(s) and determined it to be equivalent in content to an ETSU course(s) and approval is issued by the Vice Provost for Enrollment Services.

Procedure History

Effective Date: March 24, 2017

Related Form(s)

Application for Academic Credit Earned at Non-Regionally Accredited Collegiate Institutions, available in the Office of Admissions

Scope and Applicability

Primary: Academics
Secondary: Students

Transfer and/or Acceptance of Credit for Graduate Programs	
Responsible Official: Provost	Responsible Office: Graduate Studies

Policy Purpose

The purpose of this policy is to specify conditions for transfer and/or acceptance of credit into an ETSU graduate certificate or degree program.

Policy Statement

A. The Dean of the School of Graduate Studies must approve all transfers of graduate credit.

B. Students may petition for a maximum of nine (9) semester credits of graduate credit to be transferred from ETSU or other regionally accredited U.S. and approved international institutions, if grades of "B" (or equivalent) or higher were earned ("B-" grades do not transfer.) For certificate programs with fewer than 18 credits, a maximum of six (6) credits may be transferred.

C. Transfer of credit may not be initiated after the graduation intent deadline, and official transcripts must be received by the midpoint of the graduation term.

D. The degree program time limit (matriculation limit) will begin with the registration date of the first course applied to the degree requirements, including transferred courses. Credit earned prior to the degree time limitations will not be approved for transfer and transfer credit cannot be revalidated if it later exceeds the matriculation limits.

E. The following credits cannot be transferred:
    1. Credit from a completed degree program
    2. Extension or continuing education hours

F. Credit earned at international institutions may not be transferred unless a petition to transfer international credit is reviewed using a course-to-course evaluation and approved by the department and graduate dean.

G. Some graduate certificates have specific articulation agreements for transfer of credit into degree programs. These articulation agreements are identified in the graduate catalog in certificate curriculum. Students currently enrolled in a master's program or doctoral program may not be enrolled concurrently in a certificate that duplicates their work in a master's or doctoral program concentration.

Authority: SACSCOC Position Statement for Transfer of Academic Credit

Definitions

Policy History

Effective Date: March 24, 2017; approved by Academic Council on August 9, 2018
Revision Date:

Procedure (s)

In order to award credit, courses requested for transfer will be evaluated with respect to content, learning outcomes, and credits. Students may be required to submit documentation (e.g., syllabus) prior to transfer credit being approved.

- Students petitioning for credit will
    - fill out the Application for Transfer of Graduate Credit Form.
    - submit the form and applicable documentation to the graduate program coordinator
- The graduate program coordinator reviews the request and documentation and makes a recommendation to the Dean, School of Graduate Studies.
- The Dean of the School of Graduate Studies, or designee, approves or denies the request.

Procedure History

Effective Date: March 24, 2017
Revision Date:

Related Form(s)

Application for transfer of graduate credit

Scope and Applicability

Primary: Academics
Secondary: Students

Undergraduate Reverse Transfer	
Responsible Official: Provost	Responsible Office: Registrar

Policy Purpose

The purpose of this policy is to serve as a framework for reverse transfer between East Tennessee State University and select community colleges.

Policy Statement

ETSU will participate in reverse transfer, a program in which degree seeking students who transfer from a community college to a four (4)-year institution prior to receipt of the associate's degree can complete the associate's degree requirements and be awarded associate's degree.

Students are eligible for reverse transfer if they:
- are currently enrolled at ETSU and were previously enrolled as degree seeking students at a Tennessee community college or other select associate degree-granting institution;
- have earned a minimum of fifteen (15) college credits towards an associate degree at the associate degree-granting institution; and
- have earned a combined minimum of sixty (60) total college-level credits.

Once a degree is conferred (baccalaureate or associate), the student will not be considered further for the reverse transfer process. To adhere to the FERPA guidelines, ETSU must have written permission from the student or the student must opt-in to send the coursework to the associate degree-granting institution for reverse transfer degree audit purposes. Students will not be assessed fees for sending the coursework to associate degree- granting institutions.

If a reverse transfer degree candidate attended more than one associate degree- granting institution prior to transferring to ETSU, the degree conferring institution will be the institution where the student earned the most credits, provided the student earned a minimum of 15 credits at that institution to meet the SACSCOC (or other accrediting body) residency requirement and the student meets the requirements for an associate degree at that institution. In the event the student has earned the same number of credits and meets the residency and degree requirements at two or more institutions, the institution that the student attended most recently will be considered as the degree-granting institution.

Reverse transfer degree recipients will not be assessed a graduation fee at the associate degree-granting institution.

Authority: Tennessee HB 2827

Reverse Transfer	A process that allows transfer students who are currently attending a four-year school to combine four-year college credits with community college credits to receive an associate degree.
SACSCOC	The Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) is the recognized regional accrediting body in the eleven U.S. Southern states for those institutions of higher education that award associate, baccalaureate, master's or doctoral degrees.

Policy History

Effective Date: March 24, 2017; approved by Academic Council on August 9, 2018
Revision Date:

Procedure (s)

1. Institutions within the state of Tennessee participate in the Tennessee Reverse Transfer Program.
2. The Tennessee Reverse Transfer process involves uploading student data at a pre-determined schedule for each term.

   A. An ARGOS report is run to identify students eligible for reverse transfer.
   B. The eligible student list is uploaded to the state reverse transfer system.
   C. The state reverse transfer system sends an opt-in notification to eligible students.
   D. A course history list for each student who has opted-in is uploaded to the state reverse transfer system.
   E. A course inventory of all ETSU courses is also uploaded to the state reverse transfer system to facilitate the identification of equivalencies.

3. Institutions outside the state of Tennessee with whom East Tennessee State University has an individual reverse transfer agreement are notified by ETSU of their eligibility to participate in the ETSU Reverse Transfer Program.

   A. Each term an ARGOS report is run to identify students from the individual institutions outside of Tennessee for eligibility in the ETSU Reverse Transfer Program.
   B. Each student on the eligible student list is sent an opt-in email.
   C. When the student opts-in, the appropriate student attribute is placed on the student's record.
   D. Transcripts of all students who have opted-in to the ETSU Reverse Transfer   Program are sent to the appropriate degree granting institution.

Effective Date: March 24, 2017
Revision Date:

N/A

Primary: Academics
Secondary: Students

University Catalogs	
Responsible Divisions: Vice Presidents for Academic Affairs and Health Affairs	Responsible Office: University Registrar, Deans of College of Pharmacy and College of Medicine

Policy Purpose

The purpose of this policy is to ensure that students (including prospective, undergraduate, graduate, and professional students), constituents, and the public have access to information about the university that is complete, accurate, timely, accessible, clear, and sufficient.

Policy Statement

A. In accordance with the policies of the East Tennessee State University Board of Trustees, ETSU annually publishes catalogs that provide to multiple audiences information about the university, institutional policies and procedures, degree program and academic requirements, and student services and resources. A catalog does not constitute a contract between a student and ETSU.

B. ETSU will maintain an archive of print or digital versions of the catalogs.

C. The degree requirements for programs of study presented in a catalog remain in effect for six years, including the first year to which the catalog applies. Revisions to program policy, programs of study, and courses must be approved by appropriate bodies. Changes in degree requirements for programs of study ordinarily take effect in the year to which a catalog applies. Other policies presented in catalogs may take effect immediately upon approval by appropriate bodies. Likewise, some non-curricular changes may apply retroactively to students pursuing curricula depicted in earlier catalogs.

D. The deadline for curricular revisions for the next academic year's catalog is February 15. Curricular actions earning final approval after the deadline will be deferred to the subsequent catalog and will take effect in the fall term to which that catalog applies. Editorial changes that clarify or correct errors without changing curricula, requirements, or policies may be implemented at any time.

Exceptions to the deadline date are only available for changes required by state law, state policy, mandated accreditation, or other bonafide contingencies. Such exceptions must be authorized by the Provost. To qualify for an exception to the deadline for catalog changes, the requesting unit must notify the Provost within ten working days of becoming aware of a potentially qualifying exception.

The Provost approves or disapproves the request and informs the dean or administrative unit head within ten working days.

E. ETSU's curriculum review process requires departments to identify how students will be notified of changes that impact their programs of study. As part of the curriculum proposal, the originating party provides a transition plan for those students that may be significantly affected by the changes in curriculum. In addition, any changes to the published catalog are documented in the affected catalog under the "changes/additions to catalog" section with an explanation of why the changes were made along with the date the changes were made.

