

EAST TENNESSEE STATE UNIVERSITY
BOARD OF TRUSTEES
ACADEMIC AND STUDENT AFFAIRS COMMITTEE
APRIL 2018 MEETING

10:15-11:45 am EDT
Friday
April 27, 2018

Third Floor Meeting Room
D.P. Culp University Center
412 J.L. Seehorn Road
Johnson City, TN

AGENDA

I. Call to Order

II. Roll Call

Action Items

III. [Approval of the Committee Minutes from February 23, 2018](#)

IV. [Promotion and Tenure of Faculty Members](#)

V. [Proposed Change of Name: Clemmer College of Education](#)

VI. [Proposal to Establish a New Academic Degree: *BS in Rehabilitative Health Sciences*](#)

VII. [Academic and Student Policies](#)

A. [Non-Instructional Assignment Policy](#)

B. [Executive Administrative Officer and Academic Dean Emeritus Policy](#)

C. [Faculty Emeritus Policy](#)

D. [Use of Campus Property and Facilities Policy](#)

E. [Student Free Speech Policy](#)

Information Items

VIII. [Annual Review of the Teaching Profile by Time Status and Tenure Status](#)

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

X. Other Business

XI. Adjournment

EAST TENNESSEE STATE UNIVERSITY
BOARD OF TRUSTEES

ACTION ITEM

DATE: April 27, 2018

ITEM: Approval of the Minutes of February 23, 2018

COMMITTEE: Academic and Student Affairs Committee

RECOMMENDED ACTION: Approve

PRESENTED BY: Nathan Dugger, Deputy Secretary

The minutes of the February 23, 2018 meeting of the Academic and Student Affairs Committee are included in the meeting materials.

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

RESOLVED: The reading of the minutes of the February 23, 2018 meeting of the Academic and Student Affairs 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.

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

MINUTES

February 23, 2018
Johnson City, Tennessee

The East Tennessee State University Board of Trustees Academic and Student Affairs Committee held a meeting at 10 a.m. on Friday, February 23, 2018, in the Pediatrics Conference Room in Carl Jones Hall on ETSU's VA Medical Center campus in Mountain Home, Tennessee.

I. Call to Order

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

II. Roll Call

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

Dr. Linda Latimer, chair
David Golden
Fred Alsop
Janet Ayers

Others in attendance included: Dr. Bill Flora, Dr. Judith Slagle, Mr. Ed Kelly, Mr. Troy Perdue, Dr. Dennis Depew, Dr. Bill Duncan, Ms. Pamela Ritter, Chairman Scott Niswonger, Ms. Lisa Williams, President Brian Noland, Dr. Wilsie Bishop, Vice President for Health Affairs; Dr. Mike Hoff, Associate Vice President of Planning and Decision Support and Chief Planning Officer; Dr. Bert Bach, Provost and Vice President of Academic Affairs; and Kristen Swing, University Relations (taking minutes). Several of the remaining Board of Trustees members arrived later in the meeting as well as Dr. Lauren Collier from THEC.

III. Approval of Committee Minutes from November 10, 2017

Trustee Fred Alsop made a motion to approve the minutes of the Nov. 10, 2017, meeting. It was seconded by Trustee Ayers and unanimously approved.

IV. Tenure Appointment with the Rank of Professor in the Department of Educational Leadership and Policy Analysis (Dr. Brian Noland)

This item was taken later in the meeting due to Dr. Noland not yet being present at the start of the meeting. It was addressed following Item V.(E). Dr. Bert Bach noted that ETSU policy stipulates recommendations for or against tenure come from the

department for which the individual is assigned. He said the recommendation to grant tenure to Dr. Brian Noland emerged from the ELPA department in a letter from Dr. Bill Flora and was also recommended by the dean. The recommendation received a unanimous vote of active department members in support of Dr. Noland receiving tenure. Supporters cited his experience and his work in the department as well as his membership on regional, statewide and national professional organizations. The Board of Trustees policy enumerates a number of steps candidates for tenure must normally meet (including time in rank and time for full-time teaching), however there have been a number of precedents in which tenure has been awarded without those things for individuals with a distinctively strong resume. Dr. Bach said the recommendation also has his support and noted that Dr. Noland was not aware of the proposal until he had told him it was forthcoming. Dr. Flora said this was a discussion that began in the department with a prior chair, noting that they had put a lot of time and thought into vetting the possibility. He called Dr. Noland an “incredible resource” for the students in the department. Trustee Alsop moved that the Board of Trustees adopt the resolution, approving tenure at the rank of professor for Dr. Brian Noland. It was seconded by Trustees Ayers and Golden and unanimously approved. Dr. Noland thanked the group and said he was speechless, honored and humbled.

V. Academic and Student Policies

A. Non-Student Minors Policy

Ms. Lisa Williams with University Counsel presented on behalf of Dr. Jeff Howard, who was unable to attend the meeting at the last minute. Ms. Williams explained that the University has various camps, daycares, etc., that involve minors on campus. The new policy addresses every minor on campus that is not an enrolled student. Trustee Golden made a motion that the Board of Trustees adopt the resolution, approving the Non-Student Minors Policy. It was seconded by Trustee Ayers and unanimously approved.

B. Deferral of Admission to Graduate Program

Dr. Bert Bach explained that normally when a person is approved into a program, they matriculate in that specific term. This policy assists those who wish to defer matriculation to a subsequent term. A student has to present and, if approved, it would allow for up to a year deferral. Trustee Alsop asked about the timing on page 32 of the meeting materials where it states that students can ask for deferral up until the day before a term starts but faculty has a week to decide whether or not to approve the request. Dr. Bach said there was some discussion about it, but it was felt this timeline was the best way to accommodate the students. Trustee Golden made a motion that the Board of Trustees adopt the resolution, approving the Deferral of Admission to Graduate Program policy. The motion was seconded by Trustee Alsop and unanimously approved.

C. Proposed Amendment to Definition of Faculty and Types of Appointments (Professor of Practice)

Dr. Bert Bach presented a recommendation to approve the addition of a new type of employee, a Professor of Practice. The non-tenurable and non-promotable position could be full time or part time. Professors of Practice will be highly accomplished individuals who have made major contributions to fields related to

academic departments or colleges. Trustee Alsop asked whether someone holding that position will be eligible to be on graduate faculty. A procedural manual developed later will deal with the details of how it works, Dr. Bach said. Trustee Alsop also asked if such an individual can serve on promotion and tenure committees. Dr. Bach said that would be decided on a departmental basis. Trustee Golden moved that the Board of Trustees adopt the resolution, adopting the proposed amendment. It was seconded by Trustee Alsop and unanimously approved.

D. Proposed Revision of Dual Enrollment Provision in the Policy on Undergraduate Admissions

Dr. Bach presented two proposed changes to the dual enrollment provision: (1) Change eligibility GPA from 3.2 to 3.0, which he said is consistent with other institutions as well as exception request approvals, and (2) Increase the number of hours a student may take from seven to 11, with 11 being the maximum they can take as a part-time student. Trustee Golden asked whether the University was seeing success with dual enrollment students with a 3.0 GPA. Dr. Bach said yes. Trustee Ayers said that the Ayers Foundation really pushes dual enrollment and noted that they find that if you expect more, the students do better. She said it was nothing but a net positive. Dr. Bach said the goal is to grow dual enrollment in a purposeful way and noted the development of a specific program that is in the process of being rolled out. President Noland also noted the financial element to the change, noting that dual-enrollment students are earning credit hours for a fraction of the cost. Trustee Ayers moved that the Board of Trustees adopt the resolution, approving the revision of the Admissions Policy pertaining to dual-enrollment eligibility and guidelines. It was seconded by Trustee Golden and unanimously approved.

E. Undergraduate Advisement

Dr. Bert Bach explained that this is a proposal relative to establishing criteria for which mandatory advisement will apply. It attempts to clearly communicate to students and their parents what the expectations are relative to advisement. It would require mandatory advisement for all students who take fewer than 60 hours and all new students to ETSU. It would also be required for a readmitted student during his or her first term back at ETSU. Additionally, there would be required advising for students who have chosen an academic focus area as well as all students in “pre” programs. The policy also allows departments to require advising regardless of the number of hours a student has. Trustee Alsop asked Dr. Bach to talk about what has been done to “beef up” the advisement program at ETSU. Dr. Bach pointed out that ETSU had become part of the Student Success Collaboration, a very intrusive advisement program with a robust electronic platform for enhancing student success. He also noted that additional professional advisors were hired three years ago. Trustee Alsop moved that the Board of Trustees adopt the resolution, approving the Undergraduate Advisement Policy. It was seconded by Trustee Golden and unanimously approved.

VI. Notification of Status Pertaining to Development of ETSU Campus Access Policy as it Relates to Public Speaking Areas

Mr. Troy Perdue with University Counsel presented on this information item when Dr. Joe Sherlin was unable to attend at the last minute. Mr. Perdue noted that, as of January 1, there was a new statute related to free speech on campus. With that in mind, a review of ETSU's policies was conducted and, except for a few minor things, the University was already in compliance with the statute. Mr. Perdue said the review is an opportunity to look at ETSU policy and determine what could be done better. The policy presented provides information regarding procedures for reservation of Public Speaking Areas based on affiliated and non-affiliated users. It is also being updated to support effective and safe management of those spaces and expands the list of prohibited items. The proposed policy still has to have an internal review.

VII. ETSU Honors Programs and Their Impact

Dr. Judith Slagle, dean of the Honors College, presented information about Honors Programs. She said the Honors College at ETSU is the only one of its kind in the state. The Honors Program was started in 1992 and the Honors College was created in 2005. It now includes five programs, each with a distinct honors curriculum. The five programs are: University Honors Scholars (premier scholarship); Midway Honors Scholars (transfer students); Fine and Performing Arts Scholars; Honors-in-Discipline Programs (26 programs with approximately 240 students); and Presidential Honors (community service scholars), which was established in 2017. Dr. Slagle said there are approximately 440 Honors Program students, but the Honors College serves approximately 900 students because it also houses Undergraduate Research. The average ACT score of an Honors College student is 29 (compared to the national average of 21 and the state average of 19.8). Well over one-third of the students have substantial financial need. Dr. Slagle noted that seven of the last 10 SGA presidents were Honors students. In terms of Undergraduate Research, \$45,000 is granted annually for student research, supplies, travel, etc. Most Honors College students are in-state students, with a lot coming from Knox County of late. An estimated 43 percent go on to graduate and professional schools while 39 percent go straight into the workforce. Dr. Slagle noted that Honors students are leaders who are committed to service and serve as student recruiters. The Honors College also has a high retention rate.

VIII. THEC Quality Assurance Funding Results and Overall Impact to ETSU

Dr. Mike Hoff presented, noting that quality assurance – how ETSU maintains quality – is very important and Quality Assurance Funding tries to ensure that. He noted that, at one point, ETSU received all 100 points but this year received an 86. Each point, he said, is worth \$31,000. The overall QAF had a \$2.6 million impact at ETSU. He said Tennessee State University was the most improved while Tennessee Tech University went down the most in QAF. In the category of General Education, which measures whether students are able to demonstrate critical thinking, ETSU was awarded all 15 available points. In Major Field Assessment, or the ability to demonstrate knowledge/skills in a given field, ETSU earned 14 out of 15 available points. In Academic Programs, a category scored by peers and designed to provide incentives for institutions to achieve and maintain program excellence and accreditation, ETSU scored a 20 out of 25. The University netted all 10 available

points in the category of Institutional Satisfaction Surveys, as evaluated by surveys of undergraduate students, recent graduates and faculty. ETSU also received the maximum 10 points for Adult Learner Success. In the Focus Populations category, or the number of graduates from select populations, ETSU scored 19 out of 25 points. Dr. Hoff said the University selected populations of importance at ETSU including: low-income students, health programs, males, STEM undergraduate degrees and veterans. Dr. Hoff noted next steps in each of the categories, pointing out that we are not yet where we want to be in terms of QAF. Trustee Golden asked Dr. Hoff to go into more detail regarding the STEM undergraduate degrees population and what the University is doing to improve that. Dr. Hoff said there has been talk about an expansion of programs in the fields that are STEM. Trustee Golden cited a University of Georgia study on the needs of the 21st century, noting that there is a real need for teachers at the high school level who teach these STEM courses. He said the STEM pipeline is broken and wondered what could be done within the College of Education to produce high school STEM teachers.

IX. Academic Action Notifications for the Period of August 1, 2017, through December 1, 2017

Dr. Bert Bach apprised the committee of select academic actions taken by the University that do not require the committee's approval, but are still important for them to be aware of as a committee.

X. Research and Economic Development at ETSU Infrastructure and Organization

Dr. Bert Bach said he had been working for the past few months with Drs. Bill Duncan and Dennis Depew in assessing current infrastructure and what needs to be in place for potential expansion. He said the goal is to develop scalable infrastructure to support and grow research, pointing out uncertainties such as the research fund proposed by Gov. Haslam and the merger of the two health systems in the region. They worked under four assumptions: (1) ETSU already has senior leadership for an expanded role in research and economic development; (2) an expanded/scalable organization will be required; (3) it is imperative that our Research Foundation is central to expansion and will require new and expanded membership with external individuals playing a role; and (4) ETSU will revise its organization. In terms of the expanded role of the Research Fund, Dr. Bach said two new committees are proposed as well as an expanded role for Dr. Duncan to serve as the president of the Foundation and Dr. Depew to serve as the chair of a new Economic Development Council.

Dr. Bill Duncan noted that the University is not starting from scratch and already has robust research. He said reorganizing the Research Foundation and creating the two subcommittees would ensure a coordinated effort and link effort to economic development. He also addressed the creation of the Ballard Collaborative Research Institute to address money that may come from the newly merged health care system. The infrastructure would allow ETSU to work collaboratively with Ballard Health System to address population health issues in the region. The focus would be on translational research (bench to bedside and back to bench). The collaboration with

Ballad Health would provide a robust database, with 100,000 discharges per year, and thus, could help improve health outcomes and find ways to reduce costs. To address the research agenda, the University will need to recruit clinical faculty in several areas and those individuals will need experience working with a large database. Dr. Duncan envisions teams of interdisciplinary researchers.

Dr. Dennis Depew said this is an opportunity to engage external stakeholders and an opportunity to help drive the ETSU/Ballad Health initiative in positive ways. Trustee Alsop asked whether faculty members would be a part of the proposed committees and Dr. Depew said yes. Trustee Alsop then noted that it seems Ballad Health System is asking ETSU to identify things where we can really be strong. Dr. Duncan affirmed that is the case, citing existing areas of strength at ETSU such as the Center for Prescription Drug Abuse Prevention and Treatment and the Center for Inflammation, Infectious Disease and Immunity. Other areas being considered as focus areas include: neuroscience; diabetes and obesity; and maternal and child health. He said the question becomes, what could we do that will set us apart from other collaborations across the country. We need a signature collaboration, he said.

Chair Niswonger said he wanted to focus on the commercialization piece, noting that the Perdue Research Foundation turned out 27 start-up companies last year alone. The commercialization piece, he added, is where jobs get created. The merger and creation of this Research Foundation provide the biggest possibility within this region in the 45 years he has been here, he said. He believes it will take a paid professional who has done this before to make it a success and said that the plan just presented is missing that piece of a commercialization officer who would work with all parties to create the best bang for the buck.

Dr. Depew said he serves on the Angel Roundtable Board, which has invested in four companies, none of which are located here. He said having the ability to drive the business pipeline will require a different way of thinking. Trustee Golden cited a Boston consulting group's study from April 2017, which indicates that by 2018, China will spend twice as much as the United States on research and development. He said universities can accelerate product innovation, but agreed that the thing missing is that entrepreneurial spark to relentlessly engage the market.

Trustee Linda Latimer said ETSU has everything going for it to be a huge benefactor of the recent merger, noting that time is the only thing not on ETSU's side right now. She said Ballad Health has to give \$175 million to research over the next 10 years but noted that other institutions are acting swiftly in hopes of getting some of those funds. She concurred that there is a need to hire someone who puts ETSU first in relation to the merger and also noted that three of the 11 Ballad Health board members are also on the ETSU Board of Trustees. She said the region needs real innovation, adding that the University has less than a year to create a presentation on five areas of research and it is up to ETSU to bring ideas that will make Ballad Health money. She encouraged leadership to get 25 great ideas catalogued as soon as possible, pointing out that there is an extraordinarily short timeline. Trustee Golden noted that however

fast the University thinks it is running on this, it is going too slow and needs to think deeply about changing the cadence.

Chair Niswonger referred to it as a three-legged stool with (1) real research doctors, (2) the academics piece and (3) a commercialization officer that can bring corporate dollars in. Several trustees also noted the significance of hiring the right person for the new MEAC CEO position. Trustee Golden said everything ETSU needs is sitting on the table and failure is not an option.

President Noland said it was his hope that the document presented would spur conversation and said the institution needed the direction and guidance of its trustees. He asked what they envisioned as the next steps, to which Trustee Golden requested a Gantt chart be put together. He said to start making blocks of the 30 most important things and which are dependent on ones previous. He also said the Board could delegate to its executive committee if that helped prevent issues related to timetables and acting quickly. Trustee Ayers encouraged everyone to remember that this is a primary rural community and the uniqueness of this region should not be forgotten. Trustee Golden again said to make the chart and 30-40 next steps. He added that expertise can be rented and also encouraged President Noland to always assume what you are bringing is good enough and not to wait on approval to schedule your next steps.

XI. Adjournment

The meeting was adjourned.

EAST TENNESSEE STATE UNIVERSITY
BOARD OF TRUSTEES

ACTION ITEM

DATE: April 27, 2018

ITEM: Promotion and Tenure of Faculty Members

COMMITTEE: Academic and Student Affairs Committee

RECOMMENDED ACTION: Approve

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

Promotion in rank recognizes the past achievements of a faculty member and expresses confidence that she or he is capable of even greater accomplishments and of assuming greater responsibilities. The University awards tenure to faculty whose professional abilities and accomplishments warrant the degree of permanence afforded by academic tenure.

MOTION: I move that the Academic and Student Affairs Committee recommend adoption of the following Resolution by the Board of Trustees:

RESOLVED: Promotion in rank and/or the awarding of Tenure is granted to the faculty members recommended by the President in the particular unit, department, or college as outlined in the meeting materials.

April 2, 2018

David Linville, MD, EdD
Secretary ETSU Board of Trustees

Dr. Linville,

I recommend that the Board of Trustees award tenure and/or promotion to the faculty as indicated on attachment A (*Promotion and Tenure Recommendations for 2018-2019*). The faculty listed below are recommended as exceptions permitted by ETSU policy or are recommended for tenure upon appointment.

Attachment B provides summary data on numbers and percentages of full-time ETSU faculty with tenure and by professorial rank in Fall 2016 and Fall 2017.

Recommended as Exceptions

Dr. Amanda Greene

Sport, Exercise, Recreation, and Kinesiology

College of Education

Exception: Awarding tenure prior to completing the probationary period and promotion to associate professor prior to completing the minimum years in rank

Dr. Greene became a full-time faculty member in the Department of Sport, Exercise, Recreation, and Kinesiology in 2013, having previously been an adjunct faculty member here. She has taught a variety of graduate and undergraduate courses and has designed and taught two online courses. Approximately 90% of her student assessment of instruction scores are in the “agree” to “strongly agree” range, and students comment on how prepared, responsive and effective she is. Dr. Greene has eight peer-reviewed publications, of which she is the first author on four. She has made 13 presentations at national, regional, state and local conferences and has been awarded over \$400,000 in grant funding during her time at ETSU. Dr. Greene’s service to the community and university includes being her department’s undergraduate program coordinator and internship coordinator and advising the sport management club. She is also a research consultant for Bristol Motor Speedway.

