

Final Report of the Administrative Services Review Committee

A Report to the Interim Governance Council, October 12, 2015

Chair: Bert C. Bach, Provost and VP Academic Affairs

The Administrative Services Review Committee convened for its initial meeting in June 2014, met more or less bi-weekly for the academic year 2014-15, and essentially concluded its work in May 2015. After that time some related staff work has continued on two outstanding issues—one involving the Child Studies Center/Little BUCS and the other involving a matter that was noted by the Committee but that is currently being pursued by a separate *Task Force for the Review of Stipends and Extra Compensation* (see purpose, methodology, and membership of that Task Force in **Attachment A**).

The Committee pursued a charge that included three primary foci—with the understanding that each would be pursued in light of relevance to mission, support of a student-centered growth agenda, and fiscal stewardship. Those foci were:

- To identify and assess strategies for achieving budget reductions or cost avoidance,
- To identify and assess strategies for which the pursuit as investments would generate net revenue improvement or cost effective efficiencies, and
- To identify and assess “pain points” that, if addressed, could achieve improvements in either efficiency or effectiveness.

To pursue its charge, the Committee established nine (9) subgroups (see membership of the Committee and of the respective subgroups in **Attachment B**), selected a lead for each, and engaged the entire campus by inviting faculty or staff to indicate interest in serving on the subgroups. The nine subgroups and leads were as follows:

1. Academic Support Structures (Leslie Adebonojo)
2. Administrative Structures (Patricia Van Zandt)
3. Duplication of Effort (Scott Jeffress)
4. Facilities (Greg Wilgocki)
5. Leveraging Technology (Karen King)
6. Net Revenue Generators (Kathy Kelley)
7. Public Service (Scott Beck)
8. Student Support Structures (B. J. King)
9. Vendors and Contracts (Barbi Ly-Worley)

A University website link was established to receive input from campus constituents, and each subgroup was charged to develop and pursue its own protocol for soliciting agenda items pertaining to its charge. Subgroup leads made reports and recommendations to the Committee, which then endorsed, modified, or rejected proposals brought before it.

Throughout its deliberations the Committee received consulting assistance from two staff members with the RpK Group—Rick Staisloff, who participated in the initial and a few subsequent meetings, and Lisa Clarke, who participated electronically in virtually all of the meeting. Ms. Clarke provided considerable assistance to subgroup Leads, and—when the Committee concluded its work—she provided a *Summary Report* giving her perspective of the committee process and results as well as a *Net Impact Summary* of financial implications of the Committee’s work (see **Attachment C**). Ms. Clarke’s *Summary Report* recommended that ETSU’s “Finance Office review and verify the estimated financial impact of the initiatives, particularly those where the financial impact has not yet been determined,” and David Collins was asked to provide that review. He reviewed the Report and well as Ms. Clarke’s *Net Impact Summary* and stated the following: “I have reviewed all of the information provided in the report. While much of the information is general in nature and mostly based on estimates, I did not have any particular issue with any of the amounts listed as potential cost savings/revenue enhancements. I also reviewed the recommendations where no financial impact could be determined. Again, most of these were very general so I could not provide any significant input to the potential impact without having more information. I would assume this is why they weren’t identified to begin with.”

The following list includes recommendations that emerged from the Committee, the subgroup from which they emerged, and the current status of each:

Emerged from Subgroup on <i>Academic Supports Structures</i>	
<p>A.1 Grow Roan Scholars Program as a magnet for talented student leaders</p> <p>This proposal envisions expanding the number of Roan Scholars by providing matching state scholarship funds to new private funds on a dollar for dollar basis. Providing matching state funds in response to newly privately generated funds would cost effectively provide a strategy for growing the number of scholars as well as the locations from which they are recruited.</p>	<p>Current Status:</p> <p>This recommendation was approved for implementation by the President. The Director of the Roan Program—working with the Steering Committee—has expanded the number of Tennessee counties from which Roan nominees will be solicited by five (Hamblen, Jefferson, Grainger, Claiborne, and Union) and high schools by nine.</p>