Policy History

Effective Date:

Procedure

A. The university registrar, as well as the colleges of medicine and pharmacy, establishes a catalog production timeline for the annual publication of its catalogs.

B. Minimum catalog content/sections includes
- ETSU Mission, Values, and Vision Statements
- Accreditation Statement
- Academic Calendar
- Admissions (University and Program Specific)
- Advising and Registration
- Programs of Study
- Costs, Financial Aid, and Scholarships
- Degree and graduation requirements
- Course descriptions
- Help, Student Services, and Resources
- Organizations and Activities
- Faculty and Administrators
- Policies and Procedures (Academic, Conduct and Rights, Records, Safety and Security, etc.)
- Misrepresentation of Academic Credentials (T.C.A. Sec. 49-7-133)

C. Registrar staff involved in the catalog production document editorial changes.

D. Academic administrators provide content and revisions as prescribed in the timeline.

E. The Office of the Registrar maintains archival versions of catalog.   Online catalogs from 2002 forward are archived on the Registrar's website. Printed catalogs prior to 2010/2011 are archived in the Archives of Appalachia. For catalogs printed prior to 2002, anyone may request copies of information from the Office of the Registrar.

Procedure History

Effective Date:

Related Form(s)

Catalog Information Request Form located on the Registrar's website under Catalog.

Scope and Applicability

Primary: Academics
Secondary: Students
                       Governance

EAST TENNESSEE STATE UNIVERSITY
BOARD OF TRUSTEES

ACTION ITEM

DATE: September 21, 2018

ITEM: Request for new bank accounts

PRESENTED BY: B.J. King, Chief Financial Officer

The university would like to establish two new bank account to assist in oversight and processing for payments made and received.

The College of Nursing is requesting a separate account for patient and insurance payments for nurse managed clinics. The new account will allow the university to segregate ACH insurance payments for clinic billed services that are managed through the third-party payment processor. These deposits are currently made to the university operating fund and are manually identified by College of Nursing staff which is a time consuming task. Providing a separate account will enhance efficiencies in the billing and collection of patient accounts.

The Payroll Office is requesting a separate account for the deposit and remittance to the State of Tennessee trust fund for other post-employment benefits (OPEB). The State is establishing an OPEB trust fund in January 2019. The university will be billed for the future benefit liability for active employees, the unfunded actuarial accrued liability for prior service of active employees, and the unfunded actuarial accrued liability for prior service of retirees. The requested bank account would operate similar an existing account used by Payroll to deposit and remit current employee and employer contribution for health insurance. The accounts need to be segregated to facilitate balancing the billing between the university and the state for the two employee benefit plans.

The university currently maintains eight bank accounts as follows:
- FTB Master
- FTB Operating
- FTB Payroll
- FTB Petty cash
- FTB State insurance payments
- FTB Families First grant
- Civis Nursing Clinic – Hancock County
- Farmers State Nursing Clinic – Mountain City

MOTION: I move that the Finance and Administration Committee recommend adoption of the following Resolution by the Board of Trustees:

   RESOLVED: The proposed bank accounts are approved as presented in the meeting materials.

EAST TENNESSEE STATE UNIVERSITY
BOARD OF TRUSTEES

ACTION ITEM

DATE: September 21, 2018

ITEM: Tenure Appointment with Rank of Professor in the
                                       Department of Literature and Language

RECOMMENDED ACTION: Approve

PRESENTED BY: Dr. Bert C. Bach
                                       Provost and Vice President for Academic Affairs

With her appointment as Dean of the Graduate School on July 25, 2018, Dr. Sharon McGee brought to the University valuable experience from her previous appointments. Most recently she served as the associate dean of the graduate school at Western Carolina University. In that role she coordinated graduate policy, chaired the Graduate Council's graduate faculty and policy review committee, worked with program directors and key staff on academic matters related to graduate programs, oversaw graduate admissions and enrolled-student services, and represented the Graduate School on several university committees. Dr. McGee is an alumna of East Tennessee State University, having earned an M.A. in English here. She earned the Ph.D. in Rhetoric from Purdue University. Prior to moving to Western Carolina University she was a tenured professor and chair in the Department of English Language and Literature at Southern Illinois University-Edwardsville. She has co-edited two books and co-authored a third, as well has written several articles. With the full support of the Department, the Chair, the Dean, and of the President, Dr. McGee is recommended to be awarded tenure and the faculty rank of full professor in the Department of Literature and Language.

MOTION: I move that the Board of Trustees adopt the resolution, approving tenure at the rank of professor for Dr. Sharon McGee.

> **RESOLVED: Upon recommendation of the Academic and Student Affairs Committee, the Board of Trustees awards Dr. Sharon tenure at the rank of professor in the department of Literature and Language effective upon action of the board.**

Sharon James McGee

Associate Dean • Graduate School • Western Carolina University • Cullowhee, NC 28723
sharonjamesmcgee.com • @SharonJMcGee

Education

PhD   Purdue University, West Lafayette, IN. English 1st area: Rhetoric, 2nd area: English as a Second Language
MA   East Tennessee State University, Johnson City. English
BA   University of Tennessee, Knoxville. English

Certifications and Training

North Carolina Equal Employment Opportunity and Diversity Fundamentals certificate
CITI Human Subjects Research certificate #5534335
Quality Matters Program Certification: Applying QM Rubric for Evaluation of Online Courses
Ethics Training for University Employees [Workplace Answers]
Title IX (VAWA Compliant Version) [D. Stafford and Associates]
Post-graduate coursework in Online Teaching and Learning [SIUE, Dept. of Educational Leadership]

Academic Appointments

2017-present Professor, Dept. of English, Western Carolina University
2014- 2016   Professor, Dept. of English Language and Literature, Southern Illinois University Edwardsville [SIUE]
2007-2014   Associate Professor, Dept. of English Language and Literature, SIUE
2001-2007   Assistant Professor, Dept. of English Language and Literature, SIUE
1998-2001   Assistant Professor of English, Arts, Sciences, and Business Dept., Kansas State University-Salina
1996-1998   Visiting Assistant Professor, Dept. of English, Kansas State University, Manhattan
1991-1996   Graduate Instructor, Department of English, Purdue University
1991   Teaching Assistant, Department of English, East Tennessee State University

Administrative Appointments

2017-present **Associate Dean**, Graduate School, Western Carolina University
Oversee graduate curriculum and graduate school policy; work directly with Graduate Program Directors on issues related to recruitment, admission, and retention of graduate students program development and policy; coordinate Accelerated Bachelor's to Master's program planning; oversee staff using CRM (Hobson's ApplyYourself and AppReview) for seamless recruitment, application, and admission process; plan annual events--3MT®, Graduate Research Symposium, Graduate Education Summit; conduct background checks on graduate school student applicants; coordinate Graduate School assessment; serve as faculty

advisor for Graduate Student Association; pre-approve theses; Direct supervise 3 staff. *See select accomplishments for further details.*

2010-2016   **Chair**, Department of English Language and Literature, SIUE
Re-elected by faculty and re-appointed by the Dean of the College of Arts and Sciences for a third term beginning July 2016. Responsible for policy; personnel (hiring, retention, evaluation, promotion); budget ($2.3 million); supporting faculty and student scholarship/creative activities; curriculum, scheduling; adjudicating faculty and student issues; ongoing program review and assessment; working with other chairs in the College and across University, Dean and Dean's staff, General Education Program Director. The English Department is a diverse English Studies Department of ~25 tenure-track faculty, 15+ non-tenure track faculty, 18 Graduate Assistants, 175 majors, 50 graduate students in four specializations (Rhetoric/Composition, Literature, English as a Second Language, Creative Writing). *See select accomplishments for further details.*

2007-2010   **Assistant Chair**, Department of English Language and Literature, SIUE
Re-elected to three one-year terms. Responsible for all department course scheduling; coordinated curriculum change paperwork, evaluated transfer articulations

2005-2007   **Co-Director of First-Year Writing**, Dept. of English Language and Literature, SIUE
Trained, mentored, observed, and supervised first-year Teaching Assistants (responsible for their own sections of first-year writing); mentored second year TAs; assessed writing program; coordinated professional development opportunities for faculty; addressed student/faculty issues related to ENG 101/102; led First-Year Writing Committee

2002-2005   **Assistant Director of First Year Writing**, SIUE
Trained, mentored, observed, and supervised first-year Teaching Assistants (responsible for their own sections of first-year writing) with Director; mentored second year TAs; helped develop assessment plan for ENG 101/102

SELECT ACCOMPLISHMENTS AS ASSOCIATE DEAN OF GRADUATE SCHOOL

CRM: Directly supervising 3 staff responsible for admission processing and working with the Graduate School Director of Recruitment and Marketing and the Technology Support Specialist, I have facilitated additional communication plans for in-process applicants and newly admitted students and am developing other communication plans utilizing our CRM. Application submission and admission decisions occur in the CRM. Recent turnover in staff has required my attention at training new staff in the CRM system, mentoring their development, and supervising quality control.