Dr. Tina Hudson

Educational Foundations and Special Education

College of Education

Exception: Awarding tenure prior to completing the probationary period and promotion to associate professor prior to completing the minimum years in rank

Dr. Hudson has been with ETSU since 2013. She has developed new courses, mentored faculty in revising courses, and worked to connect the goals of InTopForm, ETSU’s SACSCOC-mandated Quality Enhancement Plan, to the EdTPA, an assessment and support system used by teacher preparation programs throughout the United States. Her student assessment of instruction scores have been very high, and she has received the Clemmer College of Education outstanding teaching award. Dr. Hudson has co-authored three peer-reviewed articles and five book chapters (seven as first author), edited three conference proceedings and presented at 16 national conferences. She is the managing editor for *Rural Special Education Quarterly* and has received one internal and one external grant. In service to her college and department Dr. Hudson has developed training videos for the EdTPA, a certificate program for Response to Intervention, a matrix for CEC standards, and methods for remote supervision.

Mr. Michael Marks

Mathematics and Statistics

College of Arts and Sciences

Exception: Promotion to assistant professor without the terminal degree

Mr. Marks began his employment at ETSU in 2000 as a tenure-track instructor in the Department of Mathematics. This is a teaching position serving the Kingsport-Allandale campus. In 2005 he was granted tenure. After teaching ETSU students for 17 years, Mr. Marks has applied for promotion to assistant professor, and his application has received unanimous support from all levels of review. Mr. Marks is by all accounts an outstanding instructor who is appreciated greatly by his peers and his students. He has twice been named the Outstanding Mathematics Faculty Member in Teaching at ETSU. In addition to teaching lower-level mathematics courses at the Kingsport campus, he has used leading-edge instructional technology to offer his classes in other formats, first through ITV and then through asynchronous on-line, and synchronous, streaming technology. Mr. Marks is enterprising, innovative and committed to the success of ETSU students.

Dr. Shunbin Ning

Internal Medicine

College of Medicine

Exception: Awarding tenure prior to completing the probationary period and promotion to associate professor prior to completing the minimum years in rank

Dr. Ning joined ETSU in May 2014, having previously been a faculty member of the School of Medicine at the University of North Carolina at Chapel Hill and then the University of Miami College of Medicine. Upon arriving at ETSU he was granted three years credit tenure and promotion. While at the University of Miami, Dr. Ning received a prestigious American Society of Hematology Scholar grant in the field of viral leukemogenesis, which transferred to ETSU with him. He is a key collaborator in the Center for Inflammation, Immunity and Infectious Diseases. He has co-authored more than 60 original papers, reviews and book chapters, including 13 publications in high impact journals such as *Virology* and the *Journal of Biological Chemistry* since coming to ETSU. Dr. Ning has also received an R15 grant from the National Institutes of Health as an independent investigator, an especially noteworthy research accomplishment. He serves the University as a member of the Faculty Senate and the research development committee, and he is active in his profession, serving on the editorial boards of several journals.

Mr. Willie Smith

Mathematics and Statistics

College of Arts and Sciences

Exception: Promotion to assistant professor without the terminal degree

Mr. Smith began his career at ETSU in 2001 as a tenure-track instructor in developmental studies before moving to the Department of Mathematics in 2003. He was awarded tenure in 2006. After teaching ETSU students for 16 years he has applied for promotion to assistant professor, and his application has received unanimous support from all levels of review. Mr. Smith initially taught developmental mathematics courses and subsequently also taught pre-calculus courses and, most recently, sections of MATH 1530, Probability and Statistics, in which ETSU embeds learning support. Thus he has consistently taught the many students entering ETSU who struggle with mathematics. He seeks to make them feel more comfortable with the subject, spends additional time with them and is committed to their success. Innumerable students have been retained at ETSU and gone on to complete their degrees due to Mr. Smith's efforts on their behalf.

Ms. Teresa Brooks Taylor

Counseling and Human Services

College of Education

Exception: Promotion to assistant professor without the terminal degree

Ms. Brooks Taylor joined ETSU's division of Student Affairs in 1999 after serving as an adjunct faculty member here since 1993. She transferred to the Clemmer College of Education in 2009 and

was awarded tenure in 2015 as a faculty member in Counseling and Human Services. In this role she contributes to the Human Services program, the department, the college and the University. Ms. Brooks Taylor's Student Assessment of Instruction scores are exceptionally strong. Her most notable achievements relate to her leadership of ETSU's service learning program, in which students from across the University engage in community service and thereby deepen their mastery of their fields of study and their commitment to civic engagement. Ms. Brooks Taylor has authored a book on service learning and has been awarded grants for her work with service learning and the America Reads program. She is active on university and regional committees and organizations and has been active in implementing a learning community at ETSU.

Recommended for Tenure upon Appointment

Dr. S. Lee Ridner

Graduate Programs

College of Nursing

Dr. Ridner came to ETSU in January 2018 from the University of Louisville, where he was Associate Dean of Graduate Programs. He is an internationally recognized nurse scientist who specializes in the health status and smoking habits of college-age students. He has taught at all levels of nursing education and served on numerous master's theses and doctoral dissertation committees. Dr. Ridner has received funding for three program grants as either the project director or a co-director or co-investigator totaling \$7,091,544, and he has received funding for seven research grants as either the principal investigator or co-investigator totaling \$289,618. His publications total 31, and he has given 23 oral presentations, five of which were invited, and presented 23 posters. Dr. Ridner is a certified Family Nurse Practitioner and has practiced in that role for a number of years.

I am honored to recommend for tenure or promotion the faculty named in this letter and those on the documents accompanying it.

Sincerely,



Brian Noland
President

Attachments

Copies:

Bert C. Bach
Wilsie S. Bishop
Human Resources

Promotion and Tenure Recommendations for 2018-2019				
College/Faculty Name	Department	Proposed Rank ¹	Location of Tenure ²	
Arts and Sciences				
	Allen, Michael	Philosophy & Humanities	Professor	
	Blackhart, Ginette	Psychology	Professor	
	Foster, Kelly	Sociology & Anthropology	Associate	Sociology & Anthropology
	Harker, David	Philosophy & Humanities	Professor	
	Killmeyer, Heather	Music	Associate	Music
P	Marks, Michael	Mathematics & Statistics	Assistant	
	Mei, Hua	Chemistry	Associate	Chemistry
	Michieka, Martha	Literature & Language	Professor	
	Rankin, John	History	Associate	History
	Schubert, Blaine	Geosciences	Professor	
P	Smith, Willie	Mathematics & Statistics	Assistant	
	Stevens, Alan	Music	Associate	Music
	Stinson McKnight, Jill	Psychology	Associate	Psychology
	Williams, Stacey	Psychology	Professor	
Business and Technology				
	Atkins, Kelly	Management & Marketing	Associate	
	Bhattacharjee, Prasun	Economics & Finance	Associate	Business & Technology
	Gregory, Richard	Economics & Finance	Professor	
Clinical and Rehabilitative Health Sciences				
	Epps, Susan	Allied Health Sciences	Professor	
	Hall, Courtney	Physical Therapy	Professor	
Education				
	Bernard, Julia	Counseling & Human Services	Associate	Counseling & Human Services
	Chambers, Cynthia	Educ Foundations & Special Education	Professor	
	Campbell, Heidi	University School		University School
	Flora, William	Educ Leadership & Policy Analysis		Educ Leadership & Policy Analysis
PT	Greene, Amanda	Sport, Exer, Recreation, & Kinesiology	Associate	Sport, Exer, Recreation, & Kinesiology
PT	Hudson, Tina	Educ Foundations & Special Education	Associate	Educ Foundations & Special Educ
	Lange, Alissa	Human Development & Learning	Associate	Early Childhood Education
	Likis-Werle, Sarah	Counseling & Human Services	Associate	Counseling & Human Services
	Lyons, Renee	Curriculum & Instruction	Associate	Curriculum & Instruction
	Mizuguchi, Satoshi	Sport, Exer, Recreation, & Kinesiology	Associate	Sport, Exer, Recreation, & Kinesiology
	Rice Moran, Renee	Curriculum & Instruction	Associate	Curriculum & Instruction
	Scott, Pamela	Educ Leadership Policy Analysis	Professor	
P	Taylor, Teresa	Counseling & Human Services	Assistant	
	Trivette, Carol	Early Childhood Education	Professor	Early Childhood Education
Library				
	Anderson, Joanna	Library Administration	Associate	Library
Medicine				
	Chakraborty, Kanishka	Internal Medicine	Associate	
	Eberhart, Anne	Surgery	Professor	
	Lasky, Tiffany	Surgery	Professor	
	Lee, Joseph	Surgery	Associate	
PT	Ning, Shunbin	Internal Medicine	Associate	Medicine
	Paul, Timir	Internal Medicine	Associate	
	Pierce, Deidre	Internal Medicine	Associate	
	Shah, Rupal	Internal Medicine	Associate	
Nursing				
A	Ridner, S. Lee	Graduate Programs		Nursing Graduate Programs
Pharmacy				
	Alexander, Katelyn	Pharmacy Practice	Associate	
	Burchette, Jessica	Pharmacy Practice	Associate	
	Stewart, David	Pharmacy Practice	Professor	
Public Health				
	Quinn, Megan	Biostatistics & Epidemiology	Associate	Biostatistics & Epidemiology
	Slawson, Deborah	Community & Behavioral Health	Professor	

¹=if recommended for promotion; ²=if recommended for tenure; A=Tenure upon Appointment; P=Recommended for Promotion by exception; T=Recommended for Tenure by exception. Details pertaining to the justification for exceptions are included in the letter from ETSU President Brian Noland to BOT Secretary David Linville.

Full-Time Faculty by Academic Rank

Main Campus

	<u>Fall 2016</u>		<u>Fall 2017</u>	
	<u>Count</u>	<u>%</u>	<u>Count</u>	<u>%</u>
Other	2	0.3	3	0.5
Lecturer	62	9.8	63	9.6
Instructor	68	10.8	74	11.3
Assistant Professor	175	27.7	167	25.5
Associate Professor	164	25.9	183	28.0
Professor	161	25.5	164	25.1
	632	100.0	654	100.0

Medicine

	<u>Fall 2016</u>		<u>Fall 2017</u>	
	<u>Count</u>	<u>%</u>	<u>Count</u>	<u>%</u>
Other	0	0.0	0	0.0
Lecturer	0	0.0	0	0.0
Instructor	2	1.1	2	1.1
Assistant Professor	63	34.1	63	34.1
Associate Professor	36	19.5	44	23.8
Professor	84	45.4	74	40.0
	185	100.0	185	100.0

Pharmacy

	<u>Fall 2016</u>		<u>Fall 2017</u>	
	<u>Count</u>	<u>%</u>	<u>Count</u>	<u>%</u>
Other	0	0.0	0	0.0
Lecturer	0	0.0	0	0.0
Instructor	0	0.0	0	0.0
Assistant Professor	9	31.0	7	24.1
Associate Professor	14	48.3	16	55.2
Professor	6	20.7	6	20.7
	29	100.0	29	100.0

Combined

	<u>Fall 2016</u>		<u>Fall 2017</u>	
	<u>Count</u>	<u>%</u>	<u>Count</u>	<u>%</u>
Other	2	0.2	3	0.3
Lecturer	62	7.3	63	7.3
Instructor	70	8.3	76	8.8
Assistant Professor	247	29.2	237	27.4
Associate Professor	214	25.3	243	28.1
Professor	251	29.7	244	28.2
	846	100.0	866	100.0

Notes:

1. Does not include: Faculty with part-time FTE; Military Science faculty; VA Academic faculty; Geographic, full-time faculty with part-time FTE (Medicine only); Administrative employees (AE, AD, CH) with rank.
2. Does include: University School faculty
3. Other rank are post-doc appointments in Literature & Language

Full-Time Faculty by Tenure Status

Main Campus

	<u>Fall 2016</u>		<u>Fall 2017</u>	
	Count	%	Count	%
Non Tenure-Track	113	17.9	125	19.1
Tenure-Track	162	25.6	150	22.9
Tenured	357	56.5	379	58.0
	632	100.0	654	100.0

Medicine

	<u>Fall 2016</u>		<u>Fall 2017</u>	
	Count	%	Count	%
Non Tenure-Track	101	54.6	106	57.3
Tenure-Track	11	5.9	11	5.9
Tenured	73	39.5	66	35.7
	185	100.0	185	100.0

Pharmacy

	<u>Fall 2016</u>		<u>Fall 2017</u>	
	Count	%	Count	%
Non Tenure-Track	17	58.6	18	62.1
Tenure-Track	2	6.9	0	0.0
Tenured	10	34.5	11	37.9
	29	100.0	29	100.0

Combined

	<u>Fall 2016</u>		<u>Fall 2017</u>	
	Count	%	Count	%
Non Tenure-Track	231	27.3	249	28.8
Tenure-Track	175	20.7	161	18.6
Tenured	440	52.0	456	52.7
	846	100.0	866	100.0

Notes:

1. Does not include: Faculty with part-time FTE; Military Science faculty; VA Academic faculty; Geographic, full-time faculty with part-time FTE (Medicine only); Administrative employees (AE, AD, CH) with rank.
2. Does include: University School faculty

EAST TENNESSEE STATE UNIVERSITY
BOARD OF TRUSTEES

ACTION ITEM

DATE: April 27, 2018

ITEM: Proposed Change of Name: Clemmer College of Education

COMMITTEE: Academic and Student Affairs Committee

RECOMMENDED ACTION: Approve

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

Dr. Gregory Aloia
Dean, Claudius G. Clemmer College of Education

Renaming the Claudius G. Clemmer College of Education: An Effort to Redefine the College with an Aspirational and Non-restrictive Title.

Introduction

The dedication to teaching and human service that began in 1911 with the foundation of the East Tennessee State Normal School is still alive today in the Claudius G. Clemmer College of the Education (CCOE). As part of this mission the CCOE at East Tennessee State University has evolved into a home to programs of study that focus on improving the lives of individuals through teaching and learning, physical and mental health, and leadership. The college is home to six academic departments, four Centers of Excellence, and six facilities that offer specialized services to the community:

Departments	Centers of Excellence	Facilities
--------------------	------------------------------	-------------------

Counseling and Human Services	Early Childhood Learning & Development	ETSU U.S. Olympic Training Site
Curriculum and Instruction	Community College Leadership	Child Study Center
Early Childhood Education	Mathematics & Science Education	Little Bucs Childcare
Educational Foundations & Special Education	Sport Science & Coach Education	University School
Educational Leadership & Policy Analysis		Community Counseling Clinic
Sport, Exercise, Recreation, & Kinesiology		Family Support Center in Sevierville

The CCOE’s programs are accredited by the National Council of Accreditation of Teacher Education, Tennessee Department of Education, Council for Accreditation of Counseling & Related Education Programs, National Association for the Education of Young Children, Council for Exceptional Children, Council for Students in Human Services Education, and the National Association of Sport Physical Education.

The college is named for Claudius G. Clemmer, a former teacher, successful business and civic leader, and lifelong benefactor and champion for education. During the Great Depression, with no money to support his one-room schoolhouse in Greene County, Clemmer taught his 30 students without pay so they could continue their studies. Scholarships established by Clemmer continue to support new generations of education students who will carry the same dedication to service into their own professional careers.

Background/Problem

The CCOE received feedback from faculty, staff, students, and prospective students that the current name of the college does not encompass or represent all that the college is or all that the college would like to be. As a college that does more than prepare teachers, the title of “College of Education” does not accurately reflect the variety and complexity of the programs, centers, research strands, and faculty interests. The current name actively excludes programs that are not typically defined as education programs, such as sport science. This restrictive title prevents many applicants from considering or discovering the many non-teacher education programs the college has to offer.

The CCOE sent a survey to its constituents requesting suggestions for a new name. In homage to their early educational roots, the CCOE decided that the new name should retain Clemmer but change to represent counselors, coaches, and educational leaders, as well as teachers and trainers at all educational levels. During this process, many expressed concerns that simply attaching additional descriptors to the current name would make the name too long or complex, which would be difficult to remember and may unintentionally exclude some programs. In accordance

with these concerns, the leadership team proposed that rather than simply adding to the current name a new, more inclusive title would afford them more chance to define their aspirations.

By adopting a distinctive, memorable, and aspirational name the college will be able to more accurately represent the variety of programs and services they offer.

Solution

After seeking the counsel of CCOE faculty and staff, University Relations, and Media and Communications specialists, the CCOE concluded that simplifying the college's name to Clemmer College would best reflect both the current diversity of the college's programs and the college's future aspirations. The 157 faculty and staff present at the meeting overwhelmingly chose this aspirational new name, as they seek to be one of the premier colleges for education, sport science, counseling, and leadership. Their goal is for the name to be recognized nationally and internationally, in the same way that Peabody, Wharton, and Kellogg have name recognition as premier colleges. The new name, along with the development of the strategic plan and alignment of the plan to the University's plan, has given the college a central focus and a new cohesive goal; to connect the Clemmer name universally with excellence in all aspects of teaching, coaching, counseling, and leadership with only two words: Clemmer College.

On their future promotional materials, the CCOE plans to use the subtitle "Excellence in Counseling, Education, Leadership, and Sport" to market the college's breadth of programs and services. These words create the acronym "EXCELS," which further emphasizes the CCOE's goal to strive for nationally recognized excellence in each program.

Conclusion

After listening to feedback from the college's key publics, the CCOE has concluded that the name Clemmer College with the associated subtitle "Excellence in Counseling, Education, Leadership, and Sport" best represents the college's students, faculty, staff and the University as a whole. This aspirational title will provide the Clemmer College with the ability to continue to grow in the local, regional, and global communities as it works to further develop its varied programs and opportunities.

MOTION: I move that the Academic and Student Affairs Committee recommend adoption of the following Resolution by the Board of Trustees:

RESOLVED: The name of the Clemmer College of Education shall be changed to the Clemmer College to better reflect its mission as outlined in the meeting materials.

EAST TENNESSEE STATE UNIVERSITY
BOARD OF TRUSTEES

ACTION ITEM

DATE: April 27, 2018

ITEM: Proposal to Establish a New Academic Degree: *BS in Rehabilitative Health Sciences*

COMMITTEE: Academic and Student Affairs Committee

RECOMMENDED ACTION: Approve

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

The College of Clinical and Rehabilitative Health Sciences proposes a B.S. in Rehabilitative Health Sciences. The College has worked on this degree for four years. According to THEC policy, a consultant and THEC staff conducted a review and site visit. Recommendations by the reviewers were addressed. The proposed degree was then vetted through the University's internal approval process and is recommended for approval by the Undergraduate Curriculum Committee, Academic Council, and President Noland. THEC has affirmed that the ETSU Board of Trustees reviews the proposal.

