AGENDA

I. Call to Order

II. Roll Call

III. Approval of the Committee Minutes from September 20, 2019

ACTION ITEMS (15 minutes)

IV. Out of Cycle Tenure Actions
   a. Tenure Appointment with the Rank of Associate Professor in the College of Nursing for Dr. Deborah Dumphy
   b. Tenure Appointment with the Rank of Professor in the Department of Family Medicine for Dr. Trena M. Paulus

INFORMATION AND DISCUSSION ITEMS

Academics and Students:

V. Title IX Athletic Update

VI. ETSU School of Graduate Studies Update

VII. Update on Liaison Committee on Medical Education (LCME) Site Visit

Research

VIII. Update on College of Medicine Research Activities
IX.  Update and Discussion: Ballad MOU and ETSU/Ballad Coordinating Council

GENERAL INFORMATION ITEMS

X.  Committee Discussions
    •  General Discussion

XI.  Other Business

XII. Adjournment
The minutes of the September 20, 2019 meeting of the Academic, Research, and Student Success Committee are included in the meeting materials.

MOTION: I move that the Academic, Research, and Student Success Committee adopt the resolution, approving the minutes as outlined in the meeting materials.

RESOLVED: The reading of the minutes of the September 20, 2019 meeting of the Academic, Research, and Student Success Committee 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.
The East Tennessee State University Board of Trustees Academic, Research and Student Success Committee met at 9:45 a.m. on Friday, September 20, 2019, at the Millennium Center.

I. Call to Order

Dr. Linda Latimer, chair of the Academic, Research and Student Success Committee, called the meeting to order.

II. Roll Call

Board Secretary Adam Green called the roll. Board members in attendance were:

Dr. Linda Latimer, Chair
Janet Ayers
Dr. Virginia Foley
David Golden

III. Approval of the Committee Minutes from April 26, 2019

Chair Latimer stated that she noticed two items missing from the April 26, 2019, minutes of the committee. Missing items included: 1) a rich discussion regarding medical research-focused efforts and 2) the decision to set aside time in each committee meeting for general discussion and focused work.

Trustee Golden made a motion that the minutes of the April 26, 2019, meeting of the committee be approved with Trustee Latimer’s additions. Trustee Ayers seconded the motion, which was unanimously approved.

IV. Approval of the Letter of Notification – Master of Science in Prosthetics and Orthotics

Dr. Wilsie Bishop, Senior Vice President for Academics, presented to the committee the Letter of Notification (LON) as the first step in the approval process for the proposed Master of Science in Prosthetics and Orthotics. Dr. Bishop stated there are no other master’s level orthotics and prosthetics programs in Tennessee or the Appalachian region surrounding ETSU, and very few at public institutions throughout the United States. She said this program, along with the doctoral degree program in Occupational Therapy that is currently in the review process, will expand the services offered by the College of Clinical and Rehabilitative Health Sciences.
Dr. Bishop explained that following Committee and Board approval, the LON will go to the Tennessee Higher Education Commission (THEC) for review. Upon the completion of THEC’s review process, President Noland be notified. Assuming that the THEC recommendations are positive, the ETSU Board of Trustees should vote for final approval of the program in September 2020.

Trustee Golden stated that this approval process is slow and that it puts the university and the state of Tennessee at a competitive disadvantage to not move faster when there is a market need for an academic program. He said he had an earlier conversation regarding this issue with THEC Executive Director Mike Krauss, who indicated willingness to figure out how to move faster on approvals.

Dr. Bishop noted that university officials had conversations with THEC officials during the summer regarding ways the process could be expedited. She stated that the process is delayed when THEC requests additional information on program proposals and/or engages external consultants to ensure there is no redundancy of programs in order to save taxpayers’ money. She stated that the university is looking at its own internal processes to see where the process could be expedited.

Trustee Ayers expressed frustration at the lack of nimbleness in the academic approval process as compared to the business sector.

President Noland explained that the internal ETSU processes include market analysis by the dean and staff to determine the need for new programs. He reiterated Dr. Bishop’s explanation of the THEC review process and noted that private institutions can move forward faster because they do not require state review and approval.

Trustee Ayers noted that the creation of the Boards of Trustees was intended to help universities to have more flexibility than they had previously, and suggested that the Board could advocate at the state level to make changes that would allow such flexibility.

President Noland provided information and context for such a conversation explaining that in the 1980s the bulk of program start-up costs were paid for by the state. In contrast, today’s program start-up costs are covered by institutional resources. He said that state structures are still geared toward the operating parameters of the 1980s. He reiterated that the boards of small private schools have the ability to approve programs, but that part of the state’s focus is avoiding unnecessary duplication of academic programs. He suggested the idea of an expedited path to approval of “mission-germane” programs, such as those in the health sciences. He also noted that the Department of Computing now has a cybersecurity concentration because the university has the flexibility to approve concentrations. Dr. Noland also reminded the committee that THEC set a precedent for changing academic approval authority four years ago when it ceded approval of associate degrees and certificates at the community college level to the Tennessee Board of Regents.
Committee members reiterated their willingness to advocate for the university with THEC regarding this issue. Chair Latimer suggested asking that the issue of academic program approval processes be placed on the agenda of the next Board of Trustees Member Training that THEC organizes on a regular basis. She stated that she believes the other institutions’ board members may agree. Committee members requested background information and statistics from the university in preparation for discussions with THEC, and President Noland said the university would provide a document with policy background and talking points.

Trustee Ayers made the motion to recommend adoption of the Board of Trustees resolution approving the LON of the establishment of a Master of Science in Prosthetics and Orthotics and sending it to THEC for consideration. Trustees Foley and Golden seconded the motion, which was unanimously approved.

V. Out-of-Cycle Tenure Actions

Dr. Bishop recommended the approval of tenure upon appointment for three individuals hired after the annual review was approved for the last academic year. These individuals include: 1) Dr. Frederick Gordon, Associate Professor and Director of the Master of Public Administration Program in the Department of Political Science, International Affairs and Public Administration; 2) Dr. Christopher Keller, Professor in the Department of Literature and Language and Dean of the Honors College; and 3) Dr. Brian Partin, Assistant Professor and Director of University School.

Trustee Ayers made the motion to approve the recommendation. The motion was seconded by Trustee Foley and unanimously approved.

VI. Revised Student Code of Conduct Rule

Dr. Michelle Byrd, Dean of Students, presented three revisions to the Student Code of Conduct necessitated since the March 24, 2017, Board approval of the General Policy on Student Conduct and Disciplinary Sanctions. These include:

- A resolution by the Student Government Association recommending the addition of a Medical Amnesty process within the Student Conduct Rule. Dr. Byrd said this would “allow for discretion in exempting students who call for help for (other) students who are impaired to potentially not be charged with drug- or alcohol-related policies.” She said this is consistent with medical amnesty policies that other states in the South and nationwide are moving toward.

- Requirements associated with sexual misconduct hearing processes, rights, and responsibilities as outlined by Tennessee Public Chapter 980. Dr. Byrd said this would ensure due process for all individuals involved, and one of the biggest changes is allowing students to be represented by counsel when appearing before the university judicial board. Some of the changes are things the university has already been doing and will continue to do, such as providing training for the judicial board on an annual basis.
Recommendations stemming from a Student Conduct review team, suggesting slight amendments and an addition to the list of violations. Dr. Byrd noted there are some slight changes that provide additional clarity to alcohol and drug violations as described in the packet. She noted one new policy relates to the possession of ammunition on campus and allows the university to address such cases as ammunition visible inside vehicles or residence hall rooms when no reasonable explanation is provided.