Recruitment & Admissions: I attend monthly Open House recruitment events at our Cullowhee campus and Asheville Instructional Site. I have supported our Director of Marketing and Recruitment in revising the Open House structure. I am overseeing the revision of the Graduate School website to make it more student/prospect-focused, and pushing social media efforts to increase our visibility.

Support for Student Success: I coordinate (along with staff) events that support student professional development, including the annual Graduate Research Symposium, the 3MT® (3-Minute Thesis) competition, WCU's presence at the annual Graduate Education Day at the State Capitol, and serve as the Graduate Student Association Faculty Advisor. I increased participation in our 3MT event from 3 students in Fall 2016 to 16 in Fall 2017. A current project involves creating orientation modules to be housed in the LMS for graduate students. Modules in development include: Making the Transition to Being a Graduate Student, Academic Integrity, Important Graduate School Policies, Support Resources, Communicating Professionally as a Graduate Student; target date for implementation is Fall 2018.

Program Development and Support for Program Directors: I am the first contact for graduate Program Directors who have any questions or concerns. I work with Program Directors in creating/revising programs and working through the curricular process. Most recently, I have been worked with the Masters of Accountancy Program Director in developing an Accelerated Bachelor's to Master's.

SELECT ACCOMPLISHMENTS AS CHAIR

Governance: During my tenure as chair, I have insisted upon civility in department interactions, led by example, worked collaboratively with the department's Executive Committee to create goals, and exuded transparent decision-making. I guided the development of the following department documents: (1) the Department's first Strategic Plan which created a vision and long-term plan for the Department; (2) revised tenure and promotion policy (with revisions to include recognition of digital humanities projects, wide range of peer-reviewed performance indicators for scholarship and creative activities); (3) a revised annual merit document; (4) a large-scale revision of the Department's Bylaws (our operating document) to be more consistent with actual practices in the department and to align with the significantly revised College Operating Papers; (5) the Department's first emergency management plan (to align with the University's plan).

Student Recruitment and Retention: As Department Chair, I initiated the following recruitment and retention efforts: (1) a wholesale revision of our Department's website to make it more student-friendly. As part of the process, I created a survey for students to gather their feedback on our old website and what they would like to see in our new website. I also (2) initiated the Ad Hoc Committee on the Major, which has engaged in reading about best practices related to student engagement, recruitment and retention within Humanities and offered a plan for addressing recruitment of English majors; (3) chartered our department's first Sigma Tau Delta national honors society chapter to recognize top students; (4) organized student/faculty social events to provide majors/minors/graduate students with the opportunity to meet with faculty outside of class and to form community; (5) developed 2+2 programs with area community colleges to allow students to matriculate as English majors to our campus; (6) guided faculty to thinking about best ways to promote English as a major by showing myriad professional opportunities for students. (7) Under my leadership, the Department planned and executed a University-wide event, "The Year of the Book" to get the campus engaged in conversations each month about a common book.

Curriculum: Under my leadership, the Department has (1) proposed MFA in Creative Writing with a unique focus on community engagement; (2) created a new minor in Rhetoric and Writing; (3) moved nearly half of our summer courses to online or hybrid

formats along with some fall/spring courses to meet student demand; (4) developed 3 internship courses (in professional writing, creative writing, and digital humanities); (5) revised the MA specialization in Literature to be more capacious. (6) We are currently working on a plan to move basic writing courses from our Instructional Services unit to the Department and making these courses equivalent to (but with added tutorial support), First-Year Writing courses. Doing so should increase student success, decrease student debt and time to graduation. (7) As a member of an interdisciplinary team, developed the pre-law minor.

Assessment: Our Department has developed, revised (as necessary), and implemented robust assessment plans for First-Year Writing, our undergraduate major, and each of the four MA specializations. We engage in annual assessment practices and produce an annual undergraduate and graduate assessment report. I created an assessment committee to facilitate our ongoing assessment efforts.

Diversity: As Department chair, I have worked to hire and retain a diverse faculty in the Department. We have increased our course offerings in African American literature and other diverse literatures three-fold. I have encouraged and supported curricular changes to the major and graduate specializations that emphasize diversity. The number of African American English majors and minors has increased significantly during my tenure as chair.

Faculty and Staff: *Hiring*--Under my leadership, the Department hired four tenure track faculty (2 in literature, 1 in creative writing, 1 in linguistics), one firm-term Instructor (to teach First-Year Writing courses), and began three other tenure-track searches that were ultimately closed because of budget conditions. I also hired two Visiting Assistant Professors to support programs and diversity course offerings pending tenure track search approval. I hired a new support staff person for our office.

Promotion—Seven faculty have received tenure and promotion to associate professor and five have received promotion to professor during my time as chair. I mentor faculty collectively in cohorts and individually throughout their time on the tenure clock to foster their success.

Scholarship/Creative Activities—Supporting faculty research/scholarship/creative activities is a top priority. During my time as chair, faculty have applied for more than a dozen major grants (National Science Foundation, National Endowment for the Humanities, American Council of Learned Societies) and dozens of smaller grants and fellowships. Faculty in the Department garnered over $2 million in NSF grant funding (yes, in English!). From 2013-2015, faculty in the Department brought over $53,000 in ICR to the College of Arts and Sciences through grant funding, making us one of the top ICR producers in the college.

Management: In my first year as chair, our building was renovated while occupied. I worked steadily with the Dean's office to ensure faculty, student, and staff needs were met during the year-long process. (2) I undertook a major reorganization of the department office to make it more functional and more appealing for students and other visitors. (3) Office support personnel and non-tenure track faculty each have different unions and contracts; I work closely with HR and other units to ensure that all procedures and policies are followed.

ADDITIONAL LEADERSHIP EXPERIENCE

Budget: As chair, I managed the department's $2.3 million budget (including leading the department through budget reduction exercises for two years). For the College of Arts and Sciences, I chaired the Ad Hoc Strategic Budget Committee (2015-2016). Under my

leadership, the Strategic Budget Committee made recommendations to Dean on ways to reduce the College budget by a target of 8.43% (or slightly over $2 million). Our recommendations addressed the following areas: chair compensation, graduate assistant support, support staff reduction/re-allocation, indirect cost recovery model, and future hiring plan.

Faculty Development: To support faculty developmen*t*, (1) I created at SIUE and continue at WCU to facilitate an annual Faculty Writing Retreat each May to support faculty across the University. (2) I also organized and facilitated faculty writing groups during the academic year, staying with each group for a year until leadership can be passed along to a new group leader. (3) I wrote an internal grant, and along with two other women chairs, developed and organized a two-day Women's Leadership Development Workshop, which brought in outside facilitators; 25 women across the College of Arts and Sciences participated to hone their leadership skills and vision. (4) I mentored faculty across the University during a six-week summer faculty development opportunity for creating online and hybrid courses.

Student Development: To support students, I created and co-facilitated two Thesis Writing Boot Camps for graduate students across the University; I have also led a similar retreat for English and History graduate students. I have developed online materials for graduate students to support their thesis writing; in addition, under my leadership, the department has sponsored student workshops on resume writing, graduate school applications, and careers for English majors. As a member of the Undergraduate Research and Creative Activities Board, I, along with other members, selected undergraduate research associates, approved faculty mentors, and selected best project awards.