The degree addresses the supply and demand for rehabilitation professionals in Tennessee and the United States. According to the U.S. Bureau of Labor Statistics, the national employment rate of rehabilitation professionals (PT, OT, SLP, and AUD) is expected to grow faster than average through the year 2024. Specifically, rehabilitation health care professions are expected to grow 21% - 34% over the next 10 years. The growing demand for rehabilitation professionals who understand normal aging, neurogenic diseases, psychosocial function, physical injuries, and rehabilitation and health care systems is increasing with the aging of the population in Tennessee and the nation. Life-saving medical interventions are extending the lives of Americans, increasing the elder population and saving the lives of individuals who might have previously succumbed to disease or injury. These medical advances have resulted in an increased need for rehabilitation services for persons who survive, but have temporary or chronic disabling conditions which interfere with their ability to function. As a result, there is a dramatically increased demand for rehabilitation personnel and a need for new therapies to assist individuals as they recover, adjust and adapt to health changes.

The curriculum is framed within the World Health Organization's International Classification of Functioning, Disability, and Health (WHO; ICF, 2004), which emphasizes patient-centered interprofessional care and fosters the application of the four core competencies of interprofessional collaborative practice (Interprofessional Education Collaborative, 2011). This curricular framework is particularly essential to rehabilitation medicine, which defines itself with

respect to concepts of functioning, disability and health. The program includes 49 credit hours in the major and incorporates 150 clinical observation hours.

Financial projections are based on two additional faculty, chair stipend, executive aide, and operation expenses. Tuition is based on 2017-18 maintenance fees with an annual 3% increase.

	Year 1	Year 2	Year 3	Year 4	Year 5
Enrollments	26	50	70	72	73
Expenditures	\$156,758	\$239,057	\$244,919	\$250,956	\$257,175
Tuition and Fees	\$279,899	\$458,845	\$647,111	\$659,841	\$695,480
Profits	\$123,141	\$219,788	\$402,1931	\$408,885	\$438,305

MOTION: I move that the Academic and Student Affairs Committee recommend adoption of the following Resolution by the Board of Trustees:

RESOLVED: The proposed new academic degree, *BS in Rehabilitative Health Sciences*, is approved by the Board as outlined in the meeting materials. The University is directed to submit proposal with the Board’s decision to the Tennessee Higher Education Commission for its consideration.



EAST TENNESSEE STATE UNIVERSITY

Letter of Notification and New Academic Program Proposal

Program Name and Degree Designation	B.S. in Rehabilitative Health Sciences
CIP Code and Title	51.2314, Rehabilitation Science
Proposed Implementation Date:	Fall 2018
Academic Program Liaisons	Dr. Bert C. Bach Provost and Vice President for Academic Affairs



EAST TENNESSEE STATE UNIVERSITY

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EAST TENNESSEE STATE UNIVERSITY

PART 1 LETTER OF NOTIFICATION

A. Program Name, Degree Designation and CIP Code

B.S. in Rehabilitative Health Sciences

CIP Code 51.2314, Rehabilitation Science

Definition: A program that focuses on human function, disability, and rehabilitation from the perspectives of the health sciences, social sciences, psychology, engineering, and related fields. Includes instruction in psychological, social, and cultural aspects of disability and rehabilitation; sensory and motor function and dysfunction; biomechanics and kinesiology; assistive technology; rehabilitation instrumentation and methodology; statistics; and health and rehabilitation policy.

B. Proposed Implementation Date

Fall 2018

C. Academic Program Liaison

Dr. Bert C. Bach, Provost and Vice President for Academic Affairs

D. Alignment with State Master Plan and Institutional Mission

ETSU's mission statement highlights the need to "provide strong, comprehensive educational, research, and service programs in the health sciences that advance the health and wellness of people throughout Tennessee and Southern Appalachia and of rural populations around the world." The strategic plan for the Bachelor of Science degree in Rehabilitative Health Sciences speaks to the promise of ETSU's mission and its commitment to excellence in teaching, research, and public service in the health sciences through its inclusion with well-established and fully-accredited undergraduate programs in nutrition, radiography, cardiopulmonary science, and dental hygiene, as well as accredited programs in audiology, speech/language pathology, and physical therapy.

The B.S. in Rehabilitative Health Sciences degree aligns with the State Master Plan to increase the educational attainment levels of Tennesseans by addressing these major needs: degree completion for community college students and previously enrolled adult learners, increased need for rehabilitation workforce, and career paths for support staff and rehabilitation professionals. Each of these areas is addressed in the sections that follow.

Degree Completion The B.S. in Rehabilitative Health Sciences would allow community college graduates and nontraditional students to complete their education or change professions. Specifically, this degree provides an avenue to a bachelor’s degree for students who have completed an A.A.S. (Associate of Applied Science) degree as a rehabilitation assistant in physical therapy (PTA), occupational therapy (OTA), or speech-language pathology (SLPA) and desire to obtain a Bachelor’s degree. It also provides a pathway for adult learners currently employed in the healthcare field who have some college, but no college degree. These previously enrolled adult learners represent what the State Master Plan refers to as the “sleeping giant.” Future potential students in these two categories (A.A.S. degree students and previously enrolled adult learners) would be an extension of the college’s active recruitment campaign for degree completion programs. The College of Clinical and Rehabilitative Health Sciences has over a decade of experience in offering degree completion in four programs (Dental Hygiene, Cardiopulmonary Science, Radiography, and Allied Health Leadership). The college annually admits approximately 100 students into these degree completion programs. This represents over 200 students across two years in the degree completion programs. The college has recruitment capacity through a dedicated recruiter/advisor position and an extensive contact database for community colleges and hospitals within a 250 mile radius. The college recruiter regularly communicates with community colleges and hospitals through visits, in-person and online presentations, emails, and mailings. The college receives 300-400 inquiries per year for the degree completion programs. The new B.S. in Rehabilitative Health Sciences would build upon this established recruitment mechanism for these degree completion students.

Increased Need for Rehabilitation The B.S. in Rehabilitative Health Sciences degree addresses the supply and demand for rehabilitation professionals in Tennessee and the United States. According to the U.S. Bureau of Labor Statistics, the national employment rate of rehabilitation professionals (PT, OT, SLP, and AUD) is expected to grow faster than average through the year 2024. Specifically, rehabilitation health care professions are expected to grow 21% - 34% over the next 10 years. The growing demand for rehabilitation professionals who understand normal aging, neurogenic diseases, psychosocial function, physical injuries, and rehabilitation and health care systems is increasing with the aging of the population in Tennessee and the nation. Life-saving medical interventions are extending the lives of Americans, increasing the elder population and saving the lives of individuals who might have previously succumbed to disease or injury. These medical advances have resulted in an increased need for rehabilitation services for persons who survive, but have temporary or chronic disabling conditions which interfere with their ability to function. As a result, there is a dramatically increased demand for rehabilitation personnel and a need for new therapies to assist individuals as they recover, adjust and adapt to health changes.

Career Path: Support Staff Changes in the healthcare systems in the U.S. will also likely result in more positions to assist patients in accessing short and long term rehabilitation services (e.g., medical and health service managers, patient navigator, home care services, community care navigator, rehabilitation assistants, rehabilitation management,

independent living specialists, health/wellness programming in hospital settings), and this degree has the potential to provide a solid foundation as these new positions emerge. The B.S. in Rehabilitative Health Sciences addresses the State Master Plan in aligning postsecondary outputs and outcomes with economic needs by preparing students for under-supplied entry-level occupations within rehabilitation and health care. Additionally, the 2011 Institute of Medicine Report's recommendation to "practice at the top of the license" requires professionals to engage in only those patient care activities that require their level of expertise and skill and to delegate activities that can and should be done by less skilled individuals, such as assistants. This translates to better reimbursement for rehabilitation professionals spending more time doing the work that requires their highest skill set, which is more financially valued, and, therefore, places an increased need for entry-level assistants to deliver the lower skilled activities.

The B.S. in Rehabilitative Health Sciences also speaks to the State Goal for Postsecondary Attainment in affirming the value of a social and behavioral science degree as a workforce degree. This degree provides students with exposure to contemporary issues in health care, such as professional ethics, cultural competence for professional interactions in a diverse society, evidence-based decision-making, and regulatory and institutional aspects of provisions of services. The degree also fosters development of critical thinking and written and oral communication abilities within contexts of the physical, biological, cognitive, and social sciences. Finally, a degree in Rehabilitative Health Sciences provides students with core competence in understanding the science of disability and rehabilitation, integrating information from the broad areas of lifespan human development and disabilities, psychology, and neuro-bases of behavior and rehabilitation.

Finally, the B.S. in Rehabilitative Health Sciences also addresses the rising trend in the number of applicants for the limited positions in rehabilitation graduate programs (cf., PT, OT, SLP, and AUD). Currently, the admission rate for students applying to the graduate programs in speech-language pathology, physical therapy, and audiology at East Tennessee State University ranges from 11% - 14%. The B.S. in Rehabilitative Health Sciences expands the pipeline between the huge market demand for rehabilitation professionals and the limited training slots in these competitive graduate programs. This degree provides career options for students who want a rehabilitation career but are among the majority of applicants who do not get accepted into graduate programs in physical therapy, occupational therapy, speech-language pathology, or audiology. Gaining work experience in a rehabilitation field will give students a competitive advantage when reapplying to graduate programs.

Career Path: Both demand and supply factors are driving the increased need for rehabilitation
 Rehabilitation Professionals: professionals. On the demand side, the U.S. population growth by 25 million each decade, coupled with the aging of the American population, are two statistics that are irrefutably boosting the demand for rehabilitation services, as well as contributing to a lack of rehabilitation professionals. Between 2000 and 2030, the number of the people in the U.S. over the age of 65 is expected to double. The

elderly population makes twice as many physician visits as those under 65, and the incidence of neurological disease and hearing loss is far higher for the elderly than younger age groups. Another factor contributing to the higher demand for rehabilitation services is the increasing pace of medical advances that are extending the lives of individuals who might have previously died from injury or disease.

On the supply side, rehabilitation professions face a current and future workforce shortage due to different factors, including a rapidly retiring workforce. As a result of these demand and supply factors, rehabilitation professionals are projected to be among the fastest growing occupations between 2014-2024. The proposed B.S. in Rehabilitative Health Sciences will prepare graduates to be strong applicants in the highly competitive clinical and research graduate rehabilitation programs because of the program’s curricular framework within the World Health Organization’s International Classification of Functioning, Disability and Health model (see pp. 13-14 for more description). This framework emphasizes patient-centered interprofessional care and fosters the application of the four core competencies of interprofessional collaborative practice (IPEC, 2011).

This proposal is part of a national trend to develop a degree program in Rehabilitative Health Sciences to address the supply and demand of rehabilitation health care workers. Currently, 11 B.S. in Rehabilitative Health Sciences programs that have a health focus have been created in the last 10 years. A common concern is how these new programs impact other university programs, particularly exercise science. Although it was not possible to collect the level of granular data regarding the enrollment numbers of these two programs to examine impact, the table below lists these 11 universities and which ones also have an exercise science major, or its equivalent. Nine of the 11 universities have both majors, which lends support that these two majors can co-exist. Seven of those nine are housed within the same college. Finally, eight of the 11 universities house the rehabilitation science program within a health college. East Tennessee State University is well suited to offer this degree within the College of Clinical and Rehabilitative Health Sciences and the Academic Health Sciences Center.

Universities	Rehabilitative Health Science Major Equivalent	Exercise Science Major Equivalent
University of Pittsburgh	B.S. in Rehabilitation Science School of Health and Rehabilitation Sciences	B.S. in Athletic Training School of Health and Rehabilitation Sciences
George Mason University	B.S. in Rehabilitation Science College of Health and Human Services	B.S. in Athletic Training College of Education and Human Development
Arkansas Tech University	B.A. in Rehabilitation Science College of Arts and Humanities	B.A. in Health & Physical Education (2 concentrations with one being similar to Exercise Science) College of Education
Boston University	B.S. in Rehabilitation Science	B.S. in Athletic Training

	College of Health and Rehabilitation Sciences	College of Health and Rehabilitation Sciences
Clarion University of Pennsylvania	B.S. in Rehabilitative Sciences College of Health and Human Services	B.S. in Sports Management College of Health and Human Services
Indiana University-Purdue University	B.S. in Rehabilitation & Disability Studies School of Health and Rehabilitation Sciences	B.S. in Exercise Science School of Physical Education & Tourism Management
New England Institute of Technology	B.S. in Rehabilitation Sciences College of Health Sciences	None
Northeastern University	B.S. in Rehabilitation Studies College of Health Sciences	B.S. in Athletic Training College of Health Sciences
Stephen F. Austin State University	B.S. in Rehabilitation Services College of Education	M.S. in Athletic Training College of Education
University of Maine at Farmington	B.S. in Rehabilitation Services Division of Community Health Education, Recreation, and Rehabilitation	None
University of North Dakota	B.S. in Rehabilitation and Human Services College of Education & Human Development	B.S. in Kinesiology College of Education & Human Development

E. Feasibility Study

1. Employer Need/Demand

According to the U.S. Bureau of Labor Statistics, the national employment rate of rehabilitation professionals is expected to grow faster than average through the year 2024. Specifically, rehabilitation health care professions are expected to grow 21% - 34% over the next 10 years. Admission to these programs is highly selective, and graduates from this program are expected to have a competitive edge with their coursework in neurogenic diseases, psychosocial function, physical injuries, and rehabilitation and health care systems within interprofessional health care teams.

Employment Projection

The proposed degree program prepares students for either entry-level positions within rehabilitation and healthcare or a pre-professional degree for application to graduate programs in rehabilitation professions. Information is presented below on employment projections for both entry-level positions and the rehabilitation professions.

The table below shows the 2014-2024 National Bureau of Labor Statistics Projections of Supply and Demand in different entry level health care occupations.

Occupation	Job Summary	Job Outlook
<p>Rehabilitation therapy assistants (PTA, OTA, SLPA, and Audiology Technicians)</p> <p>https://www.bls.gov/oo/h/healthcare/physical-therapist-assistants-and-aides.htm</p> <p>https://www.bls.gov/oo/h/healthcare/occupational-therapy-assistants-and-aides.htm</p> <p>https://www.onetonline.org/link/summary/31-9099.01</p> <p>https://www.onetonline.org/link/summary/29-2092.00</p>	<p>Work under the direction and supervision of rehabilitation professionals. Rehab assistants and technicians help patients who are recovering from injuries, illnesses, or dealing with hearing loss regain function (movement and/or communication).</p>	<p><u>PTA</u>: projected to grow 40% from 2014-2024, much faster than the average for all occupations. Demand for PT services is expected to increase in response to the healthcare needs of an older population and individuals with chronic conditions, such as diabetes and obesity.</p> <p><u>OTA</u>: projected to grow 40% from 2014-2024, much faster than the average for all occupations. OT will continue to be an important part of treatment for people with various illnesses and disabilities.</p> <p><u>SLPA</u>: projected to grow 9-13% from 2014-2024, much faster than the average for all occupations. SLP services are expected to increase with the aging population and the impact of neurologic diseases and disorders on communication and swallowing.</p> <p><u>Audiology Technicians</u>: projected to grow 27% from 2014-2024, much faster than the average for all occupations. Audiological services are expected to increase with the aging population and chronic illnesses related to</p>

		hearing loss, e.g., diabetes.
<p>Medical and Health Service Managers https://www.bls.gov/oo/h/management/medical-and-health-services-managers.htm</p>	<p>Plan, direct, and coordinate medical and health services within an entire facility, a specific clinical area or department, or a medical practice for a group of physicians. Medical and health services managers must direct changes that conform to changes in healthcare laws, regulations, and technology.</p>	<p>Projected to grow 17% from 2014-2024, much faster than the average for all occupations. As the large baby-boom population ages and people remain active later in life, the healthcare industry as a whole will see an increase in the demand for medical services.</p>
<p>Social and Human Service Assistants https://www.bls.gov/oo/h/community-and-social-service/social-and-human-service-assistants.htm</p>	<p>Provide client services, including support for families in rehabilitation. They assist other workers.</p>	<p>Employment is projected to grow 11% from 2014 to 2024, faster than the average for all occupations.</p>
<p>Health Educators and Community Health Workers https://www.bls.gov/oo/h/community-and-social-service/health-educators.htm</p>	<p>Develop and implement strategies to improve the health of individuals and communities; teach people how to manage existing health conditions.</p>	<p>Employment is projected to grow 13% from 2014 to 2024, faster than the average for all occupations.</p>

2. Local and Regional Demand

Surveys were developed for program directors of PT Assistants (PTA), OT Assistants (OTA), SLP Assistants (SLPA), and other health care assistant programs (a detailed summary is included in Appendix A, p. 38). Program directors were identified from community colleges in TN, NC, VA, and SC. A summary of the results is presented below.

<p>Community College Program Directors</p>	<ul style="list-style-type: none"> • 71% of the program directors responded that students in their programs were likely to pursue a Bachelor’s degree after completing their Associate’s degree. • 67% of the program directors indicated that their students would likely pursue a degree related to rehabilitation science.
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Based on these responses from community college program directors in TN and border states, there is interest in providing a Bachelor’s completion degree in rehabilitative health sciences that is affordable and seamless for transfer credits. The proposed curriculum would offer that option for these students.

3. Community College Demand

Community colleges that offer an Associate of Applied Science (A.A.S.) degree in the different rehabilitation assistants programs provide a rich source of potential students for a degree completion in Rehabilitative Health Sciences. The table below lists a number of programs within a 250 mile radius that have A.A.S. degrees and their average number of graduates annually.

Institution	PTA 2016 Graduation Rate or Number of Graduates	PTA Number of Seats Enrolled	OTA 2016 Graduation Rate or Number of Graduates	OTA Number of Seats Enrolled	SLPA 2016 Graduation Rate or Number of Graduates	SLPA Number of Seats Enrolled
Walters State CC	3 year rate – 96.5 %	25				
Volunteer State CC	31 students	32				
Chattanooga State CC	100%	24				
Roane State CC	87%	20	2 year rate: 78%	28		
South College-Asheville	77.8% and 70% for 2 cohorts	9 and 10 enrolled per cohort	Fall 2015: 65%	23		
Caldwell Community and Tech Institute Hudson, NC	59%	20			N/A	24
Fayetteville Technical CC Fayetteville, NC	86% 2015	17% admitted – no seat number found			unavailable	unavailable
Greenville Technical College Greenville, SC	3 year rate 2013-2015 – 79.3% for main campus	30	94%	26		
Southwest VA CC Abington, VA			87%	30		

Letters of support for the proposed degree program from deans and a program director at community colleges that the college has current articulation agreements are included in Appendix B (pp. 43-47). These letters support the proposed program as being “an asset to all health program AAS graduates, our community healthcare facilities and patients” (Dr. Ann Lowdermilk, Walters State Community College). Also included are letters of support from Dr. Alan Meade, Director of Rehabilitation Services at Holston Medical Group, and Ms. Tammy Martin, Corporate Director of Outpatient Services at Mountain States Health Alliance. MSHA is one of the region’s largest health care employers.

4. Student Interest

Student interest for the proposed B.S. in Rehabilitative Health Sciences is one of the most critical sections of this proposal, particularly due to concerns of duplication of curricula, as well as recruiting students away from existing programs. One of the greatest expressed concerns has been with regard to the curriculum in the Exercise Science program. The proposed curriculum is significantly and meaningfully different from the Exercise Science curriculum with regard to the focus on rehabilitation of disease, disorder, and injury within the interprofessional and patient-centered framework of the World Health Organization’s International Classification of Functioning, Disability, and Health (WHO; ICF, 2004), as compared to the focus on wellness and health within the exercise science curriculum.