Trustee Golden made the motion to recommend adoption of the Student Code of Conduct changes. This motion was seconded by Trustee Ayers and approved unanimously through a roll-call vote.

VII. Academic Action Notifications for the Period of January 1, 2019, through July 31, 2019

Dr. Bishop called Committee members’ attention to the 44 curricular actions in the addenda materials that did not require Board of Trustees or THEC approval. She stated that these actions are examples of the nimbleness the university does have in such cases as making curricular titles and naming more consistent.

President Noland called attention to the reference to the cybersecurity concentration as an example of areas where the university has the flexibility to move quickly.

VIII. Chairs of Excellence Update

Dr. Cheri Clavier, Director of Institutional Effectiveness and Accreditation Liaison, gave a presentation on the status of ongoing reviews of ETSU’s Centers and Chairs of Excellence. At the behest of then-Provost and Vice President for Academic Affairs Dr. Bert Bach, the Office of Planning and Decision Support has been conducting a more extensive periodic review of the Chairs and Centers. This more extensive reviews ensure that the work of the Chairs and Centers is aligned with the university’s academic programs and with regional accreditation requirements; the process incorporates peer review, identifies expected outcomes and demonstrates the extent to which those outcomes are achieved.

The Centers of Excellence created in the 1980s with state and matching donor funds were reviewed to make sure they maintained their original purposes and will be reviewed once every five years. Those not part of the original funding match in the 1980s are undergoing annual reports this year. Periodic reviews of the Chairs of Excellence will occur every four years; two of these are not being conducted this year because the chairholders have announced their plans to retire before next September, and another, which is a rotating position with a different chairholder each year, takes longer to review.

IX. ETSU Student Success Update

Dr. Joe Sherlin, Vice President for Student Life and Enrollment, delivered a presentation updating the Committee on four major reviews supporting the
institution’s student success agenda, which have been underway since November 2018.

He said the university is taking a multifaceted approach to improving the current undergraduate metrics of a 50% six-year graduation rate, 75% first-year persistence rate and a 16% increase in degree production since 2012.

Areas under review include Undergraduate Enrollment Services, Undergraduate Advising, First Year Experience, and Financial Aid and Scholarship. Dr. Sherlin described a number of early findings and next steps in these areas, some of which include breaking down silos between divisions; building a data-driven environment that will assist admissions counselors in managing their territories; integrating communication efforts to better tell the university’s stories; improving efficiencies in Admissions to reduce application processing time from two weeks to 48 hours; ensuring professional advising for all students from the first year through graduation; implementing customer service training; requiring Preview, the first-year course, and a possible freshmen live-on campus requirement; continuing to align financial aid with enrollment and success goals; and improving internal and external communication related to financial aid. Dr. Sherlin said ETSU is making an impact on students not only from this region, but also from around the globe, and that the university views this work as a calling and with urgency.

In discussion, Trustee Ayers echoed Dr. Sherlin’s points regarding breaking down silos and improving communication, saying that once those are done, the other elements will fall into place. Trustee Golden expressed appreciation for a realistic presentation that will enable Board members to “roll up their sleeves” and do their part to help make things better.

X. Memorandum of Understanding with Ballad Health

President Noland called Committee members’ attention to the agenda materials outlining the Memorandum of Understanding between ETSU and Ballad Health. He stated that the MOU provides a foundation for working collaboratively within the areas of education, clinical and community-based care and innovation, and research. He also pointed to a memorandum outlining ETSU’s proposed membership for the Coordinating Council and councils on Education, Clinical and Community-Based Care and Innovation, and Research. This is an outgrowth of previous Memoranda of Understanding with the former Mountain States Health Alliance and Wellmont systems prior to the Ballad merger. In response to a question from Chair Latimer, Dr. Noland said that to the best of his knowledge, this was the only operating MOU between Ballad and an academic partner.

Chair Latimer stated that the former Coordinating Council with Mountain States frequently cancelled meetings. President Noland added that partnership goes two ways and proposed that each meeting of the Academic, Research, and Student Success Committee include an agenda item to review highlights of council meetings
so that members could ensure that the meetings are occurring and have a sense of the pace and scale of activity. Committee members concurred.

Following discussion regarding Ballad Health and ETSU residency programs and the competition for Ballad residencies between students from ETSU and other institutions, President Noland suggested—if possible—a joint meeting of the Ballad and ETSU boards. Committee members concurred.

Committee members inquired about the qualifications of the individuals proposed as council members from both ETSU and Ballad. President Noland assured the Committee that ETSU’s proposed council members are highly qualified and said he would obtain and provide the qualifications of members proposed by Ballad.

President Noland stated that ETSU would provide the Committee with the full background on all of the council members.

XI. Research and Innovation Working Group Research Report – Phase I

President Noland called Committee members’ attention to the materials in their agenda materials. Dr. Noland stated that the university pledged to undertake a review of the complete university structure during the current academic year and that in March, the Board approved the strategic plan that called for aggressive goals in research. A team of faculty and administrators was formed into a Research and Innovation Working Group and given its charge to be completed over the summer. President Noland presented the resulting report. In its work, the group benchmarked best practices at institutions with established research protocols as well as institutions currently building their research enterprises. According to President Noland, a critical recommendation from the report is the creation of a Vice President for Research and Innovation position that will report directly to the president and lead the university’s efforts in these areas. This individual would chair and lead the reconstitution of a research foundation and be responsible for budgets and facilities, among other duties as listed in the report, which includes KPIs, an action plan and an organizational chart. He noted that this is not a definitive plan and solicited the feedback of Committee members.

Discussion ensued in which Committee members strongly recommended involving an outside consultant with experience with both academic research enterprises and large hospital systems in reviewing the plan and position description of a potential Vice President for Research and Innovation.

President Noland stated that he has a sense of urgency in this effort and asked if the university could get back with the committee prior to the November Board should an outside consultant(s) provide feedback before the November Board meeting. He stated that waiting could result in missing the hiring window to have a new Vice President in place by the spring of 2020 in the fall.

There being no further discussion, Chair Latimer adjourned the meeting at 11:33 a.m.
EAST TENNESSEE STATE UNIVERSITY
BOARD OF TRUSTEES

ACTION ITEM

DATE: November 15, 2019

ITEM: Recommendation for Tenure upon Appointment

COMMITTEE: Academic, Research, and Student Success

RECOMMENDED ACTION: Approve

PRESENTED BY: Wilsie S. Bishop
Senior Vice President for Academics and Interim Provost

Recommendation for tenure upon appointment for the following faculty:

Dr. Deborah Dumphy, DNP, APRN, NP-C, FNP-BC
Dr. Dumphy joined the College of Nursing at East Tennessee State University in May 2019 as an Associate Professor with a recommendation for tenure upon appointment in the College of Nursing’s Graduate Program. Dr. Dumphy previously held a tenured position at the University of North Georgia. Dr. Dumphy has been a practicing certified Family Nurse Practitioner since 2010. She served as the Graduate Programs Coordinator, DNP Coordinator, and Family Nurse Practitioner Program Coordinator as well as teaching in these programs during her years at the University of North Georgia. She has four peer-reviewed publications, eight professional presentations, and received funding to support programmatic needs. Dr. Dumphy holds membership in Sigma Theta Tau International Honor Society of Nursing and Phi Kappa Phi Honor Society. She maintains a private practice in her concentration.