TEACHING

* indicates course typically taught in smart or computer classroom

\# indicates service learning is sometimes a focus of the course

^ indicates the course has been taught in a learning community

$ indicates the course has been taught in hybrid or online format

Western Carolina University
    Topics in Rhetorical Theory: Writing Across the Curriculum (ENG 694)

Southern Illinois University Edwardsville
    Undergraduate Writing and Rhetoric Courses
    English Composition I (ENG 101)*
    English Composition I (special section linked with History 111B)*^
    English Composition I (special section for Engineers)*^
    English Composition II (ENG 102)*
    English Composition II (for non-native speakers)*^
    Intermediate Composition (ENG 201, focus on Writing in the Disciplines)*#
    Argument (ENG 332) *
    Scientific Writing (ENG 334)*
    Technical and Business Writing (ENG 491)*#$

    Undergraduate Literature Courses
    Introduction to Literature (ENG 111)*
    Studies in Fiction (ENG 204)*

    Linguistics Courses
    Principles of Linguistics (ENG 400)*
    Grammatical Analysis (ENG 369)*

Graduate Rhetoric Courses
　Research and Writing in Composition and Rhetoric (ENG 552)*
　Composition Pedagogy (for Graduate Teaching Assistants) (ENG 554)*
　Composition Pedagogy (for graduate students in Teaching of Writing MA specialization) *
　Composition Practicum (ENG 558)*
　Teaching Technical and Business Writing (ENG 581: Special Topics)*$
　Teaching Writing in the Disciplines to Support CCSS (ENG 468: Special Topics)*$
　Writing Across the Curriculum (ENG 576)$
　Basic Writing Theory and Pedagogy (ENG 574)*
　Writing Center Administration (ENG 581: Special Topics)

Kansas State University at Salina
　Developmental English
　Expository Writing I & II
　Technical Writing*
　Sports, Literature, and Society
　Speech

Kansas State University Manhattan
　Expository Writing I
　Expository Writing I (for International Students)
　Honors English I
　Written Communication for Engineers
　Written Communication for Sciences
　Introduction to Literature

Purdue University
　Expository Writing I & II
　Expository Writing in English as a Second Language I & II
　Expository Writing I (special multi-cultural section)
　Academic Writing in English as a Second Language (graduate level)

East Tennessee State University
　Expository Writing I & II

MA EXIT COMMITTEES

J. O'Heron (chair, co-winner, Joost Award, 2003)
N. Clemens (chair, winner Graham Award, 2010)

D. Keller (chair)	A. Thurman (chair)	A. Middendorf
B. Perry	S. Bowen	J. Hudson
J. McAfoos	J. Hodgson	C. Lutewitte (chair)
N. Harding	R. Burns	R. Garlinghouse
S. Philpott Laborary (ch)	A. Daum (chair)	N. Elliott-
R. Kistler	J. Margarida (chair)	D. Linzee (TESL)
M. Braunschweig	C. Wilkerson (chair)	S. Mottaz (chair)
J. Bullard (chair) (chair)	A. Ward	T. Williams
A. Muro (chair) Hawkins-Sledge (ch)	K. Poteet (chair)	K.
S. Warner (ch)	D. Hicks	G. Jackson
A. Henderson	S. Rose	C. Bateman
S. Sukandi (chair)	R. Schneider (ch)	S. Phillips

| E. Buskerus | J. Connolly | R. Wycoff |
| R. Coleman (dissertation, outside reader, St. Louis U) | | S. Martin |

GRANTS AND AWARDS

Funded/Awarded
- Targeted Funding Initiative, SIUE, 2016, $10,000
- Excellence in Undergraduate Education Grant, SIUE, 2011 (awarded but not able to accept due to new administrative position)
- Faculty Sabbatical, 2008
- Summer Research Fellowship, SIUE, 2007, $4000
- National Council of Teachers of English/College Composition and Communication (co-PI with Joanne Addison) 2006, $25,000
- Ford Foundation/Council of Graduate Schools Implementation Grant (w/ S. Hansen, PI & Hugh Barlow) 2005, $45,000
- Multidisciplinary Research Grant, SIUE, (co-PI with K. Tunney and G. O'Brien) 2002, $4,779
- Big 12 Faculty Fellowship, 2000-2001

Submitted but not Funded/Awarded
- Spenser Foundation Small Research Grant, 2003, $20,193
- The Fund for Improving Postsecondary Education (FIPSE), preliminary proposal submitted with K. Tunney and G. O'Brien, $263,000

PUBLICATIONS

Books
- Addison, J., and S. J. McGee. *Writing at Risk: Writing Instruction in the Age of Common Core State Standards and Standardized Testing.* Fort Collins, CO: The WAC Clearinghouse and Boulder, CO: U of Colorado P. 2017. (co-authored book).
- McGee, S. J., and C. Handa, eds. *Discord and Direction: The Postmodern WPA*. Logan, UT: Utah State UP, 2005. (co-edited collection)
- McGee, S. J., and J. Addison. *Feminism and Empirical Research: Emerging Perspectives on Qualitative and Teacher Research.* Portsmouth, NH: Heinemann-Boynton/Cook, 1999. (co-edited collection)

Essays & Book Chapters
- McGee, S. J., R. Burns, N. Thurman, K. Wells, J. Hudson. "When the MA is Enough." *MA Programs that Work.* M. Strain and R. Potter, eds. Urbana, IL: National Council of Teachers of English Press. 2016.
- Addison, J., and S. J. McGee. "To the Core: Composition Classrooms in the Age of Accountability, Standardized Testing, and Common Core State Standards." *Rhetoric Review* 34.2 (2015): 200-218.
- Addison, J., and S. J. McGee. "Writing in High School/Writing in College: Research Trends and Future Directions." *College Composition and Communication* 62.1 (2010): 147-179.
- McGee, S. J. "Socially Progressive Research and Institutional Review Boards*." Practicing Research in Writing Studies: Reflexive and Ethically Responsible Research*. K. Powell and P. Takayoshi. New York: Hampton Press, 2012: 143-158.
- Stern, L., S. J. McGee, D. Wroebbel, L, Puchner, A. Powell, and G. Engel. "Meta-Assessment: Assessing the Senior Assignment." *A Collection of Papers on Self-Study and Institutional Improvement, Vol. 3: Leading for the Common Good: Assessing and Improving Student Learning.* Chicago, IL: Higher Learning Commission, 2007: 115-118.

- McGee, S. J. "Overcoming Disappointment: Constructing Writing Program Identity through Postmodern Mapping." *Discord and Direction: The Postmodern WPA*. S. J. McGee and C. Handa, eds. Logan, UT: Utah State UP, 2005: 59-71.
- McGee, S. J. and C. Handa, "Introduction: Postmodernity and Writing Programs." *Discord and Direction: The Postmodern WPA*. S. J. McGee and C. Handa, eds. Logan, UT: Utah State UP, 2005: 1-17.
- McGee, S. J."'I Have Fun Playing with Language': An Interview with Keith Gilyard." *Writing on the Edge.* 14.2 (2004): 23-37.
    - Reprinted in *Teachers on the Edge: The Writing on the Edge Interviews*, forthcoming.
    - Reprinted in *True to the Language Game*, Keith Gilyard, Routledge Press, 2011.
- Addison, J., and S. J. McGee. "Introduction—Feminists, Teachers, and Researchers: Intersections and Interactions." *Feminism and Empirical Research: Emerging Perspectives on Qualitative and Teacher Research.* J. Addison and S. J. McGee, eds. Portsmouth, NH: Heinemann-Boynton/Cook, 1999.

Textbook Supplements
- McGee, S. J., *Analyzing Literature: A Guide for Students, 2nd edition*. New York: Addison Wesley Longmann, 2002.
- McGee, S. J., *Analyzing Literature: A Guide for Students*. New York: Addison Wesley Longmann, 1999.

PRESENTATIONS

"Disseminating Risks and Rewards in Quick and Responsive Research Practices." With Joanne Addison. Conference on College Composition and Communication, Tampa, March 2015.

"Opening Access for Empirical Research: Institutional Review Boards and Writing Studies." Conference on College Composition and Communication, Indianapolis, March 2014.

"Improving the Assessment of Technical Writing in Senior Design." With Ryan Krauss. Illinois/Indiana American Society of Engineering Education, March 2012.

"Renewing Articulation with High Schools, Community Colleges, and Universities: Reflecting on the Common Core Standards." With Jeff Hudson and Steve Moiles. 47th Annual Allerton English Articulation Conference, Monticello, IL April 2011.

"Reinventing (the) Research Exchange" With Jenn Fishman, Joanne Addison, Michael Palmquist, and Joan Mullin. Writing Research Across Borders II, George Mason University, Feb. 2011 (accepted but not given)

"Writing Instruction in College and High School: Empirical Trends in Writing Program Research." With Joanne Addison. Writing Program Administrators Conference, Denver, July 2008.

"Writing in High School, Writing in College—A Reality Check: Report on the CCC Sponsored Research Grant." With Joanne Addison. Conference on College Composition and Communication, New Orleans, April 2007.