Considerable thought and care were taken to collect data from different student groups of interest. It is not the goal, aim, or intent to propose a new degree program that will actively recruit students away from existing programs. Ultimately, it is the students, rather than programs, who are the consumers.

Surveys were developed and distributed to two different student groups: (1) current pre-professional undergraduate students who have declared pre-Physical Therapy (Pre-PT), pre-Occupational Therapy (Pre-OT), or pre-Speech-Language Pathology (Pre-SLP); and (2) current graduate students in Doctoral of Physical Therapy (DPT), Speech-Language Pathology (SLP), and Audiology Clinical Doctorate (AuD) programs. The results of the student surveys are presented in Appendix A (pp. 34-38). A summary of the survey results from each of the student groups is presented in the table below:

Undergraduate students	<ul style="list-style-type: none"> • Preference to choose curricula in rehabilitative health sciences and to work within rehabilitative health care settings, particularly for pre-SLP and pre-OT students. • The majority of pre-PT students chose their current curriculum in exercise science and chose to work in sports rehabilitation, which indicates that the current Kinesiology Program is meeting this need. The proposed curriculum would provide an alternative option for those pre-PT students who were more interested in pursuing a rehabilitation degree and work setting. • Across all pre-professional groups of undergraduate students, all students rated reapplying to their chosen graduate program or applying to graduate programs that are related to their desired graduate program. This is as opposed to going back to school to pursue a different career. Although it can be argued that students do not want to get another degree, the results do imply a need for an alternative health care pathway, which the proposed degree would offer, in order to accommodate these students if they are not admitted to their graduate program of choice.
Graduate students	<p>Overall, the graduate student surveys support a need for the option of an undergraduate degree in Rehabilitative Health Sciences, as indicated by these data:</p> <ul style="list-style-type: none"> • 75% of the SLP and 57% of the DPT students indicated they would have pursued an undergraduate degree in Rehabilitative Health Sciences. • Across all three groups of students, the majority identified specific coursework in Rehabilitative Health Sciences at the undergraduate level that would have been helpful to them in their current programs.

5. Future Sustainable Need/Demand

The Rehabilitative Health Sciences undergraduate degree is designed to prepare students to enter entry-level rehabilitative or health care positions or apply to graduate programs in rehabilitation fields. Two aspects of the program support the future sustainable need and demand for graduates of this program. One aspect is related to the changing population demographics. A second aspect is related to the unique and innovative curriculum of the proposed program that focuses on interprofessional practice within the World Health Organization's International Classification of Functioning, Disability, and Health (WHO; ICF, 2004). The curriculum is organized around these two essential components. Each of these aspects is described below.

Changing demographics

With the aging of the population in Tennessee and the nation, there is a tremendous need for a continuum of healthcare providers who understand normal aging, neurogenic diseases, psychosocial function, physical injuries, and rehabilitation and health care systems. Additionally, changes in the healthcare systems in the U.S. will likely result in more positions to assist patients in accessing short and long term rehabilitation services (e.g., rehabilitation assistants, patient navigator, home care services, community care navigator, rehabilitation management, health/wellness programming in hospital settings), and this degree has the potential depending on the student's choice of electives to provide a solid foundation as new positions emerge.

In addition to the growth of entry-level rehabilitation and healthcare careers, demand for rehabilitation professionals is expected to increase in response to the healthcare needs of an older population, individuals with neurologic diseases and illnesses, and chronic conditions, such as diabetes and obesity.

Innovative curriculum

Healthcare systems are changing and the healthcare professionals of the future will need to function as part of an interprofessional team. This proposed degree fosters the application of the four core competencies of interprofessional collaborative practice (roles and responsibilities of health professions, teams and teamwork, ethics, and interprofessional communication).

Additionally, the curriculum is framed within the World Health Organization's International Classification of Health, Disability and Functioning (WHO; ICF, 2004), which focuses on the whole person within an interdisciplinary context. The WHO recommends using the ICF framework to enhance patient-centered interprofessional care. There is increasing awareness among health professionals to consider a biopsychosocial approach to patients' health and functioning. This is particularly essential to rehabilitation medicine, which defines itself with respect to concepts of functioning, disability and health. Further, the ICF provides a shared language and conceptual framework that transcends traditional disciplinary boundaries, which supports and promotes interprofessional education by allowing students from multiple backgrounds to communicate more effectively using a common set of terms, as well as to appreciate how collaboration with others optimizes patient care. Although diffusion of the ICF is widely recognized as a concept, application of the ICF within health education and practice requires focused and explicit attention and training within curricula. However, a compiled list of universities in the U.S. and Canada that use ICF in

their course materials revealed only 10 programs in the U.S. and 9 in Canada that incorporate the ICF in coursework (<https://www.cdc.gov/nchs/data/icd/icf-courses.pdf>, retrieved 22 July 2017). These were generally only in a single course within a program of study (e.g., OT, PT, or Rehabilitation Science). The current proposal frames the entire Rehabilitative Health Sciences curriculum within the ICF framework, which makes it unique among rehabilitative science programs. In addition to being a unique characteristic of the proposed curriculum, a strong foundation in the principles exemplified by the ICF enhances interprofessional communication, leads to a stronger position of rehabilitation within the medical community, and improves patient care. This curricular framework aligns with the mission of the ETSU Academic Health Sciences Center.

Need	Comments
Academic	Expansion of academic programs is necessary to serve the large geographic area of the state. The proposal recognizes the nation’s growing and continuing need for entry-level careers in rehabilitation and health care, as well as rehabilitation professionals in the delivery of health care services, both regionally and nationally. The recommendation of the 2011 Institute of Medicine Report for health care professionals to “practice at the top of the license” requires them to engage in only those patient care activities that require their level of expertise and skill and to delegate activities that can be and should be done by less skilled individuals, such as assistants. This translates to better reimbursement for rehabilitation professionals spending more time doing the work that requires their highest skill set, which is more financially valued, and therefore places an increased need for entry-level assistants to deliver the lower skilled activities.
Workforce Development/ Research Needs	Today, rehabilitation is increasingly being seen as an essential part of the care pathway and as a sector that supports better integration with other parts of the care continuum (i.e., home care, long term care, mental health, community-based care). An increase in the number of graduates with degrees in rehabilitative health science will meet the workforce needs by ensuring more appropriate use of complex care coordination and rehabilitative services along the care continuum. The graduate with a Bachelor of Science in Rehabilitative Health Sciences can be considered a “generalist” who has a distributed skill set across many health related and management disciplines. The multi-disciplinary nature of this degree will allow students to serve the needs of the state in many areas including, but not limited to rehabilitation management, assistive technology, patient navigator, home care services, community care navigator, rehabilitation assistants, rehabilitation management, independent living specialists, and psychosocial issues in rehabilitation and personal care (International recruitment of health personnel: draft global code of practice [EB126/8]. Geneva, World Health Organization, 2009c).

F. Program Costs/Revenue

The expenses over 5 years are projected to be \$1,236,457 (faculty and staff salary and benefits: \$1,203,457; operating: \$33,000).

The revenue over 5 years is projected to be \$3,101,122 (tuition: \$2,751,922; AHSC course fee: \$349,200).

The revenue over expenses is positive, thereby making the program cost effective.

G. Existing Programs Offered at Tennessee Institutions

Public No undergraduate bachelor program in Rehabilitative Health Sciences is available at other LGI and UT institutions.

Private A review of the 27 private colleges across the state of Tennessee revealed that there are no undergraduate bachelor programs in Rehabilitative Health Sciences.



EAST TENNESSEE STATE UNIVERSITY

PART II NEW ACADEMIC PROGRAM PROPOSAL

A. Curriculum

The curriculum is framed within the World Health Organization’s International Classification of Functioning, Disability, and Health (WHO; ICF, 2004), which emphasizes patient-centered interprofessional care and fosters the application of the four core competencies of interprofessional collaborative practice (Interprofessional Education Collaborative, 2011). This curricular framework is particularly essential to rehabilitation medicine, which defines itself with respect to concepts of functioning, disability and health. The program includes 49 credit hours in the major and incorporates 150 clinical observation hours.

1. Learning Outcomes

At the conclusion of this degree program, the student is expected to do the following:

1. Define the key elements of the U.S. rehabilitative health care system.
2. Describe major chronic illnesses and disabilities.
3. Demonstrate knowledge and understanding of the different roles, responsibilities and expertise of rehabilitative health professionals.
4. Demonstrate knowledge of patient-centered care within the framework of the World Health Organization’s International Classification of Health, Disability and Functioning (WHO: ICF, 2004).
5. Apply knowledge and application of core bioethical principles to contemporary rehabilitative health issues.
6. Develop and apply critical analysis skills to contemporary rehabilitative health issues.
7. Apply effective basic communication skills for rehabilitative health professionals.
8. Demonstrate knowledge, skills, and positive attitudes for collaboration with other health professions within an interprofessional practice setting.

Curriculum mapping diagrams the Rehabilitative Health Sciences curriculum onto the eight student learning outcomes (SLOs) listed above for the purpose of improving the coherence of the course of study, and by extension, its effectiveness through the assessments used in each course. The SLOs describe the knowledge, skills and attitudes that students are expected to acquire and fall into three categories: content, critical thinking, and communication. Four of the SLOs addressed content, two SLOs address critical thinking skills, and two SLOs address communication skills. Each course indicates whether a specific SLO is introduced (I), reinforced (R), or assessed (A). The curriculum map is shown in the table below.

I = Introduced; R = Reinforced; A = Assessed

Courses	Content				Critical Thinking		Communication	
	SLO 1	SLO 2	SLO 3	SLO 4	SLO 5	SLO 6	SLO 7	SLO 8

ALHE 3050			R	I, R	I		I	R
NTFD 2420		R	R	R	R	R	R	R
RHSC 3000	I		I, R, A	I			I	I
RHSC 3100		I, R			R	I, R		
RHSC 3200			I, R, A	R			I, R, A	I, R, A
RHSC 3300		R	R					R
RHSC 3600			R	R	I, R, A	R	R	
RHSC 3750			R	R	R			
RHSC 3800		R	R	I, R, A	R, A	I, R, A	R	R
RHSC 4100		I, R	R	R		R	R	R
RHSC 4200	I, R, A		R	R			I, R	I, R
RHSC 4300				R		R, A	R	
RHSC 4500		I, R, A				R		
RHSC 4700					R, A	R, A	R	
RHSC 4800	R, A							

2. Program Requirements

a. Summary

Component	Required Credits
General Education	41
Major	49
Concentrations	N/A
Minor	18
General Electives	12
Total	120

Typical program schedules for full-time, part-time, and degree completion students are provided in Appendix C (pp. 52-55).

General Education (41 Credits)

Category	Credits	Specified Required Course within Category
Communication	9	N/A
Humanities & Fine Arts	9	N/A
Social & Behavioral Sciences	6	PYSC 1310
History	6	N/A
Natural Sciences	8	N/A
Mathematics	3-4	MATH 1530 (3 credits)
	41	

b. Major (49 Credits)

Course	Title	Credits
ALHE 3050	Culture and Disability	3
NTFD 2420	Principles of Nutrition Science	3

Course	Title	Credits
PSYC 3707	Behavioral Neuroscience	3
RHSC 3000	Introduction to the Rehabilitative Professions	3
RHSC 3100	Neurorehabilitation	3
RHSC 3200	Interprofessional Practice in Healthcare	3
RHSC 3300	Medical Classification in Rehabilitative Sciences	3
RHSC 3600	Ethics in Rehabilitative Sciences	3
RHSC 3750	Introduction to Technology and Rehabilitation	4
RHSC 3800	Clinical Reasoning in Rehabilitative Sciences	3
RHSC 4100	Rehabilitative Disabilities Across the Lifespan	3
RHSC 4200	Administrative Principles in Rehabilitation Management	3
RHSC 4300	Measurement and Assessment in Rehabilitation	3
RHSC 4500	Psychosocial Aspects of Rehabilitative Sciences	3
RHSC 4700	Introduction to Research in the Rehabilitative Sciences	3
RHSC 4800	Rehabilitative Sciences Capstone	3

c. Concentration(s) (0 Credits) Not applicable.

Minor (18 Credits) Advisor approved. Potential minors would include the Communicative Disorders (CDIS) minor and the proposed American Sign Language (ASL) minor in the Department of Audiology and Speech-Language Pathology, the psychology minor in the Department of Psychology, the culture and health minor in the Department of Sociology and Anthropology, and the public health minor in the Department of Community and Behavioral Health.

d. Advisor Approved Electives (0 Credits)

e. General Electives (12 Credits)

3. Current Courses Supportive of Proposed Program

Course	Title	Credits
NTFD 2420	Principles of Nutrition Science	3
PSYC 3707	Behavioral Neuroscience	3

4. Existing Programs Supportive of Proposed Program

The departments that support the proposed program with acceptance of students into their minor are listed below. Letters of support from the department chairs are included in Appendix B (pp. 48-51).

Department of Psychology	Approved PSYC 3707 as a prerequisite for RHSC 3100; agreed to accept students who choose a psychology minor
Department of Anthropology and Sociology	Support students choosing the culture and health minor
Department of Audiology and Speech-	Support students choosing the proposed American Sign Language (ASL) minor, as well as the CDIS minor for those students who are interested in applying to the speech-language pathology graduate program

Language Pathology	
Department of Community and Behavioral Health	Support students choosing the public health minor

5. New Courses

Course	Title (credits)	Catalog Description
ALHE 3050	Culture and Disability (3)	Provides an opportunity for students to explore economic, societal, and cultural factors that impact the health and disease management of patients in clinical and rehabilitative settings.
RHSC 3000	Introduction to the Rehabilitative Professions (3)	Provides an introduction to the different disciplines of rehabilitation sciences with an emphasis on audiology, speech-language pathology, physical therapy, occupational therapy, physician assistant and their contributions to improving health and health care. The International Classification of Functioning, Disability, and Health (ICF) model developed by the World Health Organization (WHO) will be introduced as an underlying tool for developing questions that span the branches of translational health science.
RHSC 3100	Neurorehabilitation (3)	Builds on basic anatomy and physiology to bridge the gap between basic neuroscience and the practice of neurologic rehabilitation. Mechanisms of neuroplasticity and specific neuropathologies are explored in terms of principles of rehabilitation that underlie diagnostic procedures, evidence-based interventions, and clinical decision-making.
RHSC 3200	Interprofessional Practice in Healthcare (3)	Introduces the knowledge, skills, and attitudes that are necessary to build and maintain strong interprofessional teams. Also emphasizes the concepts of disability, wellness, and health care from interprofessional practices within the International Classification of Functioning, Disability and Health (ICF) framework.
RHSC 3300	Medical Classification in Rehabilitative Sciences (3)	Introduction to the core terminology related to rehabilitation, occupational therapy, physical therapy, speech-language pathology, audiology, and orthopedics. Emphasis placed on coding and billing and documentation charting requirements in rehabilitation, including SOAP notes (Subjective-Objective-Assessment Plan) and use of focus charting across practice settings. Provides advanced knowledge in describing and explaining the rehabilitation process and context through laboratory experiences and onsite observations.

RHSC 3600	Ethics in Rehabilitative Sciences (3)	An overview of basic knowledge to approach ethical dilemmas and legal principles in rehabilitation from a clinical perspective and facilitate ethical decision-making within the broad spectrum of rehabilitative professions. Provides clinicians with tools for analyzing ethical conflicts in specific legal, social and political contexts with an emphasis in rehabilitative ethics.
RHSC 3750	Introduction to Technology and Rehabilitation (4)	An overview of the framework for assistive technologies, service delivery and funding sources with a focus on the relationship between the human user and the assisted activity within specific contexts to improve quality of life for people with disabilities (including auditory, cognitive, mobility and communication impairments) across the lifespan.
RHSC 3800	Clinical Reasoning in Rehabilitative Sciences (3)	Provides the theoretical basis of clinical reasoning models with emphasis on collaborative reasoning and strategies for assisting learners/clinicians to develop their reasoning expertise.
RHSC 4100	Rehabilitative Disabilities Across the Lifespan (3)	Study of disability within the context of lifespan development as a framework for exploring the implications of specific developmental, learning, communication, sensory and physical disabilities. The psychological processes involved in adjusting to disability are presented along with various stage theories of adjustment to disability.
RHSC 4200	Administrative Principles in Rehabilitation Management (3)	Addresses the unique rehabilitation administrative issues that differ from generic management programs and are founded on basic principles of the values, roles and functions of the rehabilitation administrator. The impact of the constantly changing field of rehabilitation and the growth of private-for-profit rehabilitation on rehabilitation administrators' ability to attain cost-effectiveness, impact, and accountability are addressed.
RHSC 4300	Measurement and Assessment in Rehabilitation (3)	Utilizes the International Classification of Functioning, Disability, and Health (ICF) guidelines to present a comprehensive survey of assessment tools, emerging technologies, and procedures for assessing rehabilitation and health care interventions and how this information can inform clinical decision-making.
RHSC 4500	Psychosocial Aspects of Rehabilitative Sciences (3)	Addresses the effects of chronic illness and disability with regard to physical, psychological, social, and work function as well as the extent to which individuals with disabilities are able to participate at home or work environments. Chronic health conditions include but are not limited to neurodegenerative and neuromuscular conditions, conditions of the musculoskeletal system, cognitive and developmental disabilities and nervous system disorders secondary to trauma and stroke.

RHSC 4700	Introduction to Research in the Rehabilitative Sciences (3)	Focuses on skills needed to access, interpret, evaluate and apply evidence-based practice to interprofessional patient-centered health care decisions in rehabilitation settings.
RHSC 4800	Rehabilitative Sciences Capstone (3)	Provides students with opportunities to broaden their knowledge by applying program content to decision-making in health care, interprofessional collaboration, and evidence-based practices within an International Classification of Functioning Disability and Health (ICF) model of care to achieve high quality patient outcomes.

6. Distance Education

The program will not be offered in an online format. However, two courses (ALHE 3050: Culture and Disability and NTFD 2420: Principles of Nutrition Science) exist as online courses.

7. Course Syllabi

See Appendix D (pp. 56-158) for the course syllabi included in the program of study.

B. Academic Standards

Links to the academic standards are listed in each section below and the full policy for each academic standard is included in Appendix E (pp. 159-172).

1. Admission

Students must be admitted to the university. The program will follow ETSU standards for Undergraduate Admissions found at: <http://catalog.etsu.edu/content.php?catoid=21&navoid=1062#Admissions> (See Appendix E, pp. 159-165).

2. Retention

The program will follow ETSU standards for Undergraduate Academic Retention Standards found at: http://catalog.etsu.edu/content.php?catoid=21&navoid=1062#Academic_Probation_and_Retention_Standard (See Appendix E, pp. 166-170).

3. Graduation

The program will follow ETSU degree and graduation requirements found at: http://catalog.etsu.edu/content.php?catoid=21&navoid=1073#Bachelor_s_Degree_Requirements (See Appendix E, pp. 171-172).