Dr. Trena M. Paulus, Ph.D.
Dr. Paulus was appointed as Professor in the Department of Family Medicine in July 2019 in support of the department’s research program. A highly successful qualitative researcher and professor, Dr. Paulus has held tenured positions at the University of Georgia (2014 -2019) in the Department of Qualitative Research Program, Lifelong Education, Administration and Policy. Prior to that, she held positions as Assistant and Associate Professor with tenure at the University of Tennessee, Knoxville (2003-2014). Dr. Paulus has extensive productivity in grant writing, publications, and professional presentations as detailed in the accompanying curriculum vitae.

MOTION: I move that the Board of Trustees adopt the resolution granting tenure and rank as outlined above.

RESOLVED: Upon the recommendation of the Academic, Research, and Student Success Committee, the Board of Trustees awards tenure and rank as outlined above effective upon action of the board.
DEB DUMPHY DNP, APRN, NP-C, FNP-BC

SUMMARY OF QUALIFICATIONS

- Leadership in nursing graduate programs curriculum development, evaluation and program coordination
- Leadership in the University System of Georgia DNP consortium model curriculum development
- Thirteen years of nursing education experience including six years in graduate education
- Currently practicing Advanced Practice Registered Nurse, Family Nurse Practitioner
- Solid record of scholarship at the international, national, state and regional levels
- Research interests – translational research, implementation science and nursing education

EDUCATION

<table>
<thead>
<tr>
<th>Year</th>
<th>Institution</th>
<th>Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013 – 2015</td>
<td>Duke University</td>
<td>Doctor of Nursing Practice</td>
</tr>
<tr>
<td>2008 – 2010</td>
<td>University of North Georgia (UNG)</td>
<td>Post-Master’s Family Nurse Practitioner</td>
</tr>
<tr>
<td>2006 – 2007</td>
<td>North Georgia College and State University (NGCSU)</td>
<td>Master of Science in Nursing Education</td>
</tr>
<tr>
<td>1992 – 1996</td>
<td>University of Texas (UTA)</td>
<td>Bachelor of Science in Nursing</td>
</tr>
<tr>
<td>1988 – 1990</td>
<td>Bristol Community College</td>
<td>Associate of Science in Management</td>
</tr>
</tbody>
</table>

MOST RECENT RESEARCH

Principal Investigator, Not subject to purview of ETSU/VA IRB (IRB Chair, IRB Form 129)
Project Title: A Follow-up QI Study: Breastfeeding Friendly Pediatric Office Outcomes at 6, 9, 12 Month Well Child Visits. Current study in data collection phase.

Principal Investigator, UNG IRB #2017-183 C&U
Project Title: Graduating Family Nurse Practitioner Students’ Perceptions of Readiness for and Transition into Practice. Published - Nursing Forum, February 2019.

Faculty Lead Mentor, UNG IRB #2017-178 HLP

Faculty Lead Mentor, UNG IRB #2017-184 HLP
Project Title: Adherence to Evidence Based Guidelines for Acute Otitis Media: A Comparison of Nurse Practitioners and Medical Doctors. Published UNG Digital Commons
https://digitalcommons.northgeorgia.edu/cgi/viewcontent.cgi?article=1021&context=fnp_etd
LICENSES AND CERTIFICATIONS

2019 – Present
Advanced Practice Registered Nurse
NP with Certificate of Fitness, Tennessee
License # 25891

2017
Facilitated Learning Online Certification Course

2017 – Present
Certified Family Nurse Practitioner (FNP-BC)
License # 2017000476

2010 – Present
Advanced Practice Registered Nurse (APRN), Georgia
License #169649

2010 – Present
Certified Family Nurse Practitioner (NP-C)
AANP #F0510054

2006 – 2015
International Board Certified Lactation Consultant (IBCLC)
IBCLE #105-21571

2004 – Present
Registered Nurse, Georgia (RN, eNLC)
License #169649

1996 – Present
RN, Texas (inactive)
License #629425

1992 – Present
Basic Life Support Certified (BLS-C)

HONORS AND AWARDS

2017
Full Tenure, University of North Georgia

2016
Recipient: Healthy Mothers, Healthy Babies Coalition of Georgia, Carolyn Wetzel
Continuum Award (“commitment to equity in healthcare for women and children;
positive change agent- work place and policy advocacy”)

2015
Recipient: 1st Place for Excellence in Research Poster Presentation. International Nursing
Association for Clinical Simulation and Learning 14th Annual Conference

2015
Nominated: Outstanding Capstone Project Award. Duke University, School of Nursing,
Doctor of Nursing Practice Program

2015
Recipient: Rising Star Research Award. Duke University, School of Nursing, Sigma
Theta Tau International Honor Society, Beta Epsilon Chapter

2015
Recipient: Excellence in Nursing Research Award. Sigma Theta Tau International Honor
Society, Tau Psi Chapter

2014
Healthy Mothers, Healthy Babies Coalition of Georgia, State-level Recognition

2007
Recipient: Outstanding Master of Science in Nursing Education Student of the Year,
NGCSU

2007
Induction: Phi Kappa Phi Honor Society, NGCSU

1998 – 2004
Recipient, Seven-time Spirit Service Award- Baylor Regional Medical Center

1996
Induction: Sigma Theta Tau International Honor Society of Nursing, UTA

1992
Honorable Discharge, South Carolina Army National Guard

PROFESSIONAL EXPERIENCE

2019, May – Present
Associate Professor, College of Nursing
East Tennessee State University
Johnson City, TN

2018, November – Present
Contract NP- Dawson Pediatrics
NP Provider Solutions, LLC
Dawsonville, GA
2018, August – 2019, May
**Associate Professor, School of Nursing**
Clayton State University
Morrow, GA

2018, February – October (Clinic closed)
**FNP (part-time clinical practice)**
Urgent Med of Toccoa
Toccoa, GA

2013, October – 2018, July; and 2007, August – 2010, December
**Associate Professor, Tenured, Student Health Services, NP-C (temp); Graduate Programs Coordinator/ DNP Coordinator/ Family Nurse Practitioner Program Coordinator (previous)**
University of North Georgia
Dahlonega, GA

2013, November – 2015, June; and 2010, July – 2012, April
**FNP, Private Practice**
Dawson Pediatrics
Dawsonville, GA

2012, August – 2013, October
**FNP, Home Health**
Medicare & Chronic Disease
Bethesda, MD

2007, August – 2010, December
**FNP, RN, RLC, IBCLC**
Indigent NP Clinic
UNG - Dahlonega, GA

2006, fall – 2008, spring
**Adjunct Nursing Faculty**
North Georgia Technical College
Clarkesville, GA

**Owner/President, RN, RLC, IBCLC**
North Georgia Lactation Center
Dawsonville, GA

2004 – 2008
**Staff Nurse, RN, RLC, IBCLC, Neonatal Intensive Care Unit (NICU), Lactation Center**
Northside Hospital
Atlanta, GA

**Staff Nurse, Relief Charge Nurse, Primary Preceptor, RN-NICU**
Baylor Regional Medical Center
Grapevine, TX

**SCHOLARSHIP: GRANTS and FUNDING**

2019
ETSU College of Nursing, Center for Nursing Research Dissemination Award, $1000.00. To partially support travel to complete graduate education research poster presentation accepted for the 2019 American Association of Colleges of Nursing Faculty Development Conference.
2019  HRSA $2,114,046 (submitted, pending). Grant Writing Team Member: Authored “Sustainability” Section. An Advanced Nursing Education Workforce (ANEW) program grant to create an innovative, collaborative academic-practice partnership titled Reaching Underserved and Rural areas through Academic Liaison (RURAL).