"Getting Ready and Being Relevant: Should Writing Programs Prepare for LD Students?" Writing Program Administrators Conference, Tempe, AZ, July 2007

"When Funding Talks, People Listen: Building Coalitions to Change Culture Or, Using External Funding to Help Create a Technical Communication Program." Conference on College Composition and Communication, Chicago, March 2006.

"Making a U-Turn: Driving Assessment Like We Mean It." With Carolyn Handa. Conference on College Composition and Communication, San Francisco, March 2005.

"Breaking In, Breaking Out, Breaking Up: A Response to the Panel." Watson Conference on Rhetoric, University of Louisville, October 2004

"Bridging the Gap from Composition to Writing in the Disciplines: A Case Study of Students' Response to Teacher Feedback on Writing in Social Work." With Kathleen Tunney and Gerald O'Brien. Seventh National Writing Across the Curriculum Conference, St. Louis, May 2004.

"Social Work and the Matter of Writing: A Case Study of Student Writing in the Discipline." with Kathleen Tunney and Gerald O'Brien. Conference on College Composition and Communication, San Antonio, TX, March 2004.

"Making General Education Student Learning Outcomes Public: A Case for Electronic Portfolios" with Dwight Smith and Greg Fields. Higher Learning Commission Conference of the North Central Association of Colleges and Schools, Chicago, March 2004.

"Writing and Speaking Feedback: Connecting e-portfolios to Assessment, Student Learning, and Pedagogy" with Lesa Stern and David Sill. Invited speaker. Illinois Board of Higher Education Assessment of Student Learning in General Education Workshop, Chicago, April 2003.

"Considering the Ethics of Empirical Research on Affect, Or Transforming Possibilities." Conference on College Composition and Communication, New York, March 2003.

"The Nature of Graduate Certificate Programs in Technical Communication." Association of Teachers of Technical Writing Conference, New York, March 2003.

"Who Knew Writing Program Formation Would Be So Complicated? The Push and Pull of Multiple Influences, Change and Compromise." Watson Conference on Rhetoric, University of Louisville, October 2002.

"Understanding Students' Affective Response to Teachers' Written Comments." Conference on College Composition and Communication, Denver, March 2001.

Presenter, "Responding to Second Language Writers in the Classroom: Foundations and Guidelines." Workshop at the Conference on College Composition and Communication, Denver, March 2001.

"Writing with Computers, Laboring in Ink." Thomas Watson Conference on Rhetoric, University of Louisville, October 2000.

"The Burdens We Bear: Strategies for Responding to Student Writing." Kansas Association of Teachers of English Conference, Wichita, October 2000.

Roundtable Respondent, "Preparing Students for College Writing: High School and College Teachers Share their Expectations." Kansas Association of Teachers of English Conference, Wichita, 1999.

"Institutions and Invisible Ink: The Labor of Responding to Student Writing." Conference on College Composition and Communication, Atlanta, 1999.

"Responding to Student Writing and Institutional Constraints." Invited Colloquium Speaker, Department of English, Kansas State University, Manhattan, 1998.

"The Sound of Silencing; The Violence of Teacher Response." Cultural Studies Symposium, Kansas State University, Manhattan, 1998.

"Making Response Count." Kansas Association of Teachers of English Conference, Wichita, 1997.

"Just Teaching, Just Researching: Reflecting on Teacher Research as a Re-emerging Methodology." Conference on College Composition and Communication, Phoenix, 1997

"A Journal Analysis for Graduate ESL Students." Mid America Teachers of English to Speakers of Other Languages Conference, Kansas City, MO, 1996.

"Student Response to Teachers' Written Comments: Beyond the Boundaries." Conference on College Composition and Communication, Milwaukee, 1996.

"Enriching Teacher Written Response: Engaging Students in a Written 'Conversation.'" Indiana Teachers of English to Speakers of Other Languages Conference, Indianapolis, 1994.

"Engaging Students and Teachers in Conversation: A Pedagogical Strategy for Commenting." Indiana Teachers of Writing Conference, Indianapolis, 1994.

"Bakhtin in the Classroom: Polyphonic Designs of Pedagogy." National Council of Teachers of English Convention, Louisville, 1992.

"Blest Be the Ties that Bind: Sibling Relationships in Three Katherine Paterson Novels." South Atlantic Modern Language Association Convention, Atlanta, 1991.

RESEARCH IN PROGRESS
- Survey of Status of Writing Across the Curriculum at Western Carolina University, 4 graduate student collaborators (ENG 694). Status: Survey ready to launch
- Survey of Graduate Student Support Needs at Regional State Universities. This project is in development.

FACULTY DEVELOPMENT WORKSHOPS (DEVELOPED AND LED)

- Strategies for Mentoring Women, AAUW Western Carolina University chapter, Oct. 2017
- Faculty Writing Retreat, facilitator, May 2017 and July 2017, Western Carolina University
- "What is Writing Across the Curriculum?" Writing, Rhetoric, and Critical Studies faculty WCU English Dept., April 2017
- Faculty Writing Retreat, facilitator, May 11-13, 2016, SIUE
- "Helping Graduate Students Improve Their Writing." Faculty Workshop, Dept. of Educational Leadership, Jan. 13, 2016, SIUE
- Faculty Writing Retreat, facilitator, May 13-15, 2015, SIUE
- Faculty Writing Retreat, co-facilitator, June 4-6, 2014, SIUE
- Faculty Writing Group, Facilitator, Group 1 2013-2014; Group 2 2014-present

- "Handling the Paper Load without Losing Your Mind." Workshop for School of Nursing Faculty, May 2014, SIUE
- "Handling the Paper Load without Losing your Mind." Faculty Development and Innovation Workshop, Jan. 2013, SIUE
- "So, You Want Me To Assign Writing?: Creative Ways to Incorporate Writing into Courses." Faculty Development and Innovation Workshop, Jan. 2013, SIUE
- "Thinking about the Common Core and Writing Instruction." Jan. 2011, School Improvement Day, Triad Middle School
- "Portfolios and Beyond" Jan. 2007, Southern Illinois District, Lutheran Schools Principal's Conference
- "Who Me? Assign Writing? Tips on Assigning and Responding to Writing in Non-composition Classes, Part III" Workshop sponsored by the SIUE Center for Excellence in Learning and Teaching, September 2003
- "Who Me? Assign Writing? Tips on Assigning and Responding to Writing in Non-composition Classes, Part II" Workshop sponsored by the SIUE Center for Excellence in Learning and Teaching, November 2002
- "Who Me? Assign Writing? Tips on Assigning and Responding to Writing in Non-composition Classes, Part I" Workshop sponsored by the SIUE Center for Excellence in Learning and Teaching, September 2002

STUDENT DEVELOPMENT WORKSHOPS (DEVELOPED AND LED)
- Thesis Writing Boot Camp for English and History, June 2016, SIUE
- Graduate School Thesis Writing Boot Camp, Jan. 2015 & March 2015

COLLEGE AND UNIVERSITY SERVICE
WESTERN CAROLINA UNIVERSITY
Graduate Council, member *ex officio*, 2017-present
    Graduate Faculty Status and Policy Committee, chair, 2017-present
Associate Dean's Council, member, 2017-present
Institutional Effectiveness Council, member, 2017-present
Faculty Senate Program Assessment Task Force, 2017-present
Non-Curricular Task Force, member, 2017-present
International Programs Advisory Committee, member, 2017-present
Informational Technology Academic Advisory Committee, member, 2017-present
Board of Governors Teaching Excellence Award Committee, member, 2017-present
Women of Western Planning Committee, co-chair, 2017-present
Mentor, AAUW-WCU chapter

SOUTHERN ILLINOIS UNIVERSITY EDWARDSVILLE
Chair Workload Ad Hoc Committee, College of Arts and Sciences, member, 2016
Ad Hoc Strategic Budget Committee, College of Arts and Sciences, chair, fall 2015- spring 2016
Women's Leadership Workshop, co-coordinator, 2016
Ad Hoc Strategic Budget Committee, College of Arts and Sciences, member, spring 2015
State Education Certification Task Force, 2011-2012
Head Writer, NCAA Certification Process Report, 2010-2011
Member, Interdisciplinary Roundtable for Creating Pre-Law Minor, 2011
Co-chair, New Freshman Seminar Implementation Committee, 2008-2009
Member, AQIP Action Project on Senior Assignment, 2006-2007
Member, Undergraduate Research and Creative Activities (URCA) Faculty Board, 2007-2013
Member, Recognition of Service Task Force, Summer 2006
Member, Assistant Provost for Planning Search Committee, 2004
Faculty Senator, College of Arts and Sciences, 2003-2004