<p>The plan pro forma equates to adding two scholars per year for four years—but the scholarships would actually be added on a calendar that would require the private matching funds to be identified prior to state funds being committed. In short, the strategy is one to capitalize on the Roan Program as an existing magnet for talented student leaders. The projected growth also requires the employment of an Assistant Director, and the Director will work with Advancement to generate at least partial funding support for that position.</p>	<p>The Steering Committee has tasked the Director to propose a five-year growth plan that would essentially double the program size—from its current seven to a projected 12 to 15 scholars. The Assistant Director for the Program has been employed.</p>
<p>A.2 Charge University Library to Provide Digital Commons Selected Works Software Addition</p> <p>The goal is (1) to highlight the research and expertise of ETSU’s students, faculty, and staff, (2) to differentiate ETSU from many other universities and from community colleges, and (3) to provide the University with a valuable recruitment and marketing tool.</p> <p>The Committee envisions expanded use of Digital Commons as a valuable contributor to the University’s reputation and visibility. The specific recommendation is to purchase <i>Selected Works</i> software as an add-on to the Digital Commons software to which the library currently subscribes. The <i>Selected Works</i> software will allow the University to produce faculty profiles with links to articles and research. Prominently displaying research by faculty and students on the ETSU homepage, etc., will attract talented students and differentiate ETSU from many institutions including the community colleges. Funding needed to pursue the initiative would support one full-time librarian (work with faculty, copyright issues) and two graduate students. The cost would be approximately \$92,000 annually.</p>	<p>Current Status:</p> <p>The University Library is pursuing the goal of making the University’s research profile more visible. Our current use of Digital Commons is primarily to house student scholarship—theses, dissertations, undergraduate Honors theses.</p> <p>The expansion of Digital Commons through initiation of <i>Selected Works</i> will expand visibility of the University’s research profile by adding faculty.</p> <p>A full-time Digital Scholarship Librarian is currently being recruited for appointment by January, 2016. As graduate student is in place, and by December, 2015 sample sites for the documented process of depicting faculty work will be complete. The Library plans to implement faculty outreach activities during Spring 2016 for launch of <i>Selected Works</i>.</p>

Emerged from Subgroup on <i>Administrative Structures</i>	
<p>B.1 Revise Documentation and Expectations Associated with Providing Start-up Funding for Faculty Members</p> <p>In order to enhance effectiveness and return on investments for faculty start-up funding, the University should:</p> <ul style="list-style-type: none"> • Begin systematic data collection on Start-Up funding to be housed in the Office of the Vice Provost for Research, • Formalize start-up funding by including it in Line 10 of faculty contracts, • Make expectations regarding performance linked to start-up funding explicit in Line 10 of faculty contracts, and • Consider awarding start-up funds to non-tenure track faculty 	<p>Current Status:</p> <p>The Committee recommended immediate implementation of this action. It currently awaits:</p> <ul style="list-style-type: none"> • Endorsement by the Interim Governance Council, approval by the President, and (if endorsed) • Charging the Office of the Vice Provost for Research to implement.
<p>B.2. Conduct an Audit aimed at Feasibility of Centralizing OIT Operations</p> <p>Proposes conducting an audit of the Office of Information Technology with possible centralization of OIT operations. Prior to this process, it suggests that the President consider creating the position of Vice President for Information Technology or another position reporting directly the President. The audit would be one of that position's top priorities upon hire.</p>	<p>Current Status</p> <p>With the approval of the President, the merger of OIT and eLearning provided an opportunity for an audit of the ITS organization. ITS has contracted with Gartner (a major IT consulting organization) to help explore the reorganization of ITS, and this audit is currently in progress. The audit is expected to be completed in approximately 6 months.</p>
Emerged from Subgroup on <i>Duplication of Effort</i>	
<p>C.1 Develop System for Single Point of One-time Entry for Departmental or Unit Data</p>	<p>Current Status:</p>