The BS in Rehabilitative Health Sciences degree requires 41 credit hours of general education, 49 credit hours of rehabilitation science courses, 12 credit hours of general electives and 18 credit hours of advisor approved minor, totaling 120 credit hours. CSCI 1100 or the successful completion of the proficiency exam is an additional ETSU graduation requirement.

In order to obtain an undergraduate degree, a minimum of 120 semester credits must be completed, in addition to the following:

1. At least 50 of the credits required for the degree must be earned at four-year colleges or universities.
2. At least 25% (or 30 credit hours) of the total credits required for the degree must be earned through instruction at ETSU.

C. Diversity

East Tennessee State University recognizes that the pursuit of knowledge and understanding is enriched by an environment in which people of diverse backgrounds learn together and from each other, and participate in free and genuine exchange of views. Not only is it necessary to increase minority recruitment and retention in higher education to meet the workforce needs in rehabilitation, diversifying higher education brings its own benefits to the classroom (Carnevale & Fry, 2000, Diversity Digest, 2000; Rudenstine, 2001) and increases the quality of learning (Rudenstine, 2001; Smith, 1991). Diversity in the college classroom fosters intellectual development (Knefelkamp & David-Lang, 2000), reduces students' level of racial prejudice (Chang, 2000; Palmer, 2000; Diversity Digest, 2000), increases their acceptance of racial and gender differences (Palmer, 2000; Diversity Digest, 2000), and facilitates students' explorations of diverse perspectives (Carnevale & Fry, 2000; Diversity Digest, 2000). It recognizes that all members of the University community benefit from diversity and that the quality of learning, research, scholarship and creative activities is enhanced by a campus climate of inclusion, understanding, and appreciation of differences and the full range of human experience. ETSU must prepare students to function successfully in a diverse society. A university diverse in its people, curricula, scholarship, research, and creative activities expands opportunities for intellectual inquiry and engagement, helps students develop critical thinking skills, and prepares students for social and civic responsibilities.

The College of Clinical and Rehabilitative Health Sciences recognizes the variety of personal experiences, values, and worldviews that arise from differences of culture and circumstance and seeks to admit a diverse student body. The College is currently completing an inventory of profession demographics with regard to gender and ethnic diversity with the goal to recruit underrepresented students into those professions. This demographic inventory applies to the proposed degree program as well. Additionally the curriculum supports global awareness and appreciation of diversity through required courses containing specific content related to the health and well-being of global populations and cultures (ALHE 3050: Culture and Disability, RHSC 3600: Ethics in Rehabilitative Sciences; RHSC 4500: Psychosocial Aspects of Rehabilitative Sciences), as well as the curriculum framework within the biopsychosocial model of the World Health Organization International Classification of Functioning, Disability, and Health (WHO; ICF, 2004).

The College of Clinical and Rehabilitative Health Sciences' recruitment strategy is comprehensive and committed to diversity on a philosophical as well as a financial basis. The college recruiter/advisor developed a plan to recruit targeted students, which is designed to meet the goals to recruit diverse and underserved student populations, as described below, and again in greater detail in Section J. Marketing and Recruitment Plan (pp. 27-30).

1. **Diverse Student Population** The College has a number of recruitment strategies currently employed to recruit diverse students, which will be continued and expanded, as well as implement additional strategies that have been shown to be effective in attracting minority students (cf., Diversity Pipeline Alliance, 2002).

Recruitment of minority students is a comprehensive process that involves a commitment to diversity on a philosophical and financial basis. The specific goal and strategies are detailed in Section J (pp. 27-30).

2. **Underserved Student Population** As with recruitment activities for diverse students, the college and the university have a number of recruitment strategies currently employed to recruit underserved students who typically are financially disadvantaged, racial/minorities, and first generation students. Many of the strategies employed for recruitment of diverse students are utilized to recruit underserved students as well. The specific goal and strategies are detailed in Section J (pp. 27-30).

D. Program Enrollment and Graduates

Enrollment is based on an initial cohort of 25 full-time students and 2 part-time students. An attrition rate of 10% is assumed from first year of the program to the second year. Year 3 graduation projections include anticipated transfer admissions.

1. **Projected Number of Declared Majors**

Year 1	Year 2	Year 3	Year 4	Year 5
2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
26	50	70	72	73

2. **Projected Number of Graduates**

Year 1	Year 2	Year 3	Year 4	Year 5
2019	2020	2021	2022	2023
0	0	20	21	23

E. Administrative Structure

A Department of Rehabilitative Sciences is proposed for this new degree program and will be comprised of Rehabilitative Health Sciences (RHSC) and Nutrition and Foods (NTFD), which is currently housed in the Department of Allied Health. The new department will be housed in Hutcheson Hall. The costs associated with the new academic program and the faculty lines will be covered by student tuition and the college health science fees.

F. Faculty Resources

1. **Current Faculty**

The current faculty who have been identified to teach a course within the proposed program have expertise and interest in teaching courses in interprofessional practice. In addition, Dr. Williams has taught and conducted research within the World Health Organization International Classification, Functioning, and Disability (WHO; ICF, 2004) framework for the past decade. The faculty workloads will reflect their teaching assignments in the new program. Although not all four current faculty will teach each year in the proposed

program, they are included in order to accommodate program need and faculty availability in a given semester.

A three-credit hour course is assumed to be .1 FTE of a faculty member’s workload for the academic year, or three academic credits. FTE is based on 15 undergraduate credits, which includes 12 credits for teaching and 3 credits for research. Therefore 12 undergraduate credits equal 1.0 FTE. The chart below shows that the FTE for current faculty is .4. (See Appendix F for faculty vitae, pp. 173-191).

Name	Degree	Discipline, Rank, Primary Department	Course (Credits)	Teaching FTE in Program
Bourassa, Alison	DPT	Physical Therapy, Assistant Professor, PT	RHSC 3100 (3)	.10
Guntupalli, Chaya	PhD	Speech-Language Pathology, Associate Professor, ASLP	RHSC 3000 (3)	.10
Lee, Michelle	PhD	Associate Professor, NTFD	ALHE 3050 (3)	.10
Williams, Lynn	PhD	Professor, Associate Dean, CCRHS	RHSC 3800 (3)	.10
TOTAL			12	.4

2. Anticipated Faculty

To meet program teaching requirements, two additional full time faculty members will be added over two years to the current list of 4 faculty involved in the program. These hires result in 2.4 FTE faculty dedicated to the program. Although 2.4 FTE results in 60 credits (48 credits for 2 new faculty and 12 credits for current faculty), which is more than required for the program, this allows for flexibility in workload assignments with existing programs, as well as program growth with multiple sections of courses to be offered when needed.

Calendar	Degree	Discipline	Teaching FTE In Program
Year 1	PhD	Speech-Language Pathology/Physical Therapy/Occupational Therapy/Interdisciplinary Rehab Science	1.0
Year 2	PhD	Speech-Language Pathology/Physical Therapy/Occupational Therapy/Interdisciplinary Rehab Science	1.0
TOTAL			2.0

The job description for the additional faculty is provided in the table below.

Job Description	
Position Type	Tenure track assistant/associate professor in rehabilitation sciences
Position Description	Teaching in a new undergraduate B.S. in rehabilitative health sciences degree program offered by East Tennessee State University
Responsibilities	The successful candidate is expected to teach a range of undergraduate courses in the rehabilitative health science curriculum, including interprofessional rehabilitative practice, culture and disability, and neurorehabilitation, as well as ethics assessment and measurement, clinical reasoning, disabilities across the lifespan, administrative principles, psychosocial aspects, research, and technology

	and rehabilitation. The candidate also will support undergraduate research and student professional organizations such as the Allied Health Student Association.
Required Qualifications	A Ph.D. in Rehabilitation Sciences or within a rehabilitative discipline (e.g., PT, SLP, OT), a strong commitment to undergraduate interprofessional rehabilitation education, and a defined research track are required.
Preferred Qualifications	Candidates who have proven track records of teaching experience are preferred.
Salary	Commensurate with education and experience.

A department chair will be selected, which will involve an annual stipend. A departmental executive aide will be hired to support the department chair and proposed new department. These departmental costs have been split out from the program costs and are included in a separate THEC Financial Projection Form.

3. Student/Faculty Ratio: 30:1

After the program is fully mature the student to faculty ratio will be 30 to 1.

G. Library and Information Technology Resources: Existing and Anticipated

Resources	Existing	Anticipated
Library	The existing library print, electronic, and database resources are sufficient to support this proposed degree (see Library Source Review in Appendix G, pp. 192-196).	Collections and supplemental materials will be continually reviewed by the Institution.
Information Technology	Resources of the Office of Information Technology and Academic Technology Support are currently adequate. The ETSU Help Desk assures both faculty and staff that immediate assistance is available for trouble-shooting and problem solving. Fully equipped smart classrooms are available for instruction. Academic Technology Support staff is readily available for assistance with D2L and the myriad applications of technology for delivery of course content, including streaming audio and video for instructional support for each College.	No further resources are needed for information technology.

H. Support Resources: Existing and Anticipated

Resources	Existing	Anticipated
Support Staff	Currently there are none.	With the development of a new department, an executive aide will be hired.
Student Advising	The College of Clinical and Rehabilitative Health Sciences has an Academic Advising Center staffed with three fulltime academic advisors who currently work with students pursuing admissions into undergraduate and graduate allied health programs. There is no need for additional advising staff.	Development of the proposed academic degree increases student interaction with the college advisors in that students will have a single advisor for both their undergraduate degree program and their pre-professional school pre-requisite requirements as opposed to students working with multiple advisors across

		multiple colleges. Additionally, because the college advisors will have regular meetings with the undergraduates, as opposed to a few sporadic meetings, the advisors will have the opportunity to become more familiar and to forge more long-standing relationships with the students interested in applying to the college's graduate programs.
Clinical or Other Affiliations	<ul style="list-style-type: none"> • Speech & Hearing Clinics (ETSU and Nave) • The College currently has 300 affiliations with hospitals and health care centers. The students will have access to these sites for course observation requirements. 	Students may request other clinical affiliations to complete course observations.
Professional Development for Faculty	<ul style="list-style-type: none"> • CCRHS Annual Faculty Development Day held each January before start of spring term • Faculty will be encouraged to participate in university faculty support programs and activities • Faculty will complete continuing education/maintenance hours which are consistent with state and national licensure requirements that are required for each profession 	New department will budget costs for travel for faculty professional development activities
Evidence of Willingness to Partner	The college currently maintains articulation agreements with Northeast State, Walter State, Roane State, Columbia State, Volunteer State, and Chattanooga State Community Colleges	Letters of support from Walters State, Chattanooga State, Northeast State, and Volunteer State Community Colleges pledge their willingness to form new partnerships relative to the proposed program. (Appendix B, pp. 43-47) In addition, contacts with additional feeder community colleges to form new partnerships are planned within a 250 mile radius.
Other Support: Undergraduate Research	Students have opportunities to work with faculty, and different mechanisms within the college and university support these opportunities, including: <ul style="list-style-type: none"> • Honors College undergraduate research grants • CCRHS Clinical Enhancement and Research Award • CCRHS Research Fellowship 	Additional options will be explored as the program develops.

I. Facilities and Equipment: Existing and Anticipated

Resources	Existing	Anticipated
Facilities	There is currently the potential for two faculty offices in Hutcheson Hall.	With the scheduled Lamb Hall renovation, additional faculty offices, classroom, student research and meeting room space will be available. The timeframe for completion of the renovation is Fall 2021.
Equipment	There are sufficient college and departmental equipment resources in Hutcheson Hall to meet to meet the program needs.	Instructional equipment (e.g., laptops) will be purchased as needed (see Operating Cost in THEC Financial Projection Form for the Department, pp 218—219).

J. Marketing and Recruitment Plan

Overview:

A marketing/recruitment plan to promote the B.S. in Rehabilitative Health Sciences is based upon initiatives set forth by the college and university. The plan will be fine-tuned and adjusted as needed to ensure that efforts taken to market the new program and department are tailored to continuously provide the best results utilizing the resources available. Recruitment strategies are comprehensive, aggressive, meaningful, and relevant to the targeted populations. It is a multi-pronged approach that targets high school students, community college transfers and degree completion students, and previously enrolled adult learners. Additionally, the plan is based on the desire to market to and recruit individuals from a minority population and individuals located within medically underserved communities (see Section C, pp. 22-23). It also recognizes the need to recruit from the current CCRHS student base pertaining to students who are not competitive for current allied health disciplines.

A Communication Plan for Marketing and Recruitment of the Rehabilitative Health Sciences B.S. Degree was developed (Appendix H, p. 197). The plan specifies the goal, objective, targeted audiences, and marketing strategies that will brand the degree as a robust interprofessional program.

Mission:

The mission of the College of Clinical and Rehabilitative Health Sciences is to foster innovative collaborations that support learning, scholarship and service, and that meet the clinical and rehabilitative health needs of our patients, clients, and communities.

Market Niche:

The market niche will be students who are looking for a broad based rehabilitation science degree program in order to obtain a Bachelor of Science degree, complete a bachelor's degree, and/or prepare to become a competitive applicant into a rehabilitation graduate program. This includes high school students, transfer and degree completion students from community colleges, and previously enrolled adult learners, including those who may currently be in health care positions and desire to obtain a bachelor's degree.

Proposed Marketing Objectives:

The objective of the marketing plan outlined is to increase enrollment of students from both a diverse and/or medically underserved background. This falls in line with the college's strategic priority #4 on Diversity. It also aligns with ETSU's Academic Health Sciences Center's Mission into Action: "... improving the health status of rural and underserved communities ..." Therefore, the objective is to recruit high school, transfer, and degree completion students from these underserved populations and communities with the hope they will return to serve their communities.

Goals:

The College of Clinical and Rehabilitative Health Sciences will expand existing campaigns to recruit targeted students in order to meet the goals and objectives listed below. This campaign utilizes the assistance of college administration and staff, university admissions, and university relations as deemed appropriate. Our marketing plan incorporates the following three goals:

1. Recruitment of high school students, including potential students from diverse and rural medically underserved areas in the hopes of those students returning to these areas with an education in rehabilitative health sciences.
2. Recruitment of transfer students and previously enrolled adult learners, which encourages diversity and enrollment of underrepresented students.
3. Encourage current CCRHS students who are unable to gain admission to current allied health related programs to consider the B.S. in Rehabilitative Health Sciences major as an alternate path.

Goal Strategies:

As noted in Section C (pp. 22-23), continuation and expansion of existing recruitment strategies, as well as additional strategies that have been shown to be effective, are part of the marketing strategies to obtain these goals. The strategies to obtain each of the three goals include the following:

Goal 1: Recruitment of high school, including potential students from diverse and rural medically underserved areas in the hopes of those students returning to these areas with an education in various health related disciplines.

Initial marketing efforts focus on Tennessee and border county school systems with a minority population of 8% or greater. The target school systems (outlined in Appendix I, pp. 198-202) are based on minority statics gained from Proximity, which provides School District Demographic Profiles compiled from 2009 Census data (http://proximityone.com/tn_sdc.htm#dp1).

Additionally, marketing efforts will focus on Tennessee and border counties, which have been designated as both rural and medically underserved communities based on data obtained through the Rural Health Information Hub (outlined in Appendix J, pp. 203-207).

Strategy 1.1: Continue to work with ETSU Admissions to promote the new program to high school students within the targeted areas in Tennessee and border county school systems with a minority population of 8% or greater (Appendix I, pp. 198-202).

Strategy 1.1.1: Continue participation in established university recruitment activities, including Quest for Success, Tri-Cities College Fair, Top Scholars Night, Health Professions Recruitment Fair, and Rural High School Career Fair.

Strategy 1.1.2: Participate in outreach and awareness programs at career and college fairs at middle and high schools located in communities within the noted targeted areas, as well as through professional associations; develop recruitment materials which will depict people of diverse race and ethnicity.

Strategy 1.1.3: Begin early with recruitment efforts of minority and underrepresented students in middle and secondary schools.

Strategy 1.1.4: Continue recruitment of minority and first generation high school students to BLUE Weekend, a college immersion experience for students interested in health careers.

Strategy 1.1.5: Involve families in the recruitment process through activities such as BLUE Weekend.

Strategy 1.1.6: Work with ETSU Office of Student Success Division of Equity and Diversity to explore ways to work with their office and expose their students to programs available through CCRHS.

Strategy 1.2: Continue to work with ETSU Admissions Continue to promote the new program to high school students within the targeted areas in Tennessee and border counties which have been designated as both rural and medically underserved communities based on data obtained through the Rural Health Information Hub (Appendix J, pp. 203-207).

Strategy 1.2.1: Emphasize the TRIO, QUEST for Success, and Summer Bridge Programs in recruitment materials and activities, which are designed to identify and provide services for students from disadvantaged backgrounds.

Strategy 1.3: Target HOSA (Health Occupations Students of America) teachers and students in high school recruitment strategies.

Goal 2: Recruitment of transfer students, and previously enrolled adult learners, which encourages diversity and enrollment of underrepresented students.

Strategy 2.1: Conduct outreach and awareness programs where degree completion students are located, including community colleges and in hospital work settings within the noted targeted areas.

Strategy 2.1.1: Continue participation in established university recruitment activities that target community colleges, such as Northeast State Transfer Day, ETSU Day at Northeast State, as well as at other community colleges.

Strategy 2.1.2: Develop additional articulation agreements between community and technical colleges within a 250 mile radius to recruit transfer students from community and technical colleges, which are a valuable source of minority students (Quimbata, 2001).

Strategy 2.1.3: Continue awareness and outreach activities with hospitals within a 250 mile radius to target health care workers who may be interested in degree completion.

Strategy 2.2: Develop articulation agreements with regional community colleges.

Strategy 2.2.1: Develop articulation agreements that reflect transparency in the transferability of courses (see Appendix K, p. 208-212).

Goal 3: Encourage current CCRHS students who are unable to gain admission to current allied health related programs to consider the B.S. in Rehabilitative Health Sciences major as an alternate path.

Strategy 3.1: College academic advisors will work with students who have not been accepted or are at risk of not being competitive for acceptance into an allied health program within the college to ensure they are aware of the B.S. in Rehabilitative Health Sciences option and to explore if it could be a good alternative major. This has the potential of increasing student retention in the university.

Strategy 3.2: College academic advisors and department provide information sessions pertaining to the B.S. in Rehabilitative Health Sciences major for prospective students on a yearly basis.

K. Assessment and Evaluation

There is no programmatic accreditation for this degree. A Program Review is the evaluation method used for non-accreditable programs. All non-accreditable programs are required to undergo an evaluation once during a 7-year cycle.

1. Schedule for Program Assessments and Evaluation

The Educational Program Outcomes (EPOs) are designed to evaluate the quality of the program in terms of students employed upon graduation or accepted into graduate programs. These outcomes will be tracked using alumni surveys, which will be distributed within 12 months of graduation.

Program assessment and evaluation is also examined through identified courses. See Appendix L (pp. 213-215) for assessment measures and performance criteria linked to the eight student learning outcomes for the proposed program. In addition, exit surveys of graduates are also completed.

2. Assessment and Evaluation Responsibilities

The chair and faculty of the department are responsible for the program assessments or evaluations, and any program review documentation. Assessment data (both EPOs and SLOs) will be reviewed annually at the end of each academic year by the chair and faculty at an annual retreat to identify gaps, and possible areas of deficiency and determine opportunities for improvement.