Member, Curriculum Council, Faculty Senate, 2003-2004
Chair, Ad Hoc Committee on Accreditation and Curriculum, 2003-2004
Member, Inter-collegiate Athletic Committee, 2002-2008
Member, Book in Every Home Committee, 2001-2002
Member, SIUE Early Childhood Center Advisory Board, 2002-2004

DEPARTMENTAL SERVICE
Department Chair, 2010-present
Assistant Department Chair, 2007-2010
Department Executive Committee, 2007-present
Graduate Advisor, Teaching of Writing specialization, 2001-present
Advisor, Rhetoric and Writing minor, 2014-present
Editor, Wordz[3], (Department newsletter), 2007-2008
Member, Rhetoric and Composition Search Committee, 2003-4, 2005-6, 2007-8, 2009-10
Chair, Rhetoric and Composition Search Committee 2013-2014, 2014-2015
Member, Composition Instructor Search Committee, 2002, 2003, 2004, 2005, 2006, 2007. 2010
Chair, Composition Instructor Search Committee, 2014
Member, English Education Search Committee, 2002-2003
Member, Expository Writing/Teaching of Writing Committee, 2001-2013
Member, English 102 Sub-committee, 2002-2003
Member, First-Year Writing Committee, 2013-present
Member, Rhetoric and Writing Committee, 2013-present

PROFESSIONAL MEMBERSHIPS
National Council of Teachers of English
Council of Southern Graduate Schools
North Carolina Council of Graduate Schools
Council of Graduate Schools

David Linville, MD, EdD, Secretary
ETSU Board of Trustees
East Tennessee State University

July 26, 2018

Dr. Linville,

I recommend that the Board of Trustees award tenure upon appointment at the rank of professor in Literature and Language to Dr. Sharon McGee, dean of the School of Graduate Studies, effective July 25, 2018.

Dr. McGee comes to East Tennessee State University from Western Carolina University, where she served as the associate dean of the graduate school. In that role she coordinated graduate policy, chaired the Graduate Council's graduate faculty and policy review committee, worked with program directors and key staff on academic matters related to graduate programs, oversaw graduate admissions and enrolled-student services, and represented the Graduate School on several university committees. Dr. McGee is an alumna of East Tennessee State University, having earned an M.A. in English here. She earned the Ph.D. in Rhetoric from Purdue University. Prior to moving to Western Carolina University she was a tenured professor and chair in the Department of English Language and Literature at Southern Illinois University-Edwardsville. She has co-edited two books and co-authored a third, as well has written several articles.

Sincerely,

Brian Noland
President

Attachments

Copies: Dr. Bert C. Bach
            Ms. Diana McClay

EAST TENNESSEE STATE UNIVERSITY
BOARD OF TRUSTEES

INFORMATION ITEM

DATE: September 21, 2018

ITEM: Title IX Report from Athletics

PRESENTED BY: Dr. Richard Sander, Director of Global Sports Leadership

During the 2017-18 Academic Year, Dr. Richard Sander, in consultation with College Sport Solutions Founder Mr. Jeff Schemmel, ESQ, conducted a thorough review of the ETSU intercollegiate athletic program as it relates to compliance with Title IX of the Educational Amendments of 1972 and any related concerns. This is a continuation of work that began in 2007.

The following report details the findings of the 2017-18 intercollegiate athletic review using the 2007 report as the baseline. The focus of the report is on the progress since 2007, the current distribution of sport opportunities and financial support within intercollegiate athletics at ETSU, and a clear timeline for implementing the recommendations identified by the consultants.

Title IX - 2018

EAST TENNESSEE STATE
UNIVERSITY

Introduction

ETSU strives to provide quality experiences to all student-athletes and insure that no student is disadvantaged because of gender. Since the ETSU 2007 study, the baseline of this review, many initiatives have been implemented.

EAST TENNESSEE STATE
UNIVERSITY

The Law

Title IX (20 U.S.C. § § 1681-1688), enacted in 1972, addresses issues of gender discrimination in colleges and universities. Specifically, it states that "...no person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance..."

EAST TENNESSEE STATE
UNIVERSITY

Interpretation of the law

In 1975, the former U.S. Department of Health, Education, and Welfare (HEW)1 issued regulation implementing Title IX. The regulations pertaining to athletics require that a recipient of such Federal assistance which sponsors interscholastic, intercollegiate, club, or intramural athletics shall provide equal athletic opportunity for members of both sexes. Enforcement of Title IX has been placed with the OCR of the U.S. Department of Education.

EAST TENNESSEE STATE
UNIVERSITY

13 Areas of Review

- PARTICIPATION
- FINANCIAL AID
- Provision and maintenance of equipment and supplies
- Scheduling of games and practice times
- Travel and per diem expenses
- Opportunity to receive tutoring and assignment and compensation of tutors
- Opportunity to receive coaching and assignment and compensation
- Provision of locker rooms, practice and competitive facilities
- Provision of medical and training services and facilities
- Provision of housing and dining services and facilities
- Marketing and Publicity
- Support Services
- Recruiting

EAST TENNESSEE STATE
UNIVERSITY

Definitions

- **Violation** – Represents compliance problems so severe as to deny equal athletic opportunity on the basis of sex, program-wide. Refusal to remedy – risk losing federal funding.
- **Disparity** – Represents a difference in benefits where students of one sex are at a disadvantage, but not to the extent of a violation.
    - Minor disparity
    - Significant disparity
    - Reviewed collectively – could show a pattern and practice that violates Title IX.

EAST TENNESSEE STATE
UNIVERSITY

Definitions - continued

- **Duplicated** - Participation opportunities are the number of athletes that are listed on the squad list of each sport. Athletes who compete on more than one team are counted for each sport. (i.e. – Cross Country, Indoor and Outdoor Track = 3 participations) This number is used in comparison to student undergraduate enrollment for PARTICIPATION compliance.

- **Unduplicated** - Participation opportunities are the number of actual athletes that compete as student-athletes. (i.e. – the Cross Country, Indoor and Outdoor Track athlete is counted only once) This number is used to evaluate FINANCIAL AID distribution compared to unduplicated opportunities.

"Three Prong Test"

1. Proportionate Participation
2. Program Expansion
3. Demonstrate that accommodations are made regardless of program expansion

ETSU Participation Numbers

Year	2013-14		2014-15		2015-16		2016-17		2017-18	
Participation #'s	N	%	N	%	N	%	N	%	N	%
Female Student-Athletes	154	41.8%	156	33.8%	191	38.0%	179	37.2%	197	40.0%
Male Student-Athletes	214	58.2%	306	66.2%	312	62.0%	302	62.8%	295	60.0%
Total	368	100.0%	462	100.0%	503	100.0%	481	100.0%	492	100.0%

Year	2013-14		2014-15		2015-16		2016-17		2017-18	
Student Population	N	%	N	%	N	%	N	%	N	%
Females	6,721	56.9%	6,566	56.8%	6,374	56.0%	6,209	56.1%	6,353	56.1%
Males	5,099	43.1%	4,984	43.2%	5,018	44.0%	4,856	43.9%	4,970	43.9%
Total	11,820	100.0%	11,550	100.0%	11,392	100.0%	11,065	100.0%	11,323	100.0%

ETSU Participation Breakdown

Year	2013-14		2014-15		2015-16		2016-17		2017-18	
Sport	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men
Basketball	12	17	14	14	13	16	14	14	12	17
Soccer	28	32	22	35	26	34	28	31	24	29
Football	N/A	N/A	N/A	104	N/A	120	N/A	119	N/A	125
Softball/Baseball	22	37	23	43	25	39	22	36	26	32
Golf	9	7	6	8	5	8	6	7	8	8
XC/TR	60	107	68	90	99	85	83	86	101	75
Tennis	9	14	8	12	9	10	7	9	8	9
Tri	N/A	N/A	N/A	N/A	N/A	N/A	6	N/A	6	N/A
Volleyball	14	N/A	15	N/A	14	N/A	13	N/A	12	N/A
Total	154	214	156	306	191	312	179	302	197	295

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Financial Aid

OCR stipulates that total scholarship dollars must be substantially proportionate to men's and women's respective participation. (Scholarship awards need to be within 1% of unduplicated participation opportunities)