<p>Pursue development of a system that provides a single point of (one-time) entry for departmental or unit data, and that allows the generation of custom reports that are aligned with internal and external reporting requirements. This system would interface with the University's ERP (Enterprise Resource Planning) system – currently Banner--and would be accessible by designated data officer(s) within each department and unit.</p>	<p>The Committee recommended approval of this recommendation for implementation in 2016-17. It currently awaits:</p> <ul style="list-style-type: none"> • Endorsement by the Interim Governance Council, approval by the President, and (if endorsed) • Identifying an owner of the recommendation and charging him or her to execute the action envisioned in the recommendation. <p>NOTE: The Committee noted that pursuing implementation of this recommendation would require identifying funding for the presentation tool—thus further review is necessary.</p>
<p>C.2 Enhance Reporting Efficiency of Administrative Data</p> <p>Establish a temporary ad hoc committee that is charged with identifying commonalities between program-level accreditation standards and the SACSCOC Principles of Accreditation. The purpose of this initiative is to align reporting requirements and optimize efficiency in reporting within the University.</p>	<p>Current Status:</p> <p>The Committee recommended immediate implementation of this action. It currently awaits:</p> <ul style="list-style-type: none"> • Endorsement by the Interim Governance Council, approval by the President, and (if endorsed) • Identifying an owner of the recommendation and charging him or her to execute the action envisioned in the recommendation.
<p>EmergEd from Subgroup on <i>Leveraging Technology</i></p>	
<p>D.1 Adobe Creative Cloud Suite</p> <p>This proposal provides a current version of Adobe Creative Cloud each year to those faculty/staff dependent on Adobe products without requiring those who do not use Adobe to purchase the software. In addition, the enterprise purchase also allows Adobe Acrobat to be installed on all FTE machines. This proposal suggests funding the Adobe</p>	<p>Current Status</p> <p>With the approval of the President, the enterprise version of Adobe Creative Cloud was acquired under a new and attractive purchasing model TAF paid for half the licenses for student lab computers, and the campus paid for the other half.</p>

<p>purchase at a \$75 dollar per machine/year rate.</p> <ul style="list-style-type: none"> • TAF funding: 500 machines @ \$75 • Departmental/Unit funding: up to 582 machines @ \$75 • The total cost allocated to Creative Cloud machines will be approximately \$81,150 per year. The difference in cost allocated and actual cost of the license will be used to support the OIT administration of the enterprise license (approximately \$19,000 per year if all 582 licenses are purchased by departments). 	<p>In order for this model to continue to work the campus will need to purchase an additional 250 licenses by January 1, 2016. Unless a significant number of these licenses are purchased by that time, it is unlikely that the campus will continue to benefit from this attractive option for acquiring the enterprise version of Adobe Creative Cloud. It should be noted that Dr. King—in developing the model—surveyed the campus and received indication that 346 purchases of the license would be made at this very attractive rate. Since only 176 individual licenses have actually been purchased, it appears that the survey results were not reliable. Dr. King will soon go back to the campus to determine whether it wishes to continue this service.</p>
<p>D.2 Adobe Digital Publishing Suite</p> <p>In recent years the digital publishing market has emerged as a dynamic and cost-effective alternative to print publications. The ability to adapt to this change has driven many long-standing print publishers to develop attractive and interactive electronic formatted media in order to appeal to a more diverse audience and to remain viable in a competitive industry. It is imperative that ETSU evaluate the way in which we provide information to faculty, staff, students and the community.</p> <p>The Leveraging Technology Subcommittee recommends that <i>Evoxe</i> be published and distributed as a TAF funded initiative. Following the publication and distribution of <i>Evoxe</i>, University Relations will evaluate the analytics collected during the pilot initiative and provide a plan for future projects.</p>	<p>Current Status</p> <p>With the approval of the President, the Adobe Digital Publishing Suite (DPS) was purchased as a pilot to deliver the <i>Evoxe</i> magazine in digital format. Many other campus entities are interested in pursuing this model for content delivery. <i>Evoxe</i> received a regional ADDE award for the work in Adobe DPS and would like to continue the efforts. This initiative is tied to the Creative Cloud as that technology is required to deliver content to DPS for distribution.</p>
<p>D.3 Provide Cloud Services for Faculty and Staff Email and Document Storage</p> <p>The Office of Information Technology and the Information Technology Governance</p>	<p>Current Status</p> <p>With the approval of the President, ITS has deployed Microsoft Office 365 to a pilot</p>