2018  UNG Graduate Studies (successfully funded) $8200.00. Individual Lead Faculty and Faculty Research Mentor for FNP students’ international medical mission and implementation of research tools for project, Does an International Medical Mission Trip Enhance Cultural Competence in Healthcare Providers?

2017  CVS Health Foundation Grant (successfully funded) $5,000.00. Developed program offering five $1,000.00 scholarships to financially needy FNP students serving the rural north Georgia.

2014  University Presidential Innovation Award (successfully funded) $5000.00; Innovation in Graduate Program Clinical Simulation at UNG through Integrating Best Practices in Debriefing.

SCHOLARSHIP: PUBLICATIONS


Menees, H., McCall, J., Nilsen, W., **Dumphy,** D. (2016). Downsizing future generations. *Advance for NPs and PAs.* Accepted for publication in March 2017 edition.


SCHOLARSHIP: TEXTBOOK REVIEWER


SCHOLARSHIP: JOURNAL REVIEWER

*Nursing Forum, Wiley Online Publications*

*Health Promotion and Practice, Sage Publications*
SCHOLARSHIP: SUBMISSIONS AND PRESENTATIONS

International Organization Presentations


Dumphy, D., Parrish, K., & DeSandre, C. (2015, June). Integrating Simulation in a Family Nurse Practitioner Program. Poster presentation at the annual International Nursing Association for Clinical Simulation and Learning 14th Annual Conference.

National Presentation

Dumphy, D. (2019). Quality Improvement in Graduate Nursing Education: Improving Final Semester Perceptions of Readiness for Transition into the NP Role. Accepted/will present poster presentation at the 2019 American Association of Colleges of Nursing Faculty Development Conference (November 2019).


Local, State and Regional Presentations


Dumphy, D., Parrish, K., & DeSandre, C. (2015). Integrating Simulation into Graduate Nursing Education. Podium presentation at the Georgia Association for Nursing Education (GANE) Annual Conference.

Dumphy, D. (2008) Lead Podium Presenter, Fulton County Department of Health and Wellness Nutrition WIC Services 2nd Annual Breastfeeding Education Day; Atlanta, GA.


TEACHING

UNG Scholarship of Teaching and Learning (SoTL)

2015 – 2016 SoTL Academy: developing a team SoTL project aimed at decreasing role transition anxiety in senior Family Nurse Practitioner students
University System of Georgia, Doctor of Nursing Practice Consortium Program Development

2015 – 2017  co-Chair, Member USG DNP Consortium Planning Committee
2016 – 2017  Chair, USG DNP Consortium Curriculum Committee
Development of program of study, program outcomes, course descriptions, course syllabi
2015 – 2017  Chair, USG DNP Consortium meetings (UNG, Valdosta, Armstrong State University)
2015 – 2016  Chair, USG DNP Consortium Project Committee
Development of DNP Project timeline and implementation into program of study

Courses Taught at East Tennessee State University (Online, Graduate Programs)

2019  NRSE 6014 Measurement of Clinical Outcomes
      NRSE 5024 Health Promotion, Diagnosis and Clinical Management of Children and Adolescents Practicum
      NRSE 6050 Knowledge Translation
      NRSE 5006 Advanced Role Development
      NRSE 6002 Health Policy Leadership

Courses Taught at Clayton State University (Fully Online, Graduate Program)

2019  NURS 5200 Research for Advanced Nursing  Course Coordinator
      NURS 6630 Health Promotion of Adults and Families
2018  NURS 5100 Theory for Graduate Nursing Practice  Course Coordinator
      NURS 6670 Advanced Practice Roles in Society
      NURS 6680 Health Promotion and Problems of the Elderly and Their Families (clinical faculty)

Courses Taught at the University of North Georgia (Hybrid FNP Program & Fully Online NE Program)

2018  NURS 6150 Instructional Design and Teaching  Course Coordinator
      Strategies for Nursing Education (online)
      NURS 7207 Rural Primary Care V (hybrid)
      NURS 7221 Rural Primary Care Project (hybrid)  Lead Research Mentor
2017  NURS 7105 Rural Primary Care IV (hybrid)  Course Coordinator
      NURS 7130 Advanced Nursing Research
      NURS 7005 Rural Primary Care III (hybrid)  Course Coordinator
      NURS 7003 Advanced Nursing Essentials (hybrid)
      NURS 7207 Rural Primary Care V (hybrid)
      NURS 7221 Rural Primary Care Project  Lead Research Mentor
2016  NURS 7105 Rural Primary Care IV (hybrid)  Course Coordinator
      NURS 6031 Advanced Health Assessment  Course Coordinator
NURS 6020 Advanced Pathophysiology
NURS 7207 Rural Primary Care V (hybrid)
NURS 7221 Rural Primary Care Project Lead Research Mentor
2015
NURS 6270 Academic Practicum (online) Course Coordinator
NURS 7221 Rural Primary Care Project Lead Research Mentor
NURS 7332 Nurse Educator Project Lead Research Mentor
NURS 7005 Rural Primary Care III (hybrid)
NURS 7105 Rural Primary Care IV (hybrid)
NURS 7130 Advanced Nursing Research
NURS 6031 Advanced Health Assessment Course Coordinator
2014
NURS 7221 Rural Primary Care Project
NURS 7010 Rural Primary Care III (hybrid)
NURS 6031 Advanced Health Assessment
NURS 7051 Clinical Immersion (online) Course Coordinator
NURS 6105 Rural Primary Care I (hybrid)
NURS 6120 Rural Primary Care II (hybrid)
2013
NURS 6010 Rural Primary Care I (hybrid)
NURS 6032 Diagnostic Procedures for Advanced Practice

Guest Lecturer and/or Guest Simulation Faculty

2017 Doctor of Physical Therapy Program (IPE Simulation)
2016 NURS 6205 Rural Primary Care I (Simulation)
2015 Doctor of Physical Therapy Program (IPE Simulation)
2015 NURS 3903 Evidence-Based Practice and Research (Guest Lecturer)
2012 NURS 7207 Rural Primary Care V (Guest Lecturer)

New Course Development

2017-18 NURS 6150 Instructional Design and Teaching Strategies for Nursing Education (online)
2015 NURS 7105 Primary Care IV (hybrid)