3. Post-approval Use of Results

Assessment and evaluation will be reviewed by the department chair on an annual basis in synchrony with the college associate dean for academic affairs and the ETSU Institutional Effectiveness process. Results from the assessment and evaluation will be used to identify success or deficiencies in the program. Improvement plans will be developed to correct deficiencies and then evaluated for effectiveness.

L. Accreditation/SACSCOC Implications

Professional Disciplinary Accreditation Organization	There is no professional accreditation organization for the proposed new degree program.
SACSCOC	The proposed degree is a traditional B.S. degree in a health professions area, consistent with the mission and other programs within the College of Clinical and Rehabilitative Health Sciences and the ETSU Academic Health Science Center. No significant additional equipment, facilities, or financial resources will be needed. A number of new courses will be offered, but the proposed content of these courses is similar to content within other courses offered at the institution. No significant additional library/learning resources are required. Therefore, the inclusion of this degree in the ETSU Academic Inventory does not represent a substantive change for the institution. Neither SACSCOC notification nor approval are required.

There is no programmatic accreditation for this degree; however, regular program reviews will be conducted in accordance with THEC’s Quality Assurance Funding standards.

M. Funding/Financial Projections

The following section details the expenditures recurring expenses and projected revenue. The THEC Financial Projection Form for the program is included in Appendix M (pp. 216-217).

1. Recurring Expenditures

Item	Cost	Summary
Faculty Salary	In year 1, a chair person on a nine month faculty appointment will be hired at a salary of \$64,000. An additional nine month faculty member will be added in year 2. Salaries are projected to increase 3% annually.	Total faculty salary for year 1 to year 5 is \$644,079. Year 1 = \$69,500 Year 2 = \$137,340 Year 3 = \$141,460 Year 4 = \$145,704 Year 5 = \$150,075

Item	Cost	Summary
Faculty Benefits	Faculty benefits are calculated as 23% of the salary and stipend amounts plus \$17,832 for health insurance. The benefits increase each year as the salary increases.	Total faculty salary benefits for year 1 to year 5 is \$308,626. Year 1 = \$33,817 Year 2 = \$68,252 Year 3 = \$68,200 Year 4 = \$69,176 Year 5 \$70,181
Faculty Summary	The total faculty costs, including salary and benefits, are as follows: year 1, \$103,317; year 2, \$204,952; year 3, \$209,660; year 4, \$214,880; and \$220,256 for year 5. The total for all five years is \$952,706.	

2. Revenue

Item	Amount	Summary
Tuition	Tuition is based on the 2017-18 maintenance fee with a 3% annual increase with enrollment based on an initial cohort of 25 full-time students and 2 part-time students. A 10% attrition rate is assumed for this program.	Total tuition revenue will be \$2,751,922. Year 1 = \$230,576 Year 2 = \$456,717 Year 3 = \$658,587 Year 4 = \$677,403 Year 5 = \$728,639
Academic Health Science Course Fee	There is a \$40.00 per credit hour AHSC course fee with enrollment based on an initial cohort of 25 full-time students and 2 part-time students. A 10% attrition rate is assumed for this program.	Total AHSC Fee revenue will be \$349,200. Year 1 = \$31,200 Year 2 = \$60,000 Year 3 = \$84,000 Year 4 = \$86,400 Year 5 = \$87,600
Tuition & Fee Summary	The total maintenance fee and AHSC course fee revenue is for Year 1, \$261,776; Year 2, \$516,717; Year 3, \$742,587; Year 4, \$763,803; and Year 5, \$861,239. Total 5 year revenue is \$3,101,122.	

Please see Appendix N (pp. 218-219) for the THEC Financial Projection Form for the proposed new department that would house the new degree program.

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PDF of academic program proposal

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

ACTION ITEM

DATE: April 27, 2018

ITEM: Academic and Student Policies

RECOMMENDED ACTION: Approve

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

As provided by the FOCUS Act, the ETSU Board of Trustees sets policies and guidelines for the operation of the University. The authority, purpose, duties, and responsibilities of the Board and Trustees are delineated in TCA § 49-8-101. The distinctions between the duties of the Board and the responsibilities of the administration and faculty are clearly delineated in the enabling legislation. The Board of Trustees is responsible for setting policy with regard to academic, business and finance, governance and organization, personnel, and student matters and for providing guidelines on the implementation of those policies. The ETSU President serves as executive head for the administration and faculty of ETSU and does not serve on Board of Trustees. The administration and faculty are responsible for carrying out ETSU's mission within the parameters of policies and guidelines and in accordance with the coordinating responsibilities of THEC.

For consideration today are five (5) policies. These policies have been reviewed by the Faculty Senate leadership to confirm that no substantive changes have been made. Additionally, the policies were vetted and subsequently approved by the Academic Council or University Council.

MOTION: I move that the Committee recommend adoption of the following policies by the Board of Trustees:

- A. Non-Instructional Assignment Policy**
- B. Executive Administrative Officer and Academic Dean Emeritus Policy**
- C. Faculty Emeritus Policy**
- D. Use of Campus Property and Facilities Policy**
- E. Student Free Speech Policy**



Faculty Non-Instructional Assignments	
Responsible Official: Vice President for Academic Affairs, Vice President for Health Affairs	Responsible Office: Vice President for Academic Affairs, Vice President for Health Affairs

Policy Purpose

This policy clarifies provisions by which the Vice President for Academic Affairs or the Vice President for Health Affairs may approve a full-time non-instructional assignment (NIA).

Policy Statement

To be eligible for an NIA, an applicant must:

- be a tenured member of the full-time faculty at the rank of assistant professor, associate professor, or professor,
- have completed five years in a professorial appointment at the University, and
- have demonstrated significant scholarly, creative, or teaching performance in the applicant’s discipline.

Full-time NIAs shall be for one semester at full pay or an academic year at one-half pay. Full benefits will be continued for the duration of the assignment.

For each semester of full-time NIA a faculty member must provide a minimum of one semester of continued employment at ETSU following the assignment. A recipient may apply again seven (7) years after completion of a previous NIA.

Published materials, exhibits, or performances resulting from the assignment shall include acknowledgement of East Tennessee State University.

Definitions

N/A

Policy History

Effective Date:
Revision Date:

Procedure (s)

Allocations of full-time NIAs should reflect ETSU's mission, goals and needs. The purposes of NIAs include enhancing scholarship and the University's academic excellence, contributing to the professional growth and renewal of the faculty, strengthening the curriculum, and improving teaching in ways that cannot be accomplished under the constraints of regular workload assignments.

Step 1: The faculty member completes the application (see Related Form link below). The proposal must include:

- a. A statement of goals and objectives for the NIA compatible with the statement of purposes for the faculty member's academic program;
- b. Anticipated schedule of progress during the assignment;
- c. A plan for presenting results, outcomes, product, etc., of the NIA to the University community
- d. A résumé of the applicant's professional career;
- e. Proof of acceptance by cooperating universities, approval by granting agencies, etc. (if applicable); and
- f. Endorsement by the department chair.

Step 2: The department chair submits the endorsed application, including a plan for instructional replacement, to the appropriate college office by November 1 for the following fall semester, or April 1 for the following spring semester.

Step 3: The dean recommends or does not recommend to the appropriate vice president by December 15 or May 15.

Step 4: The appropriate vice president either approves or denies the NIA.

Step 5: Upon completion of the assignment, the faculty member will submit a written report of the assignment activity to the department chair and college/school dean and forward copies to the appropriate vice president. The report shall include the degree to which the objectives of the proposal were accomplished and evidence of work completed or in progress (as appropriate).

Step 6: The faculty member will present the results, outcomes, product, etc. of the NIA to the University community as described in the application.

Procedure History

Effective Date:

Revision Date:

Related Form(s)

Non-Instructional Assignment Application

Scope and Applicability

	Governance	
✓	Academic	Faculty
	Students	
✓	Employment	Benefits
	Information Technology	
	Environmental Health and Safety	
	Business and Finance	
	Facilities and Operations	
	Communications & Marketing	
	Advancement	



Executive Administrative Officer and Academic Dean Emeritus	
Responsible Official: President	Responsible Office: Human Resources

Policy Purpose

The purpose of this policy is to establish the criteria for awarding executive administrative officer or academic dean emeritus status at East Tennessee State University.

Policy Statement

East Tennessee State University may honor select executive administrative officers and academic deans, upon retirement from the University, by the granting of emeritus status. To be awarded emeritus status the officer or dean must have served the University for at least 10 years in the respective position. These individuals will be granted certain rights and privileges in recognition of their honored role in the University community and their ongoing potential for contributions to the intellectual and cultural life of the University.

Emeritus executive administrators and deans shall be entitled to library use, faculty/staff parking permit, reduced rates for athletic events, and other privileges which do not exert undue financial burdens on the University.

Authority:

N/A

Definitions

N/A

Policy History

Effective Date:

Revision Date:

Procedure (s)

Executive Administrative Officer

When an executive administrative officer's written notice of retirement is received at the Office of Human Resources, that office will notify the individual of his or her eligibility for emeritus status. The retiring executive administrator will be asked if he/she wishes to participate in the emeritus procedure.

Within one month of receiving the retirement notice from the Office of Human Resources, the President will charge the Executive Team to review the CV and any other supporting documentation submitted by the candidate. Candidates will be nominated for emeritus status by majority vote of the Executive Committee. The Executive Team will forward a nomination and review materials to the President who will make the final decision.

Upon approval by the President, the candidate will be notified and he/she may use the title (e.g., Vice President Emeritus/(Emerita) following the executive administrative officer's name.

Academic Dean

When a dean's written notice of retirement is received at the Office of Human Resources, that office will notify the appropriate vice president of the dean's eligibility for emeritus status. The retiring dean will be asked if he/she wishes to participate in the emeritus procedure.

Within one month of receiving the retirement notice from the Office of Human Resources, the Vice President for Academic Affairs or Health Affairs will convene the college or school's associate and assistant deans and chairs to review the CV and any other supporting documentation submitted by the candidate. Candidates will be nominated for emeritus status by majority vote. The appropriate vice president will submit the nomination and materials to the President who will make the final decision.

Upon approval by the President, candidate will be notified and he/she may use the title Dean Emeritus (Emerita) following the dean's name and preceding the college's name (i.e., Jane Smith, Dean Emerita, College of Arts and Sciences).

Procedure History

Effective Date:

Revision Date:

Related Form(s)

N/A

Scope and Applicability

This policy pertains to students transferring credits to ETSU, faculty, and advisors.

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



Faculty Emeritus	
Responsible Official: President	Responsible Office: Human Resources

Policy Purpose

The purpose of this policy is to establish the criteria for awarding faculty emeritus status at East Tennessee State University.

Policy Statement

East Tennessee State University may honor faculty upon retirement from the University, by the granting of emeritus status. To be awarded emeritus status the faculty must have served the University for at least 10 years. These individuals will be granted certain rights and privileges in recognition of their honored role in the university community and their ongoing potential for contributions to the intellectual and cultural life of the university. The emeritus status will become effective July 1 of each year, and public recognition of this status will occur annually.

Emeritus faculty shall be privileged to maintain an identification card entitling them to certain University privileges. These will include library use, faculty parking permit, reduced rates for athletic events and other privileges which do not exert undue financial burdens on the University. In addition, dean emeriti may request the use of available office or laboratory space or may apply, upon approval, for university grants under the same rules as other faculty.

Authority:

N/A

Definitions

N/A

Policy History

Effective Date:

Revision Date:

Procedure (s)

- I. Notice of Eligibility

When faculty member's written notice of retirement is received at the Office of Human Resources, that office will notify the individual and respective department of eligibility for emeritus status. The retiring faculty member be asked if he/she wishes to participate in the emeritus procedure.

II. Nominations

Within one month of receiving the retirement notice from the Office of Human Resources, the department chair will convene the department's faculty to review the qualifications of the emeritus faculty candidate as present in a curriculum vitae or other supporting documentation. Candidates will be nominated for emeritus status by majority vote. Those nominated will have materials submitted by respective deans and the Vice President for Academic Affairs or Health Affairs, and then sent to the Office of the President where final decision will be made.

III. Presidential Decision

The President will have access to the nomination and assessment materials, as well as assessment materials, as well as decisions of approval by the appropriate vice president.

IV. Title of Emeritus Status

The title (e.g., Faculty Emeritus/Emerita) will, on approval, follow the faculty member's name.

Procedure History

Effective Date:

Revision Date:

Related Form(s)

NA

Scope and Applicability

	Governance	
X	Academic	
	Students	
X	Employment	
	Information Technology	
	Environmental Health and Safety	

	Business and Finance	
	Facilities and Operations	
	Communications & Marketing	
	Advancement	



Use of Campus Property and Facilities	
Responsible Official: Vice President for Student Affairs	Responsible Office: Student Affairs / D.P. Culp University Center

Policy Purpose

The purpose of this policy is to set forth East Tennessee State University’s policy regarding the use of campus property and facilities.

Policy Statement

East Tennessee State University (ETSU) regulates the use of its campus property and facilities in order to be consistent with the University mission and educational purpose through the implementation of reasonable, content/viewpoint neutral regulations. This policy, and all campus policies developed in compliance with the policy, shall be implemented and construed so as to ensure no undue disruption of that mission, promote an educational atmosphere on campus; prevent commercial exploitation of Students (defined herein below); preserve residential tranquility, and prevent use of campus property and facilities contrary to federal, state or local law, regulation, or the rules and policies of the ETSU Board of Trustees (“Board”).

ETSU recognizes the importance to the educational process and environment for persons affiliated with the University including officially recognized student organizations and other groups to have reasonable access to, and use of, the educational facilities on campus, to hear various views. Simultaneously, ETSU facilities are not open public forums, but are instead solely for use consistent with the advancement and orderly administration of its educational mission for the benefit of its Students, staff, and Affiliated Groups and Individuals (defined herein below). As such, ETSU does not ordinarily make its buildings or other facilities available to Non-Affiliated Persons (defined herein below). Exceptions may be made only if the proposed use is consistent with this policy and institutional policy and mission.

I. Access to Campus and Use of Property or Facilities

- A. Access to and use of campuses, facilities, and property of ETSU is restricted to the institution, institutional administration for official functions, Normal Educational Activities, Affiliated Persons, and Invited Guests of the institution except as specifically provided by this policy; when part or all of a campus, its buildings or facilities are open to the general public for a designated time and purpose, or when use by Non-Affiliated Persons has been granted or approved pursuant to the provisions of this policy.
- B. All persons on the campus, including faculty, staff, Students, and guests, shall be subject to all applicable rules and regulations of the University, the Board of Trustees,

and to all applicable federal, state laws and regulations. In addition, all persons who operate motor vehicles on the campus agree by such operation to be subject to University and Board rules, regulations, policies and procedures on traffic and parking.

- C. All persons on the University campus must provide adequate identification, upon request, to any University official and/or security personnel. University personnel and Students who refuse to provide such identification may be subject to disciplinary action. Other such persons who refuse to provide such identification may be requested to leave the campus. Should they refuse, they may be subject to lawful removal and prosecution.

II. General Conditions for use of Property or Facilities

- A. Use of campus property and facilities, as detailed in this policy, is subject to limitations on the number of persons who may attend in accordance with appropriate building regulations, fire codes, and safety standards.
- B. All regulations and policy statements that relate to the conduct of assemblies, meetings and demonstrations of Affiliated Persons also apply to all Non-Affiliated Persons and to individual use.
- C. Sound amplification equipment may be used by entities and individuals at assemblies, meetings, and demonstrations only when prior approval has been granted by the University. Such sound amplification is subject to reasonable regulation by the University with respect to time, place, manner, and volume.
- D. University equipment may be used in connection with the use of campus property and facilities only with the approval of, or under the supervision of, approved University personnel.
- E. The University has an established system in which Affiliated Persons are given priority in the use of property and facilities (see Appendix IV).
- F. All reservations and usage must comply with the University's designated food service provider contract. All food and beverage vending is handled through the designated University vending services contractor.
- G. Campus property and facilities may not be used by Non-Affiliated Persons for the conduct of profit-making activities except when a rental or lease agreement is negotiated and entered into with the University. Rental rates are generally based on the fair market value of providing the property, facilities, equipment, and service used and includes overhead, depreciation, utilities, maintenance, and security expenses. Rental charges may be based in part upon a fixed percentage of the gross receipts of the activity (see Appendix VI), with a minimum rental fee being charged. The University reserves the right to reduce or waive rental charges for such use

depending upon the nature and extent of the proposed use. The University permits short-term rental/lease agreements with both Affiliated Persons and Non-Affiliated Persons for use of campus property and facilities.

- H. Students, faculty, and staff acting independently of an Affiliated Entity may apply for use of facilities as an Affiliated Person in accordance with these policies and procedures.
- I. All rental agreements between the University and Non-Affiliated Persons will be processed and approved by the designated university officials. Such agreements shall not exceed four (4) months in length and may only be renewed or repeated after review to determine that such use does not conflict with an institutional need for the facility/space.
- J. The University may require Non-Affiliated Persons who use campus property or facilities to provide the following:
 - 1. An adequate bond or other security for damage to the property or facilities during the period of use.
 - 2. Personal injury and property damage insurance coverage.
 - 3. A performance bond guaranteeing performance of its obligations under the contract.
 - 4. Other types of insurance in such amounts as may be designated by the institution. The University may waive these requirements of security, performance bond, or insurance coverage at its discretion.
- K. Non-Affiliated Persons and some Affiliated Persons reserving facilities for camps, conferences, or special events will be required to supply proof of liability insurance consistent with this subsection. The sponsoring organization must supply a certificate of liability insurance in the amount of one million dollars (\$1,000,000) (minimum) naming the University as an additional insured party, except to the extent the Tennessee Code Annotated (T.C.A.) specifies a lesser amount as the maximum liability (tort limit). To the extent permitted by law, the University may in its sole discretion require insurance and/or a performance bond, if it determines there may be a concern for personal or public health or safety. Factors used to determine the requirement of insurance and/or a performance bond include, but are not limited to, the nature and use of particular facilities, the age of event participants, and the anticipated event size or attendance for any use of campus property and/or facilities. If insurance and/or a performance bond will be required, appropriate levels of coverage and minimum limits shall be enumerated pursuant to contract. Proof of compliance with this provision may be required in advance of an event. This provision shall be applied and enforced in a content/viewpoint neutral manner.
- L. All users agree, by making application for use of facilities for an activity and by subsequent use after approval by the University, to indemnify the University and hold it harmless from any and all liabilities arising out of such group's, organization's, or individual's use of the property, facilities, equipment, or services of

the University, including, but not limited to, personal injury, property damage, court costs and attorney's fees.

- M. Affiliated Persons may be assessed the incurred costs of providing the property, facility, equipment, or services required based upon use of campus property or facilities, and on a content viewpoint neutral basis.
- N. Non-Affiliated Persons may have access to facilities or space when sponsored or invited by Affiliated Persons under the following conditions. If an Affiliated Person desires to sponsor an event or activity for a Non-Affiliated Person, the Affiliated Person must:
 - 1. Affirm in writing that the event will be held under the authorization of the Affiliated Person.
 - 2. Agrees that its name and identity will be associated with the event.
 - 3. Accepts responsibility for primary communication of facility needs and campus services.
 - 4. Accepts responsibility to address and resolve problems relating to the event(s) including any damages incurred and liability issues involved.
 - 5. Obtain all necessary campus approvals and authorizations for the events(s).
 - 6. Ensure that university policies and procedures are followed.
 - 7. Ensure that all financial obligations for the event are met.