<p>Committee will pursue a transition to cloud-based services for email, email archiving, and document collaboration/workflow. Services that extend current campus agreements and reduce the overhead associated with implementation (e.g. Microsoft Office 365) should be emphasized in this feasibility assessment. This initiative enhances quality and effectiveness in a cost-effective manner by increasing document and email storage space and by enhancing access both on and off campus. The committee endorses this action while recognizing that there could be multiple vendors (Microsoft, Google, etc.) who could provide this service.</p>	<p>group on campus, and on October 12 it will add all ITS employees to that pilot group to complete testing. Upon completion of successful testing the campus-wide migration to Office 365 will begin. ITS is developing communication documents, training schedules, and documents, and a specific timeline for migration.</p>
<p>D.4 Purchase a Cloud-based Electronic Forms System</p> <p>ETSU would purchase a cloud-based forms system, <i>Dynamic Forms</i>, to provide a simple, effective system for end users to create web-based forms for data collection and electronic signatures. In conjunction with the purchase recommendation, the subcommittee also recommends a plan for campus-wide deployment to ensure that the campus is notified of the system purchase, its capabilities, and where to obtain support. In addition, it will be necessary to ensure that an e-signature policy is adopted for the University</p>	<p>Current Status</p> <p>With the approval of the President, <i>Dynamic Forms</i> has been fully deployed. ITS currently offers workshops to help departments and units adopt this technology for forms</p>
<p>Emergued from Subgroup on Net Revenue Generators</p>	
<p>E.1 Winter Session Pilot</p> <p>ETSU will run a pilot for winter session 2015 aimed at increasing the number of course offerings. \$350,000 will go to the general fund and \$25,000 will go to winter session operations. Revenues from winter session above the fixed costs will be divided among all participating colleges based on each college's net revenue after covering both its share of the \$375,000 and its own salaries and</p>	<p>Current Status:</p> <p>With the approval of the President, this Winter Term Pilot recommendation was implemented during the 2014-2015 Academic Year. ETSU Winter Session operated under a proposed pilot that set a fixed return of \$350,000 to the General Fund and \$25,000 for Operating costs along with removing the "shared" revenue distribution model. It was</p>

<p>benefits. The overall goal of this pilot is to expand winter term – both its offerings and revenues – and thus providing increased opportunities for students and faculty.</p>	<p>believed that each college would be able to better determine net revenue under the proposed model and departments would add more course options to the schedule.</p> <p>The results of the pilot <u>did not</u> indicate a positive outcome. Winter Session 2014-2015 compared to Winter Session 2013-2014 shows a slight decline in enrollment (-10), a slight decline in credit hour production (-53), a slight decline in courses offered (-2), and less revenue spent on faculty compensation (-\$38,995). Whether the Director will propose a continuation of this Pilot in Winter 2015-16 is still under review and will be considered in part as a result of results from the Faculty Survey on Summer School that is currently being administered.</p>
<p>E.2 Simplify Summer School Schedule</p> <p>Beginning summer session 2015-16, ETSU will revert to the previous 13-week session model for summer school, thereby reducing the number of sessions from eight to six. Confusion over courses that overlap sessions will decrease. Last summer (2014-15) credit hours dropped by approximately 2,000 hours and student head count decreased by approximately 350. This was a decrease of approximately 4.4% or \$300,000. The committee believes that returning to the more simplified 13-week session will assist in addressing the enrollment loss experienced in 2014.</p>	<p>Current Status:</p> <p>With approval of the President, this recommendation was implemented in Summer 2015. For Summer 2014 new part-of-terms for summer had been established to accommodate a 12-week summer term. Returning to the 13-week summer term with six sessions has restored a sense of “normalcy” and routine. The 12-week summer was initially communicated as something that was not optional; thus it was implemented and may have impacted the decline in summer enrollment, credit hour production, course offerings, and teaching opportunities.</p>
<p>E.3 Summer School 2015: Pilot Program</p> <p>Pursue pilot to grow Summer School with two primary components:</p> <ul style="list-style-type: none"> • Run a pilot in which faculty members whose course enrollments do not cover their salary and benefits would have the choice to teach the course for less pay instead of having the course cancelled. This would follow the current X956 	<p>Current Status:</p> <p>With approval of the President and TBR, the Pilot was implemented in Summer 2015. Prior to that time, there had been two years in which Summer Sessions had experienced a decline. The decline in summer enrollment-- combined with the revenue distribution model applied at that time to the operations of Summer Sessions-- had created an</p>