Major Program/Course Revisions

2019 NURS 5200 Research for Advanced Nursing
2018 NURS 5100 Theory for Graduate Nursing Practice
2018 NURS 6670 Advanced Practice Roles in Society
2017-18 NURS 7207 Rural Primary Care V (FNP student final clinical practicum)
2016 NURS 7105 Advanced Health Assessment
2016 NURS 7105 Rural Primary Care IV
2015 NURS 6031 Advanced Health Assessment
2014 NURS 7005 Rural Primary Care IV
2014 Chaired initial implementation of high-fidelity patient simulation in MS Program
2013 Committee member, Graduate Programs Curriculum Revision (Nursing Education and Family Nurse Practitioner Programs core and concentration course/curriculum revision)

Faculty Mentor for Graduate Research Projects

2018 NURS 7221 Rural Primary Care Projects
- *Adherence to Evidence Based Guidelines for Acute Otitis Media: A Comparison of Nurse Practitioners and Medical Doctors.*
- *Does an International Medical Mission Trip Enhance Cultural Competence in Healthcare Providers?*

2017 NURS 7221 Rural Primary Care Projects
- *Reduction of Moderate Cardiovascular Disease Risk Factors in Adults through Community Based Intervention Programs*
- *Feeding Method and Education in Military Families*

2016 NURS 7221 Rural Primary Care Projects
- *Electronic Cigarettes: A Literature Review*
- *Downsizing Future Generations*

2015 NURS 7221 Rural Primary Care Project
- *Assessing Adherence of Pediatric Health Care Providers in Northeast Georgia to Infant Vitamin D Supplementation Recommendations*

2015 NURS 7332 Nurse Educator Project
- *Simulation in Obstetrics: Engaging the Team in Interprofessional Practice*

2014 NURS 7221 Rural Primary Care Projects, co-faculty
- *Psychosocial Impact of BRCA 1 and BRCA 2 Genetic Testing*
- *Attention Deficit Hyperactivity Disorder Treatment: Plate vs. Pill*

SERVICE ACTIVITIES

Membership in Professional Organizations

2016 – Present American Association of Nurse Practitioners (AANP)
- Network for Research Member
- National Donor Family Council Member
- National Kidney Foundation Member
- Sigma Theta Tau International, Beta Epsilon (Duke) Member
- Georgia Nurse Leaders Coalition Member
- Academic Advisory Committee on Nursing Associate Member
- United Advanced Practice Registered Nurses of Georgia State Director-at-Large
- President-elect (2014 – 2015)
- Healthy Mothers, Healthy Babies Coalition of GA Member; Public Affairs Committee (2007-2008)
2014 – 2016  International Nursing Association for Clinical Simulation & Learning  Member
2013 – Present  National Organization of Nurse Practitioner Faculties  Member
2010 – Present  AANP  Member
2007 – 2018  Georgia Association for Nursing Education  Member, Nominating Committee (2008)
2007 – 2018  National League for Nursing  Member

International Service

2015  Sigma Theta Tau International  Delegate

National Service

2016 – 2018  Accreditation Commission for Education in Nursing (ACEN)  Program Evaluator

University System of Georgia Service

2015 – 2017  eDNP Consortium (UNG, Valdosta, Armstrong) DNP Planning Committee  co-Chair, Member
2016 – 2017  eDNP Consortium (UNG, Valdosta, Armstrong) DNP Curriculum Committee  Chair
2015 – 2017  eDNP Consortium (UNG, Valdosta, Armstrong) DNP Meetings  Chair
2015 – 2016  eDNP Consortium (UNG, Valdosta, Armstrong) DNP Project Committee  Chair

East Tennessee State University Service

2019 – Present  College of Nursing (CON) Graduate Faculty Programs Committee
2019 – Present  CON Graduate Curriculum Committee
2019 – Present  CON Research Council
2019 – Present  CON Academic Council
2019 – Present  CON Shared Governance Council
2019 – Present  CON Doctoral Intensive Sessions Task Force
2019 – Present  CON, Graduate Programs, FNP/MSN Application Reviewer

Clayton State University Service

2018 – 2019  School of Nursing (SON) Graduate Committee (GC)
2018 – 2019  SON FNP Project Committee, Initial Chair of Committee
2018 – 2019  IRB Alternate (University level)
2018 – 2019  SON HRSA ANEW Grant Committee
2018 – 2019  SON Graduate Admission and Progression Committee

Agenda

Academic, Research, and Student Success Committee
November 15, 2019
19
University of North Georgia Service

2018    Selected by UNG President, “Presidential Task Force for Review of Faculty Salaries”
2018    College of Health Sciences and Professions, Promotion and Tenure Committee
2018    University Library Committee
2017 – 2018    Department of Physical Therapy, Promotion and Tenure Committee
2015 – 2018    University Grade Appeals Committee
2015 – 2018    Department of Nursing, Progression and Retention Committee
2015 – 2018    Department of Nursing, Promotion and Tenure Policy Revision Committee
2015 – 2017    Elected: University Faculty Affairs Committee, term 2015 – 2017
2015 – 2017    University Graduate Council
2014 – 2018    Department of Nursing, Curriculum and Evaluation Committee
2014 – 2018    College of Health Sciences and Professions, Strategic Planning Committee
2014 – 2016    Department of Nursing, Selection Committee
2014 – 2017    Department of Nursing, Executive Cabinet
2014 – 2016    Elected: University Faculty Senator
2014 – 2015    University Athletic Committee
2014 – 2015    University Ebola Response Committee
2014 – 2018    Department of Nursing, Simulation Committee
2013 – 2018    Department of Nursing, MS Admissions Committee
2013 – 2018    Department of Nursing, DNP Planning Committee
2013 – 2018    Department of Nursing, MS Handbook Committee
2007 – 2011    University Appalachian Nurse Practitioner Clinic, Advisory Board Member

Other Community Service

2017 – 2018    Partners for Belize, Medical Missions in Central America    Volunteer FNP- 2 Missions
                University Athletic Committee
2016 – 2018    Lifelink of Georgia, Transplant Advocacy Group    Volunteer
2016    120th Boston Marathon, co-raised >$9000.00 for JDMGS    Official Finisher, Charity
2015 – Present    Joe Dumphy Memorial Golf Scholarship, Inc. (JDMGS)    President, 501c3 Executive Board
                >$48,000 in college scholarships awarded
1990 – Present    5K/10K/15K/Half/Marathon/Triathlon Charities    Charity Supporter/Participant
Trena M. Paulus, Ph.D.
Department of Family Medicine
East Tennessee State University

PROFESSIONAL EXPERIENCE

Professor, Research Division, Department of Family Medicine, East Tennessee State University, 2019-present
Actively engaged in education, research and service initiatives at the department, college and university levels.

Professor with tenure, Qualitative Research Program, Lifelong Education, Administration & Policy
University of Georgia, 2014-2019
Taught courses in the residential and online graduate certificate programs in interdisciplinary qualitative studies
and the Ph.D. program in qualitative research and evaluation methodologies. Served on twelve
doctoral/dissertation committees and one thesis committee for students across campus. Courses taught include
designing qualitative research, qualitative research traditions, analyzing qualitative data, working with online
qualitative data, digital technologies for qualitative research, and teaching qualitative research. Served as graduate
coordinator for the department.