O. Affiliated Persons inviting Non-Affiliated Persons under this provision may also be assessed the incurred costs of providing the property, facility, equipment, or services required based upon use of campus property or facilities, specifically including location of event, and/or size of event. Any such costs will be assessed on a content/ viewpoint neutral basis.

III. Use of Property or Facilities

- A. Standing meetings of Affiliated Persons may be planned and scheduled for two semesters (fall & spring) at a time. Special meetings of other Affiliated Persons may be scheduled for not more than four (4) weeks at a time. Annual meetings, established test dates, recurring university events, and other such events may be submitted as a list attached to the required Request for Use of Facilities Form (See Appendix I).
- B. The University has designated Public Speaking Areas that may be used as a space for meetings, rallies, protests, and demonstrations. For safety reasons, the period in which these areas are available is between dawn to dusk but no greater than 7:00 a.m. to 7:00 p.m. daily. Non-Affiliated Persons must reserve spaces for use via submission of an online or hard copy reservation form at least forty-eight (48) hours in advance. Although not required, Affiliated Persons are encouraged to reserve space at least forty-eight (48) hours in advance to ensure space is available. Affiliated Persons must reserve spaces for use via submission of an online or hard copy reservation form at least forty-eight (48) hours in advance for events where perishable food will be served, provided, or distributed

(excepting prepared beverages); or will involve particular equipment (e.g., table(s), lights, stage, etc.), utilities (e.g., water, electricity, etc.), or amplified sound. Due to safety concerns, any planned assembly, meeting, demonstration or other activity with a real or an anticipated attendance of 25 or more participants must make a reservation for use of the facility at least five (5) Business Days in advance. If the University reasonably believes that more than five (5) days will be necessary to address logistic and safety concerns, the University may reschedule an event to ensure campus safety.

1. The Public Speaking Areas identified for this purpose are:

- a. Amphitheatre
- b. The Pedestrian Mall/SGA Pridewalk
- c. Designated areas within the Sherrod Library Borchuck Plaza, specifically excluding the Sherrod Library steps and the fountain structure
- d. The Quadrangle/Quad grass area

2. These Public Speaking Areas are available for noncommercial speech or assembly. Affiliated Persons and Non-Affiliated Persons interested in using any of these areas should check with the D.P. Culp University Center to determine space availability and to make a reservation. All uses of the Public Speaking Areas are subject to the requirements of this policy governing the use of facilities on campus.

3. Affiliated Persons and Non-Affiliated Persons may use the Public Speaking Areas up to four (4) times per four (4) week period with no more than two (2) consecutive days of use by Non-Affiliated Persons. The University will consider additional space requests by Affiliated Persons.

4. If ETSU Public Safety determines that barriers are necessary for crowd control purposes, a sectioned off area may be created for the user.

5. In order to ensure no disruption or interference with educational activities in those buildings and classrooms in the vicinity, no sound amplification of any kind is permitted in the Public Speaking Areas, unless written approval has been obtained by the D. P. Culp University Center at least forty-eight (48) hours prior to the event. No amplified sound is allowed during final examination periods.

6. Public speakers and those involved in peaceful assemblies must comply with all applicable laws and all applicable University policies. Individuals who engage in unlawful conduct while participating in or attending such activities or events will be subject to arrest.

7. Public speakers and participants in peaceful assemblies may not infringe upon the rights of others to engage in peaceful assembly or the free exchange of ideas, to use or enjoy university facilities, or to attend university functions.

Actions such as the following are unacceptable:

- a. Blocking, obstructing, or impeding the passage of a person or vehicle. All activities or events must be conducted in such a manner that campus pedestrian traffic and automobile traffic are not unreasonably impeded and so that members of the university community who are not participating in the activity or event may proceed with their normal activities.
- b. Causing bodily harm to a person.
- c. Erecting or placing obstructions that result in depriving others of

their rights.

d. Directly or indirectly preventing a speaker from speaking, even for a brief period of time; or asserting control of a Public Speaking Area for one's own purposes while otherwise in use by participants previously using the space.

e. Actions that constitute harassment as defined in university policy and local, state, and federal law.

8. The following items are prohibited from being used within Public Speaking Areas: illegal weapons, simulated weapons, or improvised weapons as determined by law enforcement officers in their professional judgment; torches; fireworks; explosive devices; incendiary devices; artificial noise-making devices (unless consistent with the sound amplification policy); laser pointers; and masks.

C. Reservations Procedures:

Any Affiliated Person desiring to use campus property or facilities at any time and/or location other than those designated Public Speaking Areas above, and all Non-Affiliated Persons desiring to reserve campus property or facilities may submit a written Request for Use of Facilities Form for the proposed activity at least five (5) Business Days in advance (excluding weekends and holidays) to the Facilities Reservationist in the D. P. Culp University Center or other designated individuals. Applications shall be submitted on the established Request for Use of Facilities Form (see Appendix I). An Affiliated Person or Non-Affiliated Person may be required to enter into an ETSU Rental Agreement (see Appendix II). The Vice President for Student Affairs or designee may approve applications for registration filed less than five (5) working days, twenty (20) days in the case of a speaker paid from institutional or school funds, before the event, if it is determined that the use of property requested can be reasonably accommodated and that adequate cause exists for late filing of the application for registration. Approval of late applications shall be within the sole discretion of the Vice President of Student Affairs or designee. The decision of such official will be final.

1. Any group, organization or individual which makes an advance request for use of facilities must submit the required Request for Use of Facilities Form at the earliest possible date, but in no instance less than five (5) Business Days prior to the proposed event date.
2. Any group, organization or individual, which has submitted a Request for Use of Facilities Form and has received approval for the proposed use is responsible for:
 - a. Honoring the reservation, and
 - b. Providing timely notice of cancellation by email to the reservationist no less than four (4) Business Days prior to the event.
3. The Director of the facility has the right to assess the following sanctions for failure to notify:
 - a. The assessment of a room rental fee for the first offense of a related policy violation during an academic term, and
 - b. The assessment of a room rental fee and loss of the privilege of using university facilities for one (1) school term for the second occurrence.

4. Additionally, any expenses incurred by the University or its contractors will be charged to the group, organization, or individual if the established four (4) Business Days cancellation deadline is not met.
 5. Any Request for Use of Facilities Form filed at a later time may be approved upon determination by the appropriate university official that the use requested can be reasonably accommodated and that adequate cause exists for late filing of the application. Approval of late requests shall be at the discretion of the President of the University or his/her designee (usually the director of the area being requested). The decision of such official is final.
 6. In the event two or more Request for Use of Facilities Forms are submitted for use of the same facility in the same time frame, attempts will be made to honor both requests by the use of alternate facilities or by the mutual agreement to change the date or time of one of the facility requests. If no arrangements can be made to accommodate the multiple requests, then the requests shall be evaluated and honored in accordance with the established Priority for Facilities Use policy (see Appendix V). Once a Request for Use of Facilities Form has been approved and confirmed, requests for the same date and facility will not be approved.
 7. University property may not be taken off campus except for instructional equipment used for instructional purposes or athletic events and in the possession and care of (or under the supervision of) a University employee. Any exception to this policy must be approved in advance by the University Comptroller.
 8. Any attempt to hold an assembly, meeting, demonstration or other activity in non-compliance with this policy are subject to the following:
 - a. May be asked to leave the campus
 - b. May be subject to citation and/or arrest
 - c. Members of the campus community who fail to comply may additionally be referred to Student Affairs (Students) or Human Resources (faculty and staff) for disciplinary action.
- D. An assembly, meeting, demonstration or other activity will be authorized or permitted within any of the designated Public Speaking Areas by current students, faculty, and staff without reservation if the space is available and not otherwise reserved or in use, and in compliance with event policy (e.g., food, equipment, utilities, and amplified sound). All other properties require a Request for Use of Facilities Form be completed in advance. A Request for Use of Facilities Form may be denied when any of the following occur:
1. The area or space has been previously reserved by another entity.
 2. A determination is made by the appropriate official that the requested use would cause a disruption or interference with the normal activities of the institution being conducted in the course of its lawful mission, processes and functions.

3. A determination is made that the requested use would be contrary to federal, state or local law or regulation, policies of the Board of Trustees, or the policies of the University.
 4. The applicant or sponsor of the activity has not provided accurate or complete information on the Request for Use of Facilities.
 5. The applicant or sponsor of the activity has been responsible for violations of this policy during a previously registered use of campus property, facilities, or equipment or has violated any conditions or assurances specified in a previous usage agreement.
 6. Use of the property or facilities requested would be impossible due to set-up time and/or take-down time required for other previously scheduled activities at the requested location before and/or after the requested use, or due to other extenuating circumstances.
 7. Attendant services (audio/visual, telecommunications equipment, food service, public safety, etc.) which are required for the event are not available due to lack of sufficient equipment and/or personnel.
 8. The activity is of such nature and/or duration that it cannot reasonably be accommodated in the particular area for which application is made. In such event, clarification of event description will be sought and an alternate on-campus site, if available pursuant to these policies, shall be proposed by the University.
 9. The activity presents a clear and present danger for physical harm, coercion, intimidation, or other invasion of lawful rights of the institution's officials, faculty members, or Students, the damage or destruction, or seizure and subversion, of the institution's or school's buildings, other property, or for other campus disorder of a violent or destructive nature. In determining the existence of a clear and present danger, the responsible official may consider all relevant factors.
 10. The activity conflicts or would conflict with existing contractual obligations of the University.
 11. The facility or area requested has not been designated as available for the activity indicated.
 12. The anticipated size or attendance for the event will exceed building/fire codes, established safety standards, and/or the physical or other limitations for the facility or area requested.
 13. None of the rules or regulations in this policy are meant to infringe upon any student rights or responsibilities outlined in Board of Trustee's Policy.
- E. Any group, organization or individual whose timely Request for Use of Facilities Form is denied shall have the right to appeal that denial to the Vice President for Student Affairs or his/her designee. Notice of the appeal shall be made in writing during normal business hours of the University no later than five (5) Business Days (excluding weekends and holidays) prior to the time of the proposed event. The decision shall be made at least four (4) days before the date of the event. Written notice of disapproval of the proposed use shall include the grounds for disapproval. Any denial of a request will be based solely on factors related to reasonable

regulations in light of the University's mission and the nature of the facility or property requested and rendered in a content/viewpoint neutral manner. Notices will be delivered as expediently as possible, preferably via electronic means. It is the responsibility of the applicant to obtain written notice of approval/denial.

IV. Particular Uses

A. Campus Guest Speakers

In order to properly process institutional payment, where an application for use of facilities involves an outside speaker who is to be paid a total of fee and/or expenses in excess of \$2,500.00 from institutional funds, the request must be submitted at least (20) Business Days prior to the date of the proposed speaking engagement and processed in the normal procurement process. Student Organizations must work with the Student Organization Resource Center (SORC) for contract processing.

B. Solicitation/Commercial Literature Distribution or Sale

1. Except where otherwise permitted by this provision, Solicitation for commercial purposes is prohibited on all property owned or used by the University. Solicitations by the institution and Solicitations by contracted vendors are permissible. Activities or events engaged in by affiliated entities, or individuals for the purpose of raising funds to meet expenses of the group, organization or individual would not be considered Solicitation. The funds that are raised by such activities or events shall be used for the benefit of the group, organization or individual, or for a charity. No funds shall be distributed to an Affiliated Person's officers or members, or any other individual for personal profit or use. For purposes of this provision the following activities are not prohibited:
 - a. Advertising, as permitted by this policy.
 - b. Sale or distribution of commercial literature as permitted by this policy.
 - c. Conversations or communications between a residence hall or university apartment Student and a properly admitted guest notwithstanding the commercial content of the conversation or communication. Other hall or apartment residents may not be solicited for the purposes of selling a product or service or enrolling the individual in a contest, program or other commercial venture.
2. Solicitation and fund raising activities, other than for purely commercial purposes, may be conducted on university property by affiliated entities or individuals; charitable organizations sponsored by the University the State of Tennessee, or Non-Affiliated Persons subject to the specified registration and reservation requirements and procedures of this policy. Affiliated Persons may reserve facilities for two fund raising activities per semester with the exception of charitable activities. A single activity

is defined to mean a maximum period of five (5) days per semester. Only two (2) fund raising activities involving food items may be scheduled each semester. This includes activities for organizational fund raising as well as for charitable purposes. Affiliated Persons desiring to solicit funds must obtain guidelines from the Student Organization Resource Center (SORC) and then submit a form for the proposed campus solicitation location.

3. No Solicitation of charitable funds will be permitted unless the Affiliated Person provides evidence to the University, if requested, demonstrating that the proposed activity is in accordance with or exempt from the provisions of the Tennessee Code Annotated (E.g., T.C.A. Sections 48-3-501 through 48-3-518).
4. Solicitation in connection with the distribution of literature is subject to the provisions of this policy.
5. Solicitation of dues and/or membership in an organization is permissible only by officially registered student organizations of the University.
6. Solicitations will be permitted only in those areas designated by the University pursuant to the conditions of this policy. Applications for registration of a solicitation may be denied for any of the reasons outlined within this policy and persons engaged in solicitation shall comply with the provisions of this policy.
7. No funds solicited on campus property shall benefit any individual unless contributions are requested for the relief of an individual specified by name at the time of the Solicitation; and all funds contributed are turned over to the named beneficiary for his or her use without any deductions whatsoever.
8. The University may require any group, organization or individual to document the use, application or disposition of funds solicited on campus property.
9. Any Solicitation/Commercial Distribution or Sale must comply with Board of Trustee Policy and must not:
 - a. Have illegal aims and goals;
 - b. Propose activities which would violate regulations of the Board of Trustees or the institution, or federal or state laws and regulations, or materially and substantially disrupt the work and discipline of the institution; or
 - c. Advocate incitement of imminent lawless action that is likely to produce such action.
 - d. Furthermore, public displays which an average person applying contemporary community standards would find,
 - i. Taken as a whole, appeals to the prurient interest,
 - ii. Depicts or describes sexual conduct in a patently offensive way, and
 - iii. Taken as a whole, lacks serious literary, artistic, political or scientific value are prohibited.

10. No person, whether distributor or recipient of literature, shall cause any litter to occur on the campus of the University, and literature shall only be discarded in trash receptacles. The cost of any special clean-up resulting from literature distribution may be assessed to the distributing group or individual.
11. Persons engaged in the sale or distribution of printed matter shall not obstruct or impede pedestrians or vehicles, harass other persons with physical contact or persistent demands, misrepresent the purposes or affiliations of those engaged in the sale or distribution, or fail to specify whether there is a cost or donation associated with the printed material.
12. No literature or other promotional literature shall be placed on cars, car windshields, street signs, building signs, trees, or other external surfaces not specifically designated to accommodate the posting of literature.
13. The University has the right to terminate the distribution or sale of literature by any group, organization or individual that violates any provision of this policy.

C. Advertising

1. No advertising signs, posters, or other material may be placed on or in campus property or facilities by any Non-Affiliated Persons except as otherwise permitted by this policy. The University, at its discretion, may permit non-commercial advertising of programs, events and activities by non-affiliated, non-profit groups in locations on campus. Affiliated Persons may also place advertising materials in designated locations.
2. The purchase of advertisements by Non-Affiliated Persons in university publications is permitted.
3. Limited advertising by Non-Affiliated Persons may be permitted when incidental to a donation of property or services to the institution and pursuant to a contract with the institution.
4. Any Advertising must comply with Board of Trustee Policy and must not:
 - a. Have illegal aims and goals;
 - b. Propose activities which would violate regulations of the Board of Trustees or the institution, or federal or state laws and regulations, or materially and substantially disrupt the work and discipline of the institution; or
 - c. Advocate incitement of imminent lawless action that is likely to produce such action.
 - d. Furthermore, public displays which an average person applying contemporary community standards would find,
 - i. Taken as a whole, appeals to the prurient interest,
 - ii. Depicts or describes sexual conduct in a patently offensive way, and
 - iii. Taken as a whole, lacks serious literary, artistic, political or scientific value are prohibited.

D. Bulletin Boards

1. The use of campus bulletin boards is limited to Affiliated Persons, and to official use by the University. Use of bulletin boards by Non-Affiliated Persons may be approved in bulletin board policies established for specific buildings.
2. Bulletin boards may be designated for use by specific entities, or individuals, such as faculty, Students, or student organizations. Those entities, or individuals authorized to use a bulletin board, the types of materials, which may be posted on a board, the maximum size, and duration of any notice, and any other special conditions will be posted on each board, and will control the use of the board.
3. The University generally requires prior approval for the use of any bulletin boards on campus. Use of a board may be denied on the basis of one or more of the following:
 - a. The person or group is not authorized to use the board in question;
 - b. The material is not the type authorized for the board in question, or fails to meet special conditions as posted on the board;
 - c. There is insufficient space available for the material on the board in question due to the previous posting of other materials.
 - d. Any postings must comply with Board of Trustee Policy and must not:
 - i. Have illegal aims and goals;
 - ii. Propose activities which would violate regulations of the Board of Trustees or the institution, or federal or state laws and regulations, or materially and substantially disrupt the work and discipline of the institution; or
 - iii. Advocate incitement of imminent lawless action that is likely to produce such action.
 - iv. Furthermore, public displays which an average person applying contemporary community standards would find,
 1. Taken as a whole, appeals to the prurient interest,
 2. Depicts or describes sexual conduct in a patently offensive way, and
 3. Taken as a whole, lacks serious literary, artistic, political or scientific value are prohibited.
4. The D. P. Culp University Center has a comprehensive policy dealing with display cases, banner areas, campus video bulletin boards and campus marquees as administered by the Student Organization Resource Center. Policies dealing with bulletin boards are administered by and may be obtained from the D. P. Culp University Center office.
5. The Building Coordinator in each building or his/her designee will be the individual responsible for the implementation and interpretation of building policies relating to the use of bulletin boards in that building subject to and in compliance with this policy.

V. Food Vendors On Campus

- A. Permission for outside food vendor sales on campus must comply with the University Food Service Contract. As the office responsible for administering the

food service contract, the University Center will enforce these policies in conjunction with the space reservations process.