<p>course and study abroad entrepreneurial model.</p> <ul style="list-style-type: none"> • Run the Summer School with the understanding that there will be a fixed sum guaranteed for the General Fund as opposed to a percentage of all revenue. This would mean that, once that sum has been met, colleges could offer courses provided the instructor's salary and benefits are covered. Based on last summer's and this spring's enrollment, the General Fund would receive \$3,500,000 regardless of the amount generated. It was also understood that expenditures for Summer School operations would also be kept as low as possible. As an entrepreneurial enterprise, college would receive from Summer revenues allocations based on their performance after expenses and the allocation to the General Fund was addressed. 	<p>environment in which fewer courses were being offered and fewer teaching opportunities were available for faculty. The purpose of the Pilot was to explore an option for addressing that reality.</p> <p>In applying the changes to the administrative operations, the results for Summer 2015 over Summer 2014 were as follows:</p> <ul style="list-style-type: none"> • an increase in enrollment (10%), • an increase in course offerings (6.7%), • an increase in credit hour production (3.7%), • an increase in gross revenue (6.5%), • an increase in the amount of total compensation paid out to faculty (11%), • an increase in the revenue returned to the colleges (63%), and • a reduction in the general fund contribution (-4%). <p>It is evident that the changes implemented for Summer 2015 have had a positive impact on Summer Sessions. The impact of the faculty compensation pilot specifically is difficult to assess given the success of the other elements.</p> <p>ETSU must now determine what aspects of the pilot, if any, it will seek to employ in future Summer sessions. In that light, the Office of Summer & Winter Sessions, in collaboration with Dr. Virginia Foley, President of the ETSU Faculty Senate, have developed a faculty survey to assess the opinions of the entire body of ETSU faculty on this specific issue along with other factors related to Summer & Winter Sessions. The survey is ready for distribution. The Director anticipates that by Friday, October 23rd, the University will have substantial data available that will provide the administration specific feedback on whether or not the ETSU faculty support this program. The Director has heard from faculty members who represent both</p>
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	sides of this issue at this point—thus her opinion is that the survey data is needed before a decision should be made on the future of the pilot.
Emerged from Subgroup on <i>Public Service</i>	
<p>F.1 Renegotiate Contract for University for University School between ETSU and Washington County Schools</p> <p>The recommendation is that the 1989 contract between ETSU and the Washington County School Board should be renegotiated. The committee determined through consulting with the Budget Office and the Physical Plant that ETSU incurs \$500,000-\$700,000 annually in costs for operating the University School that are not offset by revenue generated from the county or state.</p> <p>The range of shortfall is dependent on the degree to which University School classes are fully enrolled. Given the fact that the contract was executed in 1989 and that these costs to the University have escalated, the committee recommends that the contract be renegotiated to address the shortfall and that steps be taken to encourage full enrollment of University School classes. The committee recognizes that University School is a recruitment tool for the University. In that light, the committee recognizes that the University School is an attractive partnership with the University and community – thus negotiations should take into account both the costs of operation and the benefits of the University School to the University and community.</p> <p>The Committee also recommended that the Director of the University School and other staff at the school be directed to giving higher priority to maximizing enrollment at the school in order to increase efficiency in staffing and funding.</p>	<p>Current Status:</p> <p>The Committee recommended immediate implementation of this action. It currently awaits:</p> <ul style="list-style-type: none"> • Endorsement by the Interim Governance Council, approval by the President, and (if endorsed) • Identifying an owner of the recommendation and charging him or her to execute the action envisioned in the recommendation.