Assistant and Associate Professor with tenure, Instructional Technology Program and Qualitative Research
Program, Educational Psychology & Counseling, University of Tennessee-Knoxville, 2003-2014
Coordinated the graduate certificate program in qualitative research methods and the instructional technology
Master’s program. Directed seven dissertations to completion; served on 32 dissertation and five thesis
committees across campus; served as external member on three dissertation committees. Courses taught included
introduction to qualitative research, advanced qualitative research methods, discourse analysis, digital tools for
qualitative research, discursive psychology, introduction to computer-mediated communication, designing online
learning environments and understanding online interaction. Nominated twice for the Chancellor’s Excellence in
Teaching Award.

Instructor, University of Alabama International Programs, 2007
Developed and taught a three-credit graduate course, Introduction to Educational Research, for Master’s students
in Education in Quito, Ecuador.

Instructor, Indiana University, 2003
Developed and taught a three-credit graduate course, Computer-Assisted Language Learning, for professors of
English at South East European University in Tetovo, Former Yugoslav Republic of Macedonia.

Graduate Research Assistant, Language Education Department, Indiana University, 2001-2003
Provided administrative support for the distance Master's degree program. Projects implemented include a needs
analysis, professional development workshops, guidelines for course Websites, and an instructor support Website.
Assisted with curriculum development of ESL/EFL Certificate Program at a Distance.

Instructor, Walden University, Educational Technology Master’s Specialization, 2000-2003
Designed, developed and taught Integrating Technology into the Curriculum, an online advanced seminar for
Master's and Doctoral students. Designed, developed and taught Course Development and Delivery Utilizing
Technology, an intensive laboratory course offered during summer session residency at Indiana University's
Bloomington campus.
Consultant, Refugee Transitions, San Francisco Bay Area, 2001
Assisted with grant writing for the Newcomer Families Computer Learning Project, identifying corporate and private foundation funding. Developed the curriculum to teach ESL and computer literacy skills to newly arrived refugee families.

Tutor, Writing Tutorial Services, Indiana University, 2000-2002
Staff tutor for scheduled and walk-in tutorials for graduate and undergraduate students and for courses designed to support incoming at-risk freshmen.

Graduate Assistant, Center for Research on Learning and Technology, Indiana University, 2000-2001
Designed, developed and implemented technology integration workshops for K-12 teachers. Traveled to school districts to provide workshops onsite.

Visiting Lecturer, English Language Center, Michigan State University, 1997-1999
Taught beginning to advanced reading, writing, listening, speaking, grammar and content-based ESL courses; and pre-academic critical reading, academic writing, and oral communication skills. Coordinated the intensive English content-based instruction program. Supervised and mentored graduate student teaching assistants. Developed and taught intensive summer courses for students from Mic University and Okinawa Junior Christian College.

Teaching Associate, Ohio Program of Intensive English, Ohio University, 1995-1997
Taught intermediate and advanced levels of reading, writing, listening and speaking and sections of freshman composition for non-native speakers. Developed and taught intensive summer course for students from Nittaidai University.

Instructed over 200 secondary school students in English language and literature, focusing on grammar, reading comprehension and writing skills. Directed and expanded school library program, assisted students in obtaining scholarships, procured funding for school and community development projects, and tutored adults in basic English skills.

EDUCATION

Indiana University
Degree: Doctor of Philosophy in Education, 2003
Master of Science, 2001
Major: Instructional Systems Technology
Minor: Computer-mediated Communication
Honor: Chancellor's Fellow, School of Education

Ohio University
Degree: Master of Arts, 1997
Major: Applied Linguistics
Emphasis: Teaching English as a Second/Foreign Language
Honor: Outstanding Teaching Assistant, College of Arts and Sciences

Franklin College
Degree: Bachelor of Arts, 1991
Major: English and Philosophy
Minor: History
Honors: Wayne Coy Public Service Award, Selsor Award for Outstanding English Major, McGuire Award for Outstanding Philosophy Major
INVITED WORKSHOPS, PLENARIES, AND PUBLIC LECTURES


21. Paulus, T. & Atkins, D. (May, 2016). *Qualitative research & the library*. Presentation to the University of Georgia libraries professional development and research committee. Athens, GA.


24. Paulus, T. (October, 2015). Digital tools for qualitative research. Plenary speaker and workshop facilitator for *Eagle QuaRC’s Fourth Annual Fall Symposium* at Georgia Southern University, Statesboro, GA.


27. Paulus, T., Woodside, M. & Ziegler, M. (July, 2014). Opportunities and challenges: The role of dialogic meaning-making in collaborative qualitative research. Workshop for the *Summer Research Seminar on Collaborative Research with Community Partners* at the University of Cincinnati, Cincinnati, OH.


**GRANT ACTIVITY**


SCHOLARSHIP

ORCID ID: http://orcid.org/0000-0002-0579-1644

Books


Co-editor of special journal issues


Articles published in refereed journals

criticisms of Qualitative Data Analysis Software (QDAS) and the failure to put them to rest. *The Qualitative Report* 23(13), Article 6.


Contributions to books and edited volumes


Recent national and international conference presentations


HONORS, AWARDS AND MEDIA COVERAGE


2018 Neal R. Norrick Special Issue Award for “The Microanalysis of Online Data (MOOD)” in the *Journal of Pragmatics*

2017 Association of Educational Communication & Technology Division of Distance Learning Distance Education Best Practice Award (with Lisa Yamagata-Lynch and Craig Howard, University of Tennessee)

2015 Certified Professional Trainer for ATLAS.ti data analysis software

2014 Affiliate, Center for Computer-Mediated Communication, Indiana University

2014 Visiting Scholar, University of Tasmania

2012 Faculty Development Leave, University of Tennessee

2009 Faculty Fellow, Innovative Technology Center, University of Tennessee

2009 Office of Research QUEST Scholar of the Week, University of Tennessee

2009 Spotlight on Innovative Faculty, University of Tennessee

2006 Helen B. Watson Outstanding Research Award, University of Tennessee

RECENT PROFESSIONAL SERVICE

2017 Academic planning committee, International Institute for Qualitative Methodology, 16th Qualitative Methods Conference

2016 Co-organizer of the KWALON Conference (Reflecting on the future of Qualitative Data Analysis (QDA) Software: Chances and Challenges for Humanities, Social Sciences and Beyond), Erasmus University, Rotterdam, the Netherlands
2013-2016  Founding member of the Micro-analysis of Online Data Network (MOOD). Organized symposia at Radboud University (2013), University of York (2014), University of Zurich (2015), and Salford University (2016)

During the September 2018 meeting of the Board of Trustees, a report detailing the findings of the 2017-18 ETSU intercollegiate athletic program review related to compliance with Title IX of the Educational Amendments of 1972 was given. That report summarized the distribution of sport opportunities and financial support within intercollegiate athletics at ETSU, as well as outlined the recommendations identified by the consultants working on the report.

Scott Carter will provide an update to that report previously given to the Board of the Trustees including an overview of the work underway within the Department of Intercollegiate Athletics to establish a program in Acrobatics and Tumbling to address the recommendations outlined in the report.
Title IX

- 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...”
- 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.
NCAA / Athletics Compliance with Title IX

• Title IX measures gender equity in athletics in three distinct areas:
  – (A) participation; (B) financial aid/scholarships; and (C) other benefits,
    • including the provision of equipment and supplies, scheduling, travel, tutoring, coaching, locker rooms, facilities, medical and training facilities and services, publicity, recruiting, and support services.
  – (B) financial aid/scholarships; and (C) other benefits,

• In addition, Title IX requires that each institution designate at least one Title IX coordinator to oversee compliance throughout the university.