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Participation Opportunities
(unduplicated)

Sport	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Men					
Basketball	17	14	16	14	17
Soccer	32	35	34	31	29
Baseball	37	42	39	36	32
Track	48	38	36	33	28
Golf	7	8	8	7	8
Tennis	14	12	10	9	9
Football	0	105	119	119	125
Total	155	254	262	249	248
Women					
Basketball	12	14	13	14	12
Soccer	28	22	26	28	24
Softball	22	24	25	22	26
Track	26	28	41	36	42
Golf	9	6	5	6	8
Tennis	9	8	9	7	8
Volleyball	14	15	14	13	12
Triathlon	0	0	0	6	6
Total	120	117	133	132	138
Male & Female					
Total	275	371	395	381	386
Gender Percent					
% Men	56.4%	68.5%	66.3%	65.4%	64.2%
% Women	43.6%	31.5%	33.7%	34.6%	35.8%

Scholarship Assistance
(unduplicated)

Actual

	2016-2017					2017-2018			
	N	%	Scholarship $	%	Diff	N	%	Scholarship $	%	Diff
Female Athletes	132	34.6%	$ 1,851,137	38.1%	3.5%	138	35.8%	$ 1,836,589	35.4%	-0.4%
Male Athletes	249	65.4%	$ 3,006,003	61.9%	-3.5%	248	64.2%	$ 3,346,059	64.6%	0.4%
Total	381	100.0%	$ 4,857,140	100.0%	-	386	100.0%	$ 5,182,648	100.0%	-

Projected

	2019-2020					2022-2023			
	N	%	Scholarship $	%	Diff	N	%	Scholarship $	%	Diff
Female Athletes	159	40.6%	$2,190,000.00	39.6%	-1%	178	44.5%	$ 2,682,874	44.5%	0
Male Athletes	233	59.4%	$3,346,059.00	60.4%	1%	222	55.5%	$ 3,346,057	55.5%	0
Total	392	100.0%	$5,536,059.00	100.0%	-	400	100.0%	$ 6,028,931	100.0%	-

Remaining 11 areas

Using the 2007 report, many of the identified disparities have been remedied in the areas of:

- Equipment and Supplies
- Travel and per diem
- Scheduling of games and practice times
- Locker rooms, practice and competitive facilities
- Recruitment
- Coaching

Minor disparities have been identified and recommendations to correct are part of this report.

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Ways to become compliant
(participation opportunities and financial aid)

- Add sports
- Manage roster sizes
- Eliminate sports

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Adding a new sport

We have classified potential sports into three tiers.

- Tier One sports being most viable
- Tier Two sports have potential but present challenges
- Tier Three sports have little to no value to add to the program

University administrative leadership will use the 2015-16 Strategic Plan criteria for adding sports to determine priority.

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Tier One
- Bowling
- Lacrosse
- Swimming and Diving
- Acrobatics and Tumbling

Tier Two
- Field Hockey
- Gymnastics
- Fencing
- Beach (sand) Volleyball
- Rowing
- Rifle (mixed team championship)
- Rugby (emerging)

Tier Three
- Ice Hockey
- Equestrian
- Skiing

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A paradigm to become compliant by 2022-2023

- Duplicated participation opportunities will parallel projected undergraduate student enrollment at 54% women, 46% men.
- Unduplicated participation opportunities will correlate with scholarship awards at 45% women, 55% men.

Participation Opportunities

Sport	Actual				Projected				Projected			
	Unduplicated 2017-2018		Duplicated 2017-2018		Unduplicated 2019-2020		Duplicated 2019-2020		Unduplicated 2022-2023		Duplicated* 2022-2023	
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women
Basketball	17	12	17	12	14	15	14	15	14	15	14	15
Soccer	29	24	29	24	24	26	24	26	23	26	23	26
Football	125	N/A	125	N/A	115	N/A	114	N/A	105	N/A	105	N/A
Baseball/Softball	32	26	32	26	32	26	32	28	32	26	32	28
Golf	8	8	8	8	8	9	8	9	8	9	8	9
Track	28	42	75	101	32	48	60	140	32	50	60	165
Tennis	9	8	9	8	8	8	8	8	8	8	8	8
Triathlon	N/A	6	N/A	6	N/A	12	N/A	12	N/A	14	N/A	14
Volleyball	N/A	12	N/A	12	N/A	15	N/A	15	N/A	15	N/A	15
Bowling	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	15	N/A	15
Totals	248	138	295	197	233	159	260	253	222	178	250	295
Percentages	64.2%	35.8%	60%	40%	59.40%	40.6%	50.7%	49.3%	55.5%	44.5%	45.9%	54.1%

Financial Assistance - Unduplicated

	N	%	Scholarship $	%	Diff	N	%	Scholarship $	%	Diff	N	%	Scholarship $	%	Diff
			2017-18					**2019-20**					**2022-23**		
Female Athletes	138	35.8%	$ 1,836,589	35.4%	- .4%	159	40.6%	$2,190,000.00	39.6%	-1%	178	44.5%	$ 2,682,874	44.5%	0
Male Athletes	248	64.2%	$ 3,346,059	64.6%	+ .4%	233	59.4%	$3,346,059.00	60.4%	+1%	222	55.5%	$ 3,346,057	55.5%	0
Totals	386	100%	$ 5,182,648	100%	-	392	100%	$5,536,059.00	100%	-	400	100%	$ 6,028,931	100%	-

Projected Scholarship Awards
(female)

Sport	2017-2018	2019-2020	Difference	2019-2020	2022-2023	Difference
Basketball	$ 328,000	$ 450,000	$ 122,000	$ 450,000	$ 470,000	$ 20,000
Soccer	$ 325,000	$ 345,000	$ 20,000	$ 345,000	$ 395,000	$ 50,000
Softball	$ 208,000	$ 275,000	$ 67,000	$ 275,000	$ 325,000	$ 50,000
Golf	$ 177,000	$ 180,000	$ 3,000	$ 180,000	$ 200,000	$ 20,000
Track	$ 273,000	$ 340,000	$ 67,000	$ 340,000	$ 370,000	$ 30,000
Tennis	$ 197,000	$ 200,000	$ 3,000	$ 200,000	$ 220,000	$ 20,000
Triathlon	$ 16,000	$ 40,000	$ 24,000	$ 40,000	$ 80,000	$ 40,000
Volleyball	$ 309,000	$ 360,000	$ 51,000	$ 360,000	$ 420,000	$ 60,000
Bowling	$ -	$ -	$ -	$ -	$ 200,000	$ 200,000
Totals	$ 1,833,000	$ 2,190,000	$ 357,000	$ 2,190,000	$ 2,680,000	$ 490,000

Source of Funding

Incremental Fee Illustration 25$ Fee YR 1 Auto Increase to $100

Fall 20XX

Student Type	Fee Per Class	Enrollment	Fees Collected
Students Returning Fall Y1	$0	2,725	$0
Students Returning Fall Y2	$0	3,025	$0
Students Returning Fall Y3	$0	3,325	$0
New Students Fall Y4	$25	3,625	$90,625
Readmitted Students Fall Y4	$25	1,000	$25,000
Total	Fee YR 1	13,700	$115,625

Fall 20XX

Student Type	Fee Per Class	Enrollment	Fees Collected
Students Returning Fall Y2	$0	2,725	$0
Students Returning Fall Y3	$0	3,025	$0
Students Returning Fall Y4	$25	3,325	$83,125
New Students Fall Y5	$50	3,625	$181,250
Readmitted Students Fall Y5	$50	1,000	$50,000
Total	Fee YR 2	13,700	$314,375

Fall 20XX

Student Type	Fee Per Class	Enrollment	Fees Collected
Students Returning Fall Y3	$0	2,725	$0
Students Returning Fall Y4	$25	3,025	$75,625
Students Returning Fall Y5	$50	3,325	$166,250
New Students Fall Y6	$75	3,625	$271,875
Readmitted Students Fall Y6	$75	1,000	$75,000
Total	Fee YR 3	13,700	$588,750

Fall 20XX

Student Type	Fee Per Class	Enrollment	Fees Collected
Students Returning Fall Y4	$25	2,725	$68,125
Students Returning Fall Y5	$50	3,025	$151,250
Students Returning Fall Y6	$75	3,325	$249,375
New Students Fall Y7	$100	3,625	$362,500
Readmitted Students Fall Y7	$100	1,000	$100,000
Total	Fee YR 4	13,700	$931,250