<p>Finally, the committee recognizes that a planning study should be conducted to address long- term issues associated with continuing to house the University School in the present facility (which needs extensive renovations) or to explore moving it to an alternate location.</p>	
<p>F.2. Pursue Strategies to Reduce WETS Dependence upon University funding to address Operating Budget.</p> <p>Currently the operation of WETS costs ETSU about \$400,000 per year. This represents 45% of the total budget; 10% comes from the national Public Radio Network; and the remaining 45% comes from listeners and some corporate sponsors. The Committee concluded that the budget for WETS is appropriate but that additional donations from listeners and a “Sustainers’ Program” could offset some of the need for University support. Discussion with the Director of WETS indicated establishment of a Sustainer’s Program should be pursued and that assistance from UniversityAdvancement should be sought..</p>	<p>Current Status:</p> <p>The Committee recommended immediate implementation of this action. It currently awaits:</p> <ul style="list-style-type: none"> • Endorsement by the Interim Governance Council, approval by the President, and (if endorsed) • Identifying an owner of the recommendation and charging him or her to execute the action envisioned in the recommendation.
<p>F.3. Review the Child Studies Center to Determine how Significant Annual Budget Support from the University can be Reduced</p> <p>Higher administration, including the Dean of the Clemmer College of Education, should address the significant University financial support (more than \$350,000) required to sustain operations of the Child Studies Center. One part of that review should consider the positive and negative outcomes of combining the operations and functions of the Child Study Center and Little Bucs.</p>	<p>Current Status:</p> <p>With support by the President, this unsustainable financial condition of the Child Studies Center and of Little BUCS (a 2014-15 performance in which expenditures exceeded revenue by \$413,783) will be addressed as follows:</p> <ul style="list-style-type: none"> • The Director of the Center Studies Center and Little BUCS—with a reporting line to the person who also serves as Chair of the academic program housing Early Childhood programming—will execute oversight and a plan discussed with a Work

	<p>Group reviewing the matter and supported by the Dean.</p> <ul style="list-style-type: none"> • Execution of the plan will result in improved performance in which expenditures will exceed revenue in 2015-16 by no more than \$200,000, • Continued execution of the plan will result in improved performance in 2016-17 in which expenditures will exceed revenue by no more than \$150,000. <p>While future actions will be taken to further improve that fiscal performance, the priority placed on early childhood education envisions that a level of support—not to exceed \$150,000—is a reasonable commitment to a major University priority.</p>
<p>F. 4. Eliminate University Funding Required for the George L. Carter Railroad Museum</p> <p>While it is recognized that the Carter Railroad Museum draws some people to ETSU on Saturdays, particularly children, this subcommittee concludes that the museum has limited connection to the university’s mission and to opportunities for student recruitment and retention. Therefore we recommend that, with a one year notification, the Museum be relocated off campus and zero university dollars be dedicated to its operation.</p>	<p>Current Status:</p> <p>The Committee recommended approval of this recommendation for implementation in 2016-17. It currently awaits:</p> <ul style="list-style-type: none"> • Endorsement by the Interim Governance Council, approval by the President, and (if endorsed) • Identifying an owner of the recommendation and charging him or her to execute the action envisioned in the recommendation.
<p>F.5. Appoint a Committee to address the Public Service Mission</p> <p>The Committee proposed a focus on the following areas:</p> <ul style="list-style-type: none"> • Develop specific measurement criteria for public service and community engagement efforts that can show 	<p>Current Status:</p> <p>The Committee recommended immediate implementation of this action. It currently awaits:</p>