Participation Opportunities

There are three methods (prongs) for compliance for participation opportunities:

• 1. Intercollegiate participation opportunities for male and female students are provided in numbers substantially proportionate to their respective undergraduate enrollment ratio.

• 2. Where the members of one sex have been and are underrepresented among intercollegiate athletes, the institution can show a history and continuing practice of program expansion which is responsive to the developing interest and abilities of the members of the underrepresented gender.

• 3. Where the members of one gender are underrepresented among intercollegiate athletes, and the institution cannot show a continuing practice of program expansion, it can be demonstrated that the interests and abilities of that gender have been fully and effectively accommodated by the current program.
Title IX Consultant Report

- “If ETSU chooses to meet Prong 2, ETSU would likely need to add women’s team(s), not just opportunities on existing teams.”
- “Under this test, ETSU may determine which teams and opportunities to add for women. If chosen, it is recommended to have a comprehensive evaluation of which women’s sport(s) would be most appropriate to add.”

Acrobatics and Tumbling

- July 31, 2019, consultant and Baylor Head Acrobatics and Tumbling Coach, Felecia Mulkey, visited Johnson City.
- Coach Mulkey spent several hours with Dr. Brian Noland, Scott Carter and members of the University’s leadership team advocating for Acrobatics and Tumbling.
General Information on A&T

• NCATA serves as national governing body of A&T
• In the skill sets of A&T, only 2 options for student-athletes – NCAA gymnastics & university spirit team (cheer & dance)
• Spring sport – first day of competition is February 1

Pros of Acrobatics & Tumbling

• Meets interests & abilities of over 9 million potential female student-athletes
• 23 current NCATA member institutions sponsoring A&T programs in NCAA DI, DII, DIII, & NAIA levels
• NACTA membership has grown each year – 6 teams in 2010 to 23 in 2018
• Rapid regional growth over past two years
Pros of Acrobatics & Tumbling

• Broad recruiting base of high-school athletes
• 12 equivalency scholarships available
• 40+ opportunities available for female student-athletes
• ETSU has the space for practices / meets

Budget Comparisons / ETSU Estimations

• Estimations regarding ETSU A&T program assume the program will begin in April 2021 with the hiring of a head coach and startup resources for recruiting and operating.
• The future budget is primarily built upon non-scholarship enrollees from both in-state and out-of-state.
• Expenditures elevate as more scholarship awards are made ultimately growing the program to 40+ student athletes maximizing the 12 scholarship equivalencies allowed.
### Budget Information: Averages compiled from 2016-2017 member institutions

<table>
<thead>
<tr>
<th>Division</th>
<th>Revenue Generated</th>
<th>Operating Budget</th>
<th>Head Coach Salary</th>
<th>Asst. Coach Salary Pool</th>
<th>Scholarship Equivalencies</th>
<th>Scholarship Awards</th>
<th>Net</th>
</tr>
</thead>
<tbody>
<tr>
<td>Division I</td>
<td>$48,642</td>
<td>$283,201</td>
<td>$74,698</td>
<td>$59,495</td>
<td>10.00</td>
<td>$579,007</td>
<td>($597,759)</td>
</tr>
<tr>
<td>Division II</td>
<td>$10,284</td>
<td>$59,841</td>
<td>$33,231</td>
<td>$25,709</td>
<td>3.50</td>
<td>$128,104</td>
<td>($236,601)</td>
</tr>
<tr>
<td>Division III</td>
<td>$1,000</td>
<td>$43,286</td>
<td>$34,500</td>
<td>$17,500</td>
<td>n/a</td>
<td>n/a</td>
<td>($94,286)</td>
</tr>
</tbody>
</table>

### ETSU Estimations

<table>
<thead>
<tr>
<th>Year</th>
<th>Revenue Generated</th>
<th>Operating Budget</th>
<th>Head Coach Salary</th>
<th>Asst. Coach Salary Pool</th>
<th>Scholarship Equivalencies</th>
<th>Scholarship Awards</th>
<th>Net</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>$0</td>
<td>$9,500</td>
<td>$10,500</td>
<td>$0</td>
<td>n/a</td>
<td>n/a</td>
<td>($20,000)</td>
</tr>
<tr>
<td>Year 2 (10-5 enrollees)</td>
<td>$243,930</td>
<td>$66,825</td>
<td>$42,000</td>
<td>$12,800</td>
<td>4-2</td>
<td>$95,310.00</td>
<td>$26,995</td>
</tr>
<tr>
<td>Year 3 (14-6 enrollees)</td>
<td>$314,360</td>
<td>$57,002</td>
<td>$42,000</td>
<td>$12,800</td>
<td>6-2</td>
<td>$116,577.84</td>
<td>$85,141</td>
</tr>
<tr>
<td>Year 4 (18-7 enrollees)</td>
<td>$389,910</td>
<td>$70,366</td>
<td>$55,000</td>
<td>$42,000</td>
<td>7-3</td>
<td>$158,615.22</td>
<td>$63,928</td>
</tr>
<tr>
<td>Year 5 (21-y enrollees)</td>
<td>$431,774</td>
<td>$81,991</td>
<td>$56,100</td>
<td>$42,840</td>
<td>9-3</td>
<td>$183,610.10</td>
<td>$67,232</td>
</tr>
<tr>
<td>Year 6 (21-7 enrollees)</td>
<td>$444,014</td>
<td>$77,444</td>
<td>$57,222</td>
<td>$56,947</td>
<td>9-3</td>
<td>$188,856.10</td>
<td>$63,995</td>
</tr>
</tbody>
</table>

### Competitions

- All NCATA members compete in 6 events per meet, with a maximum of 14 events per student-athlete, with a minimum of 2 home & 2 away meets each season.
- Members must have a minimum of 4 dates of competition and can list up to 28 athletes on their competition day roster.
- NCATA schedules regular season meets to ensure all minimum requirements are met.
Facility Requirements

Thank You

• Questions?
Dr. McGee will provide an overview of ETSU’s School of Graduate Studies including the vision, charge, and the role of the school. Additionally, she will provide an overview of ETSU graduate student profiles and trends.
School of Graduate Studies  
Changing Lives in the Region

Quick Facts

• ETSU’s Graduate School was organized in 1949.
• Master’s and Specialist in Education programs (40), doctoral programs (12, not including MD, PharmD), graduate certificates (34)
• 156 choices for study (including programs offered on ground and online)
• Accelerated Bachelor’s to Master’s option for top undergraduate students
Vision

• Assure reputation for quality and excellence in graduate education
• Innovate
• Collaborate
• Serve state, region, nation, and world with delivery of high quality graduate programs

Charge

Oversee all aspects of graduate education at ETSU

• Marketing and recruitment
• Application and admission
• Matriculation and graduation
• Graduate student success and retention
• Professional development
• Curriculum development
• Graduate faculty status
• Assistantships/Tuition Scholarships/Fellowships
• Reporting and policy compliance
Role of Graduate Studies