Fall 20XX

Student Type	Fee Per Class	Enrollment	Fees Collected
Students Returning Fall Y5	$50	2,725	$136,250
Students Returning Fall Y6	$75	3,025	$226,875
Students Returning Fall Y7	$100	3,325	$332,500
New Students Fall Y8	$100	3,625	$362,500
Readmitted Students Fall Y8	$100	1,000	$100,000
Total	Fee YR 5	13,700	$1,158,125

Fall 20XX

Student Type	Fee Per Class	Enrollment	Fees Collected
Students Returning Fall Y6	$75	2,725	$204,375
Students Returning Fall Y7	$100	3,025	$302,500
Students Returning Fall Y8	$100	3,325	$332,500
New Students Fall Y9	$100	3,625	$362,500
Readmitted Students Fall Y9	$100	1,000	$100,000
Total	Fee YR 6	13,700	$1,301,875

Fall 20XX

Student Type	Fee Per Class	Enrollment	Fees Collected
Students Returning Fall Y7	$100	2,725	$272,500
Students Returning Fall Y8	$100	3,025	$302,500
Students Returning Fall Y9	$100	3,325	$332,500
New Students Fall Y10	$100	3,625	$362,500
Readmitted Students Fall Y10	$100	1,000	$100,000
Total	Fee YR 7	13,700	**$1,370,000**

ETSU Enrolls approximately 3,635 new students each fall with around 1,000 readmitted and pre-college students. This illustration assumes ETSU loses about 10% of all new students each year - this is different than a retention rate of First-time Freshmen. There are some students that would be exemped from the fee because of thier status. Again, this is only an illustration to estimte the potential revenue. This analysis excludes Medicine and Pharmacy.

EAST TENNESSEE STATE UNIVERSITY

Thank you

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EAST TENNESSEE STATE UNIVERSITY
BOARD OF TRUSTEES

ACTION ITEM

DATE: September 21, 2018

ITEM: Board of Trustees Self Evaluation Policy

PRESENTED BY: Dr. David Linville, Secretary of the Board

The General Assembly of the State of Tennessee constituted the Board of Trustees as the entity responsible for the governance of East Tennessee State University. Trustees bring diverse backgrounds and expertise valuable to the governance of East Tennessee State University and in carrying out their duties, keep the welfare of the University paramount. Trustees undertake their responsibilities with due diligence, promoting a culture of constructive debate about major initiatives and transactions.

This policy is instituted to outline a process by which the Board of Trustees shall regularly evaluate its responsibilities and expectations, allowing a critical evaluation of the Board from multiple perspectives.

MOTION: I move that the Board of Trustees adopt the Board Evaluation Policy as presented in the meeting materials.

Board of Trustees Self-Evaluation	
Responsible Official: Secretary of the Board	Responsible Office: Board of Trustees

Policy Purpose

The purpose of this policy is to outline a process by which the Board of Trustees shall regularly evaluate its responsibilities and expectations, allowing a critical evaluation of the Board from multiple perspectives.

Policy Statement

The General Assembly of the State of Tennessee constituted the Board of Trustees as the entity responsible for the governance of East Tennessee State University. Trustees bring diverse backgrounds and expertise valuable to the governance of East Tennessee State University and in carrying out their duties keep the welfare of the University paramount. Trustees undertake their responsibilities with due diligence, promoting a culture of constructive debate about major initiatives and transactions.

The Board of Trustees defines and regularly evaluates its responsibilities and expectations to reflect best practices and promote the continued growth and development of the University. The Board defines goals and objectives for its responsibilities, evaluating the extent to which outcomes are attained and improvements are made.

Authority: (T.C.A. § 49-8-101)

Definitions

None

Policy History

Effective Date:
Revision Date:

Procedure (s)

I. Defining Goals and Objectives
   A. The Board of Trustees periodically defines its own goals and objectives related to the execution of its responsibilities as defined in Tennessee Code Annotated and the Bylaws.
   B. The process used to determine goals and objectives is structured to reflect on best practices and promote execution of the University strategic plan.

II. Annual Self-Evaluation
   A. Each year, Trustees individually complete an anonymous survey instrument that provides the opportunity to reflect on board operations, responsibilities, and expectations and to identify areas for growth and development.
   B. Completed surveys are collected by the Secretary of the Board who sends them to the Chair of the Board of Trustees for review.
   C. The Secretary of the Board aggregates results into a format that accurately summarizes the responses of the Trustees while maintaining their anonymity.
   D. The Board of Trustees discusses its self-evaluation during either a regularly scheduled meeting or special called meeting of the Board as directed by the Chair of the Board.
   E. The survey results are used by the board to evaluate its responsibilities and expectations.
III. Continued Regular Evaluation
   A. The Board of Trustees reviews annual survey results from successive years to ensure continued development and improvement.
   B. Periodically, the Board of Trustees may elect to conduct an in-depth review of the board's performance that could involve external consultants, feedback from the campus and community, peer comparisons, and other external data sources.

Procedure History

Effective Date:
Revision Date:

Related Form(s)

None

Scope and Applicability

Governance

EAST TENNESSEE STATE UNIVERSITY
BOARD OF TRUSTEES

<u>INFORMATION ITEM</u>

DATE: September 21, 2018

ITEM: Consultant Report by Dr. Paul Hill (White Paper on
                                     Research and Economic Development at East Tennessee
                                     State University)

PRESENTED BY: Dr. Paul Hill
                                     Consultant

During its April 27, 2018 meeting, the Committee on Academic and Student Affairs Committee
received a revision of the white paper it had reviewed at a previous meeting (*titled Research and
Economic Development at East Tennessee State University: Infrastructure and Organization*).
The revision projected five (5) action steps building on the earlier white paper:

1. **Action 1:** The President proposed inviting Dr. Paul Hill as a consultant to visit the University
   to review infrastructure, to help identify gaps, and to share expertise derived from his role as
   executive director of the West Virginia Experimental Program to Stimulate Competitive
   Research (WVEPSCoR). Dr. Hill had helped create and manage a number of competitive
   research programs with academic institutions throughout the state, including: the West
   Virginia Research Trust Fund, the West Virginia Research Challenge Fund, and West
   Virginia Eminent Scholars initiative. The President noted that Dr. Hill had over 25 years'
   experience in building research and economic development programs, including leading the
   national EpScore initiative.

2. **Action 2:** While awaiting Ballad's receiving of its Consultant Report, the April revision of
   the white paper anticipated that the University's chief research officer (Dr. William Duncan)
   would work with the Dean of Medicine in establishing a preliminary list of priority research
   agendas.

3. **Action 3:** Also while awaiting Ballad's receiving of the Consultant Report, the revision
   anticipated that Dr. Duncan would work with the Dean of Medicine and leadership in the
   Academic Health Center to define specific gaps in research expertise that relate to the
   defined research agenda and would recommend a calendar and timeline for seeking to
   identify required resources to address those gaps.

4. **Action 4:** The University would develop—following Paul Hill's consultancy--a proposed
   revision of the ETSU Research Foundation that would:

A. Revise the by-laws to reflect a more focused role in support of economic development and sponsored research, and allow for the creation of the Research Subcommittee and Economic Development Council,

B. Revise the by-laws to stipulate a new and expanded Board of Directors that includes business and economic leaders from the region and beyond as well as appropriate ETSU faculty and staff, and would

C. Review infrastructure and staffing in relation to the need to strengthen economic development focus, and, if appropriate, identifying and employing an economic development specialist/expert to maximize the opportunity for economic growth

5. **Action 5:** Following receipt of the consultancy report from Dr. Paul Hill and taking into account the description of the Research Foundation (as noted in **Action 4**) staff will revise the position description for the Vice Provost for Research to make it consistent with that description.

On August 2-3, 2018, Dr. Paul Hill came to ETSU to review the documents and carry out the consultancy referenced in the action steps enumerated above. Prior to the visit Dr. Hill reviewed the white paper, the result of work done responding to the action steps, and met with ETSU executive leadership, with deans and associate deans for Research in the relevant colleges, with the University's Clinical Research Working Group, and with the University's Economic Development Interest Group. Meetings included topics such as vision, opportunities, strategic advancement, short- and long-term goals, infrastructure and faculty competitiveness, assigning of research priorities, and competitive focus.

Dr. Hill joins us today to present to the Board of Trustees his final report responding to the charge described above.