<p>program-specific outcomes as well as broader outcomes related to recruitment, retention, and graduation rates;</p> <ul style="list-style-type: none"> • Develop procedures and efficient organizational channels to enhance marketing of the University’s public service programs in order to increase donations, sponsorships, and grant procurement by those programs; and • Develop a unified and well-resourced University-wide plan for enhancing public service programs and the ability of those programs to generate revenue and promote recruitment, retention and graduation. 	<ul style="list-style-type: none"> • Endorsement by the Interim Governance Council, approval by the President, and (if endorsed) • Identifying an owner of the recommendation and charging him or her to execute the action envisioned in the recommendation. <p>NOTE: It should be noted that a University Standing Committee and administrative support for pursuing this recommendation are currently in place.</p>
<p>Emerged from Subgroup on <i>Student Support Structures</i></p>	
<p>G.1 Establish a Bucs Care Corner that provides a single location on a Web Page for Student Support Organizations</p> <p>ETSU students need greater ease of access to student support organizations. The current organization of the ETSU web site operates by respective organizational control of segments. This approach fragments information about student support structures that operate from different departments. <i>Bucs Care Corner</i> would gather in a single location on the web site links to respective organizations/services that are currently difficult to find on the site. <i>Bucs Care Corner</i> should appear on D2L, ETSU Home page, and GoldLink, with links for student support services grouped by type of resource (e.g., Behavioral/Emotional, Financial, Academic, Recreational, etc.).</p>	<p>Current Status:</p> <p>The Committee recommended immediate implementation of this action. It currently awaits:</p> <ul style="list-style-type: none"> • Endorsement by the Interim Governance Council, approval by the President, and (if endorsed) • Identifying an owner of the recommendation and charging him or her to execute the action envisioned in the recommendation.
<p>G.2. Promote Centrally the Scope of Behavioral and Emotional Health Services at ETSU</p> <p>The scope and multiplicity of behavioral and emotional health services at ETSU should be</p>	<p>Current Status:</p>

<p>promoted centrally on the ETSU home page, at Buc Care Corner, at D2L, on ETSU's mobile app, and on other relevant outlets.</p> <p>Students, faculty members, and staff members are often confused about how and where to seek mental health services that are available. A central information center is essential to guide students to appropriate help. The current strategy has no central focus and requires students to know precisely which agency is appropriate in respective situations and how to locate the correct agency information.</p> <p>Students rely on faculty and staff members for correct referrals, but the variety of operations that do not share promotional outlets are difficult to find and difficult to distinguish. The goal of this recommendation is to consolidate promotional information about behavioral and emotional support structures that clearly informs students and people who might refer them about the best process to follow in seeking help for respective problems</p>	<p>The Committee recommended immediate implementation of this action. It currently awaits:</p> <ul style="list-style-type: none"> • Endorsement by the Interim Governance Council, approval by the President, and (if endorsed) • Identifying an owner of the recommendation and charging him or her to execute the action envisioned in the recommendation.
<p>G.3. Address Issues for Financial Planning Early in Term for ETSU 1020</p> <p>Advisors and staff members who work with new students at ETSU report that students lack financial understanding about managing aid funds and personal resources. Examination of the current ETSU 1020 syllabus shows that financial planning appears late in the semester. This topic should be addressed in the beginning of respective terms to improve student knowledge about managing money before they exhaust their resources.</p>	<p>Current Status:</p> <p>The Committee recommended immediate implementation of this action. It currently awaits:</p> <ul style="list-style-type: none"> • Endorsement by the Interim Governance Council, approval by the President, and (if endorsed) • Identifying an owner of the recommendation and charging him or her to execute the action envisioned in the recommendation.
<p>G.4. Use GoldLink as Single Point of Entry for all Student Online Access</p>	<p>Current Status:</p>