• Recruit, admit, enroll, retain, and graduate students
• Support and advocate for graduate students and graduate education
• Support graduate faculty
• Maintain graduate curriculum
• Partner with academic departments

<table>
<thead>
<tr>
<th>Class</th>
<th>2018</th>
<th>2017</th>
<th>2016</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td># Avg</td>
<td># Avg</td>
<td>Avg</td>
<td>Avg</td>
<td>Avg</td>
</tr>
<tr>
<td>Grad Special</td>
<td>142</td>
<td>40.6</td>
<td>193</td>
<td>39.2</td>
</tr>
<tr>
<td>Masters</td>
<td>1760</td>
<td>30.2</td>
<td>1691</td>
<td>30.4</td>
</tr>
<tr>
<td>Education Specialist</td>
<td>8</td>
<td>38.9</td>
<td>10</td>
<td>41.0</td>
</tr>
<tr>
<td>Doctoral (early stage)</td>
<td>505</td>
<td>34.2</td>
<td>496</td>
<td>33.8</td>
</tr>
<tr>
<td>Doctoral (late stage)</td>
<td>42</td>
<td>38.6</td>
<td>51</td>
<td>40.1</td>
</tr>
</tbody>
</table>
**Enrollment Status**

<table>
<thead>
<tr>
<th></th>
<th>2018</th>
<th>2017</th>
<th>2016</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time</td>
<td>1392</td>
<td>1309</td>
<td>1239</td>
<td>1256</td>
</tr>
<tr>
<td>Part-time</td>
<td>1065</td>
<td>1132</td>
<td>1115</td>
<td>1079</td>
</tr>
</tbody>
</table>

**Meeting Students’ Needs**

- On ground programs
- Online (17 graduate degrees, 22 certificates fully online)
- Off-site (Asheville, Abingdon, Sevierville, Kingsport)
Degree Programs/Concentrations, and Certificates Offered

Examples of New Program Applications

<table>
<thead>
<tr>
<th>Program / Concentration</th>
<th>Apps Calendar Year 2017</th>
<th>Apps Calendar Year 2018</th>
<th>Apps Calendar Year 2019</th>
<th>Net change (2019 to 2018)</th>
<th>Net change (2019 to 2017)</th>
</tr>
</thead>
<tbody>
<tr>
<td>ETSU/TTU Joint DNP (Joint new 2018)</td>
<td>18</td>
<td>21</td>
<td>44</td>
<td>+23 and +26</td>
<td></td>
</tr>
<tr>
<td>ETSU Nursing MSN / TN eCampus MSN</td>
<td>203 / 156 = 359</td>
<td>458</td>
<td>465</td>
<td>+7 and +106</td>
<td></td>
</tr>
<tr>
<td>DrPH Hlth Mgmt &amp; Policy (2017)</td>
<td>3</td>
<td>3</td>
<td>8</td>
<td>+5 and +5</td>
<td></td>
</tr>
<tr>
<td>Global Health Certificate (2018)</td>
<td>4</td>
<td>13</td>
<td>13</td>
<td>+13 and +9</td>
<td></td>
</tr>
<tr>
<td>Global Sports Leadership EDD (2015)</td>
<td>31</td>
<td>44</td>
<td>52</td>
<td>+8 and +21</td>
<td></td>
</tr>
<tr>
<td>Brand &amp; Media Strategy (2017)</td>
<td>35</td>
<td>88</td>
<td>92</td>
<td>+6 and +57</td>
<td></td>
</tr>
<tr>
<td>School Librarianship (2018)</td>
<td>9</td>
<td>31</td>
<td>31</td>
<td>+31 and +22</td>
<td></td>
</tr>
<tr>
<td>STEM K-12 (2017)</td>
<td>9</td>
<td>45</td>
<td>45</td>
<td>+45 and +36</td>
<td></td>
</tr>
<tr>
<td>Communication &amp; Storytelling (2018)</td>
<td>11</td>
<td>21</td>
<td>21</td>
<td>+21 and +10</td>
<td></td>
</tr>
</tbody>
</table>
One area of concern:
International Applications & Enrollment
Applications = Calendar Year; Enrollment = Fall term including dual programs

Trends in Graduation
Degrees/Certificates Awarded (August, December, May)

An institutional increase of 37.8% in total degrees and certificates awarded between academic years 2008-09 and 2018-19.
Value of Graduate Education

Median weekly earnings (in dollars) and unemployment rate (in percent) by educational attainment, 2017

<table>
<thead>
<tr>
<th>Educational attainment</th>
<th>Median usual weekly earnings</th>
<th>Unemployment rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctoral degree</td>
<td>$1,240</td>
<td>1.5%</td>
</tr>
<tr>
<td>Professional degree</td>
<td>1,836</td>
<td>1.5</td>
</tr>
<tr>
<td>Master’s degree</td>
<td>1,401</td>
<td>2.2</td>
</tr>
<tr>
<td>Bachelor’s degree</td>
<td>1,173</td>
<td>2.5</td>
</tr>
<tr>
<td>Associate degree</td>
<td>836</td>
<td>3.4</td>
</tr>
<tr>
<td>Some college, no degree</td>
<td>724</td>
<td>4.0</td>
</tr>
<tr>
<td>High school diploma, no college</td>
<td>712</td>
<td>4.6</td>
</tr>
<tr>
<td>Less than a high school diploma</td>
<td>520</td>
<td>5.5</td>
</tr>
<tr>
<td>Total</td>
<td>907</td>
<td>3.6</td>
</tr>
</tbody>
</table>


Share the story of ETSU Graduate Education
The Quillen College of Medicine underwent a scheduled accreditation visit by the Liaison Committee for Medical Education (LCME) from October 27th to 30th. Dr. Block will provide an update of the exit report provided by the site survey team and address questions or concerns.
Updates will be provided on the research activity within the College of Medicine, as reported to the LCME. An update on recruitment of an Associate Dean for Research and Graduate Education will be provided by Dr. Block. Discussion of the proper format for a research scorecard for ongoing reporting of research activities will be conducted for input from the Trustees.
The Board of Trustees recently endorsed the execution of a memorandum of understanding (MOU) between Ballad Health and the university. The MOU provides a set of principles and operating guidelines to support the institutions’ strategic relationship and to benefit the respective goals of Ballad, ETSU, and ETSU Health. The joint purpose and objectives of the agreement include:

- Educating and training current and future healthcare providers and related professionals in the region to possess the knowledge, skills, and abilities necessary to improve the health of the people living in the region;
- Improving the health of the region by addressing the leading health determinants and challenges of the region through an integrated and collaborative program of inter-professional education, research, clinical care, and community-based activities;
- Working together to provide, within the region, high quality, affordable, and accessible healthcare across the clinical spectrum and individual lifespan;
- Advancing the understanding of health and disease through research and translating these advances into improved healthcare delivery and effective community health improvement programs;
- Working toward the adoption and development of inter-operability of information, health records, clinical, and research platforms that effect goals set forth in the MOU to ensure clinical, financial, and analytical data is available for patient care, research, and quality improvement purposes.

A Coordinating Council with senior leadership from ETSU and Ballad ensures close and ongoing collaboration, in addition to three sub-councils providing specific oversight in the areas of education, research, and clinical operations. Dr. Linville gives an update on the MOU and activities with Ballad for discussion.