<p>ETSU officials routinely experience a lack of timely and necessary student responses to deadlines and required actions. Efforts to communicate with students about these matters are not effectively coordinated, and the One step in improving the efficiency of communication between ETSU and students involves structuring student access to institutional information by channeling the information through GoldLink.</p> <p>ETSU should ensure that students access GoldMail by first entering GoldLink. This step (1) would allow ETSU to display key information in GoldLink in a timely manner without subjecting students to email overload and (2) would reduce the amount of email that is ignored by students. Displaying this important information will require a longer time before system times out.</p> <p>It was noted that—while this is an important opportunity to explore—it would require further analysis to determine its feasibility.</p>	<p>The Committee asserted the priority for implementing this recommendation in the future but determined that it needed further analysis before proceeding. It currently awaits:</p> <ul style="list-style-type: none"> • Endorsement by the Interim Governance Council to proceed with further analysis and (if warranted) continuation as a recommendation, • Approval by the President, and (if endorsed) • Identifying and owner of the recommendation and charging him or her to execute the action envisioned in the recommendation.
<p>G.5. Increase Number of part-of-term Courses that Could begin Later in a Given Semester</p> <p>Many students cannot afford to drop a class during a term because of constraints imposed by financial aid programs. Late starting courses are needed to give students opportunities to drop problem courses in mid-term with other courses being available for adding in order that they may maintain their compliance with financial aid requirements.</p> <p>The Committee considered this recommendation one that required further analysis but that had significant possibility of assisting student retention.</p>	<p>Current Status:</p> <p>The Committee asserted the priority for implementing this recommendation in the future but determined that it needed further analysis before proceeding. It currently awaits:</p> <ul style="list-style-type: none"> • Endorsement by the Interim Governance Council to proceed with further analysis and (if warranted) continuation as a recommendation, • Approval by the President, and (if endorsed) • Identifying and owner of the recommendation and charging him or her to execute the action envisioned in the recommendation.

	<p>NOTE: Actions proposed by Social Work and Nursing would require employing this alternative. The Academic Council on October 8 responded to a request by Enrollment Management and the Registrar to appoint a work group to provide analysis that would be required and to facilitate implementation.</p>
<p>G.6. Move Early Semester Progress Report (ESPR) Later to Provide More Grading Opportunities if Logistical Issues Can be Addressed</p> <p>Instructors and students complain that ESPR grades arrive so early that students haven't had time to get more than one or two grades. Many courses have provided no grading opportunity before the ESPR deadline. Students who receive low ESPR or blank ESPR reports become discouraged. The late drop deadline occurs at the 8-week mark, leaving students inadequate time to assess their progress before making a timely drop decision.</p>	<p>Current Status:</p> <p>The Committee asserted the priority for implementing this recommendation in the future but determined that it needed further analysis before proceeding. It currently awaits:</p> <ul style="list-style-type: none"> • Endorsement by the Interim Governance Council to proceed with further analysis and (if warranted) continuation as a recommendation, • Approval by the President, and (if endorsed) • Identifying and owner of the recommendation and charging him or her to execute the action envisioned in the recommendation. <p>NOTE: The Committee specifically noted logistical issues that would have to be addressed if the ESPR should be scheduled two weeks later—from the 8th to the 10th week (even though this would give the student two additional weeks to determine whether he or she could be successful in the course).</p>
<p>Emerged from Subgroup on <i>Vendors and Contracts</i></p>	
<p>H.1. Centralize Printing, Graphic design and Variable Data Services</p> <p>The proposal envisions that Biomedical Communications and Printing & Publications</p>	<p>Current Status:</p>

<p>will pursue opportunities to work collaboratively through a common website to streamline the ordering process. It further envisions that all production requests should be completed through a custom eCommerce website. University Relations would work with Procurement on bid specs for an RFP for all letterhead, stationery, envelopes and business cards.</p> <p>The Committee determined that resources are in place and meet needs of University initiatives. The goal of pursuing this initiative is to have products that reflect a common brand, that result in efficient production and mailing, and that generate high quality and cost efficiency.</p>	<p>The Committee recommended immediate implementation of this action. It currently awaits:</p> <ul style="list-style-type: none">• Endorsement by the Interim Governance Council, approval by the President, and (if endorsed)• Identifying an owner of the recommendation and charging him or her to execute the action envisioned in the recommendation.
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