- B. Space must be reserved in accordance with the Policy on Use of Campus Property and Facilities in order to host outside food vendors on campus. When the sale of food items is indicated in a reservation, the Food Vendor Host group will be required to supply the reservationist with the necessary proofs of insurance, business license and health inspection, and signed vendor statement before the reservation can be approved/confirmed.
1. Event reservations that include hosting food vendors on campus must be made by an Affiliated Entities or a department of the University. Non-Affiliated Entities may not serve as a Food Vendor Host or directly reserve space for sale of food items on campus.
 2. A representative of the Food Vendor Host must be present/remain with the visiting food vendor at all times during the event in order to address any arising needs or concerns of the vendor or University officials. Food vendors may be present and operational for the duration of the event time listed on reservations only.
 3. All food vendors invited to campus shall be required to provide the following documentation:
 - a. Proof of insurance,
 - b. Copy of most recent health inspection with passing grade,
 - c. Copy of current license to do business in Johnson City, TN, and
 - d. A signed Vendor Statement of Responsibility and University/Hosting Organization Release.
 4. It is the responsibility of the Food Vendor Host to collect the required documentation listed above and follow through on ensuring that vendors have what they need to operate (in terms of power, space, garbage disposal, etc.) and adhere to the guidelines regarding space use, disposal of garbage, parking, noise, etc. throughout the duration of the hosted event.
 5. All vendors may be subject to inspection by the Reservations Office, Student Activities Office, Campus Police, or the ETSU Health and Safety Officer. Any vendor found to be in violation of campus policies may be required to leave at any time. In addition, the Food Vendor Host will be empowered to request a food vendor to leave at their discretion. If/when representatives of the Food Vendor Host are no longer available to accompany the vendor, the vendor must exit campus.
 6. Food Trucks may set up in areas approved through the Renovation/Space Utilization Request process only. As of June 2017, the locations approved for Food Trucks include the Pride Walk/Pedestrian Mall (leaving the lane closest to Carter Hall unobstructed in order to allow for University and Emergency Vehicles) and lot 22A on the main campus. To gain approval for any space not previously designated for this use, Food Vendor Host must complete the space utilization approval process found at

VI. Miscellaneous

- A. Sanctions for violations of institutional policies regarding permissible use of campus property and facilities for activities, events, meetings, protests, and demonstrations shall be consistent with those listed in East Tennessee State University's Student Disciplinary Rules and/or those specified in building specific use policies.
- B. Use of campus facilities must be consistent with and compliant with the Non-Student Minors Policy.

Authority: (T.C.A. Sections 48-3-501 through 48-3-518)

Definitions

- A. Business Day – a regular day of operations for the University, normally Monday thru Friday 8:00 a.m. - 4:30 p.m. excluding University observed holidays or closures.
- B. Affiliated Entity(ies) - an officially registered student group or student organization or a department of the University.
- C. Affiliated Individual(s) – any person or persons with a formal relationship with the institution, including the institution's current Students, faculty, staff, and Board of Trustee members; collectively, with Affiliated Entity(ies), “Affiliated Persons.”
- D. Food Vendor Host - any affiliated organization or university department reserving space on campus to host an event involving outside food vendors.
- E. Invited Guest - a person invited by a Student, institutional official, or employee of the University to visit the campus at a specific time and place.
- F. Non-Affiliated Person(s) - any group, person, or organization which is not an Affiliated Entity or Individual. This includes both for-profit and non-profit groups as well as federal, state, and local government organizations.
- G. Normal Educational Activities - activities that occur outside of the classroom to enhance and continue student learning and project completion. They include, but are not limited to: small group study sessions (whether organized by Students, tutors, supplemental instructors or teachers), review sessions, open labs, student-teacher conferences and Students_working together on class projects.
- H. Public Speaking Area – designated areas (limited public forums) that may be used as space for meetings, rallies, protests, and demonstrations.

- I. Request for Use of Campus Facilities - the standard form used to request facility usage and related services.
- J. Reservable Areas - buildings or areas available for use by Non-Affiliated Persons. Generally, ETSU facilities are not open public forum areas. Additional spaces beyond those listed below may be available for reservation on the campus subject to availability. Such spaces can be identified by making inquiry to the D.P. Culp University Center:
 - 1. Student Service Facilities
 - D. P. Culp University Center
 - Basler Center for Physical Activity
 - 2. Academic Facilities – Extremely Limited Availability

Ball Hall	D.M. Brown Hall
Gilbreath Hall	Hutcheson Hall
Mathes Hall	Nicks Hall
Rogers-Stout Hall	Warf-Pickel Hall
Wilson-Wallis Hall	Sherrod Library
Alexander Hall	
 - 3. Athletic Facilities – Extremely Limited Availability

Memorial Hall/Brooks Gym	MSHA Athletics Center (Mini-Dome)
Betty Basler Softball Field	William B. Greene Jr. Football Stadium
Summers-Taylor Soccer Complex	Thomas Baseball Stadium
Athletic practice fields	Dave Mullins Tennis Complex
 - 4. Exterior Campus Spaces

Amphitheater	Pedestrian Mall/SGA Pridewalk
Designated areas within Sherrod Library Borchuck Plaza	
The Quad	Designated parking lots
 - 5. Branch Campus Locations

The Directors of those campus locations outside of the main campus in Johnson City, Tennessee, may designate Reservable Areas and Public Speaking Areas subject to and in compliance with this policy.
- K. Solicitation – The sale or distribution of commercial literature or the offering or attempt to purchase goods to purchase goods or services for commercial purposes.
- L. Student - a person who is registered for a credit course, a non-credit course or program at the University, including any such person during any period which follows the end of an academic period which the student has completed until the last day of registration for the next succeeding regular academic period.

Policy History

Effective Date:
Revision Date:

Procedure (s)

I. Miscellaneous

A. Staff

1. The Facilities Reservationist in the D. P. Culp University Center is responsible for receiving and processing "Requests for the Use of Campus Facilities" Form pursuant to this policy and will maintain a copy of the University policies for inspection by entities, and individuals. A copy of the policy is available online.
2. The Coordinator of Camps & Conferences of the D. P. Culp University Center represents the University in connection with non-university related multi-day events and/or complex events using multiple facilities on campus. These types of events include summer camps and conferences, conventions, athletic tournaments, charity events, and other such activities. This individual will create and process detailed contracts, work orders, and facility reservations with the various university departments to ensure the efficient operation of these events.
3. The Basler Center for Physical Activity is responsible for receiving and processing Requests for the Use of BCPA Facilities Form pursuant to this policy and will maintain a copy of the University and Board of Trustees policies for inspection by entities, and individuals. A copy of the policy is available online.
4. The reservation of academic space is coordinated by the Registrar's Office.
5. Facilities Management is responsible for the space utilization approval process which includes space requests outside of this policy.

Procedure History

Effective Date:

Revision Date:

Related Form(s)

[Use of Campus Facilities Form](#)

[Facility Rental Agreement Form](#)

[Priority for Facility Use](#)

[University Food Services Catering Policies](#)

[Facility Usage Fee Schedules](#)

[Specific D.P. Culp University Center Policies](#)

[Specific Quadrangle/The Quad Policies](#)

Scope and Applicability

Check those that apply to this policy.

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



University Free Speech	
Responsible Official: Vice President for Student Affairs	Responsible Office: Student Affairs

Policy Purpose

The policy affirms ETSU’s legal obligations regarding free speech that are consistent with federal and state constitutional mandates and present jurisprudence

Policy Statement

- I. Students have a fundamental constitutional right to free speech.
- II. ETSU is committed to giving students the broadest possible latitude to speak, write, listen, challenge, learn, and discuss any issue, subject to measures that do not violate the First Amendment of the United States Constitution or Article I, Section 19 of the Tennessee Constitution, such as constitutional time, place, and manner restrictions or reasonable and viewpoint-neutral restrictions in nonpublic forums.
- III. ETSU is committed to maintaining a campus as a marketplace of ideas for all students and all faculty in which the free exchange of ideas is not to be suppressed because the ideas put forth are thought by some or even by most members of the institution’s community to be offensive, unwise, immoral, indecent, disagreeable, conservative, liberal, traditional, radical, or wrong-headed.
- IV. It is for ETSU students and faculty to make judgments about ideas for themselves, and to act on those judgments not by seeking to suppress free speech, but by openly and vigorously contesting the ideas that they oppose.
- V. It is not ETSU’s duty to attempt to shield individuals from free speech, including ideas and opinions they find offensive, unwise, immoral, indecent, disagreeable, conservative, liberal, traditional, radical, or wrong-headed.
- VI. Although ETSU greatly values civility and mutual respect, concerns about civility and mutual respect shall never be used as a justification for closing off the discussion of ideas, however offensive, unwise, immoral, indecent, disagreeable, conservative, liberal, traditional, radical, or wrong-headed those ideas may be to some.
- VII. Although all are free to state their own views about and contest the views expressed on campus, and to state their own views about and contest speakers who are invited to express their views on the ETSU campus, they may not substantially obstruct or otherwise substantially interfere with the freedom of others to express views they reject or even loathe. To this end, ETSU has a responsibility to promote a lively and fearless freedom of debate and deliberation and protect that freedom.

- VIII. ETSU is committed to providing an atmosphere that is most conducive to speculation, experimentation, and creation by all, who must always remain free to inquire, to study and to evaluate, and to gain new understanding.
- IX. The primary responsibility of faculty is to engage in an honest, courageous, and persistent effort to search out and communicate the truth that lies in the areas of their competence.
- X. Although faculty are free in the classroom to discuss subjects within areas of their competence, faculty shall be cautious in expressing personal views in the classroom and shall be careful not to introduce controversial matters that have no relationship to the subject taught, and especially matters in which they have no special competence or training and in which, therefore, faculty's views cannot claim the authority accorded statements they make about subjects within areas of their competence; provided that no faculty will face adverse employment action for classroom speech, unless it is not reasonably germane to the subject matter of the class as broadly construed, and compromises a substantial portion of classroom instruction.
- XI. ETSU maintains the generally accessible open, outdoor areas of its campus as traditional public forums for free speech by students.
- XII. ETSU does not restrict students' free speech only to particular areas of the campus.
- XIII. ETSU does not deny student activity fee funding to a student organization based on the viewpoints that the student organization advocates.
- XIV. ETSU does not impose requirements that prohibit spontaneous outdoor assemblies or outdoor distribution of literature, though ETSU may maintain a policy that grants members of the college or university community the right to reserve certain outdoor spaces in advance.
- XV. ETSU must not charge students security fees based on the content of their speech, the content of the speech of guest speakers invited by students, or the anticipated reaction or opposition of listeners to speech.
- XVI. ETSU allows all students and all faculty to invite guest speakers to campus to engage in free speech regardless of the views of guest speakers.
- XVII. ETSU does not disinvite a speaker invited by a student organization, or faculty member because the speaker's anticipated speech may be considered offensive, unwise, immoral, indecent, disagreeable, conservative, liberal, traditional, radical, or wrong-headed by students, faculty, staff, administrators, government officials, or members of the public.

Authority: T.C.A. Title 49- Chapter 7 Section 6

Definitions

N/A

Policy History

Effective Date:

Revision Date:

Procedure (s)

N/A

Procedure History

Effective Date:

Revision Date:

Related Form(s)

N/A

Scope and Applicability

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

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

EAST TENNESSEE STATE UNIVERSITY
BOARD OF TRUSTEES

INFORMATION ITEM

DATE: April 27, 2018

ITEM: Annual Review of the Teaching Profile by Time Status and Tenure Status

COMMITTEE: Academic and Student Affairs Committee

PRESENTED BY: Dr. Michael Hoff
Associate Vice President, Planning & Decision Support and Chief Planning Officer

The activity that occurs in the classroom accounts for roughly 70% of the funding and activity at the institution. As such, it is important to understand how we are utilizing faculty resources to achieve our mission.

Overall: While ETSU has seen some change in the number of part-time instructional staff, the largest share of instruction is being delivered by full-time and tenured/tenure-track faculty. The fact that ETSU is maintaining its position among peer institutions demonstrates a commitment to a well-trained and dedicated faculty that work every day to ensure ETSU is doing everything possible to fulfill its academic mission.

Tenure Comparison: In a comparison with peer institutions, the percentage of tenured/tenure-track faculty (71.71%) is slightly above the mean (69.65%) and median (70.46%) of the peer group. While this represents a 1.42% decrease in percent since 2012, it is worth noting that - despite the challenges facing higher education today - we have been able to maintain a robust, qualified faculty as measured by tenure status.

Teaching Comparison: A robust full-time faculty is essential for the sustainability of academic quality. At ETSU, 55% of all faculty are full-time. Additionally, 67% of all courses (over two-thirds of all courses taught) are taught by full-time faculty. It is also noteworthy that tenured/tenure-track faculty taught 47.6% of all credits at ETSU in 2017.



EAST TENNESSEE STATE
UNIVERSITY



A Review of the Teaching Profile of ETSU

Main Campus
April, 2018
Presented by:
Dr. Michael B. Hoff, Planning and Decision Support

Overview

- Peer comparison
- University hours by level and faculty type
- Percent of hours by college
- Tenure/tenure-track and full-time faculty are essential to achieving the research and service mission of the university in addition to the teaching mission
- This year ETSU moved the Nursing-MSN program out of RODP and into ETSU main campus and the changes is impacting the analysis of faculty at the graduate level

Peer Comparison Snapshot

- ETSU Total Enrollment 2016: 14,022
 - Peer average 19,099
- ETSU Instructional Faculty 2016: 1,110
 - Peer average 1,133
- ETSU Faculty-to-Student Ratio 2016: 16
 - Peer average 18.6

Source: Integrated Postsecondary Education Data System



Peer Faculty Tenure Status (All Ranks)

Institution	2012	2013	2014	2015	2015	Overall Change
	Tenure Tenure- Track	Tenure Tenure- Track	Tenure Tenure- Track	Tenure Tenure- Track	Tenure Tenure- Track	
Oakland University	89.82%	89.64%	90.97%	90.40%	89.64%	-0.76%
University of Arkansas at Little Rock	78.47%	79.62%	81.57%	81.78%	76.87%	-4.91%
University of Northern Colorado	74.12%	80.16%	77.35%	78.56%	80.82%	2.26%
Southern Illinois University-Edwardsville	72.58%	74.76%	74.64%	73.72%	72.90%	-0.82%
Indiana State University	76.92%	78.09%	75.21%	73.16%	72.73%	-0.43%
Texas Woman's University	75.43%	75.54%	76.06%	72.60%	70.77%	-1.83%
Marshall University	78.33%	76.60%	75.26%	72.30%	70.46%	-1.84%
Sam Houston State University	75.47%	74.74%	74.34%	71.59%	73.33%	1.74%
Georgia Southern University	71.71%	70.23%	70.85%	71.41%	71.45%	0.04%
East Tennessee State University	73.13%	71.84%	72.78%	71.35%	71.71%	0.36%
Florida Atlantic University	72.57%	70.79%	72.81%	71.28%	70.43%	-0.85%
Old Dominion University	75.03%	71.75%	70.69%	70.84%	70.14%	-0.70%
East Carolina University	73.25%	71.35%	71.27%	70.56%	68.69%	-1.87%
Central Michigan University	74.42%	78.31%	73.49%	70.37%	72.12%	1.75%
University of North Carolina at Charlotte	71.74%	69.59%	69.34%	69.47%	65.44%	-4.03%
University of North Carolina at Greensboro	67.56%	68.26%	71.58%	69.47%	65.44%	-4.03%
Ball State University	69.31%	67.43%	65.58%	65.49%	66.17%	0.68%
University of Missouri-Kansas City	61.72%	59.86%	58.48%	58.44%	58.73%	0.29%
Wright State University-Main Campus	54.39%	54.48%	54.89%	54.86%	55.21%	0.35%
University of South Alabama	56.62%	54.17%	51.45%	49.24%	49.81%	0.57%
Peer Average	72.13%	71.86%	71.43%	70.34%	69.65%	-0.69%
Peer Median	73.19%	71.79%	72.79%	71.32%	70.46%	-0.86%

Source: Integrated Postsecondary Education Data System



University Level Hours by Faculty Type

Faculty Type	Headcount			% Headcount			% Hours Taught		
	2016	2017	Delta	2016	2017	Delta	2016	2017	Delta
Full-Time Faculty	594	600	6	55.2%	54.9%	-0.3%	67.7%	67.6%	-0.1%
Tenure and Tenure-Track Faculty	482	482	0	44.8%	44.1%	-0.7%	49.5%	47.6%	-1.9%
Non-Tenure-Track Faculty	112	118	6	10.4%	10.8%	0.4%	18.2%	20.0%	1.8%
Part-Time Faculty	483	493	10	44.8%	45.1%	0.3%	29.6%	31.9%	2.3%
Administrative/Professional Staff	28	14	-14	2.6%	1.3%	-1.3%	1.1%	0.5%	-0.6%
Post-Retirees	17	15	-2	1.6%	1.4%	-0.2%	1.2%	1.0%	-0.2%
Adjuncts	372	416	44	34.5%	38.0%	3.5%	22.9%	27.3%	4.4%
Graduate Assistants	66	48	-18	6.1%	4.4%	-1.7%	4.4%	3.1%	-1.3%
Other	0	0	0	0.0%	0.0%	0.0%	2.7%	0.5%	-2.2%
Other	0	0	0	0.0%	0.0%	0.0%	2.7%	0.5%	-2.2%
Grand Total	1,077	1,093	16	100.0%	100.0%	0.0%	100.0%	100.0%	0.0%

Source: ETSU Census Files – Fall Only



Credit Hours by Level by Faculty Type

Lower Division (0XXX-2XXX) Undergraduate						
Faculty Type	Semester Credit Hours			Percent of Lower Division Total		
	2016	2017	Delta	2016	2017	Delta
Full-Time Faculty	56,846	57,272	426	61.2%	59.7%	-1.5%
Part-Time Faculty	34,113	38,196	4,083	36.7%	39.8%	3.1%
Other	1,904	451	-1,453	2.1%	0.5%	-1.6%
Lower Division Total	92,863	95,919	3,056	100.0%		
Upper Division (3XXX-4XXX) Undergraduate						
Faculty Type	Semester Credit Hours			Percent of Upper Division Hours		
	2016	2017	Delta	2016	2017	Delta
Full-Time Faculty	43,483	45,208	1,725	76.5%	77.5%	1.0%
Part-Time Faculty	12,790	12,750	-40	22.5%	21.8%	-0.7%
Other	576	402	-174	1.0%	0.7%	-0.3%
Upper Division Total	56,849	58,360	1,511	100.0%		
Graduate (5XXX-7XXX)						
Faculty Type	Semester Credit Hours			Percent of Graduate Hours		
	2016	2017	Delta	2016	2017	Delta
Full-Time Faculty	14,088	15,489	1,401	61.20%	59.71%	-1.5%
Part-Time Faculty	3,108	4,575	1,467	36.70%	39.82%	3.1%
Other	2,028	64	-1,964	2.10%	0.47%	-1.6%
Graduate Total	19,323	20,128	805	100.00%		
Overall - Main Campus						
Faculty Type	Semester Credit Hours			Percent of Total Hours		
	2016	2017	Delta	2016	2017	Delta
Full-Time Faculty	114,417	117,969	426	61.20%	59.71%	-1.5%
Part-Time Faculty	50,011	55,521	4,083	36.70%	39.82%	3.1%
Other	4,508	917	-1,453	2.10%	0.47%	-1.6%
Grand Total	168,936	174,407	3,056	100.00%		

Source: ETSU Census Files – Fall Only



Percent of Hours by Faculty Type and Location

Faculty Type	ETSU Main Campus			Other Location		
	2016	2017	Delta	2016	2017	Delta
Tenure and Tenure-Track Faculty	51.9%	48.8%	-3.1%	25.3%	32.5%	7.2%
Non-Tenure-Track Faculty	18.5%	19.6%	1.1%	15.0%	25.5%	10.5%
Administrative/Professional Staff	1.2%	0.6%	-0.6%	0.2%	0.1%	-0.1%
Post-Retirees	1.3%	0.9%	-0.4%	0.5%	0.4%	-0.1%
Adjuncts	22.4%	26.7%	4.3%	28.6%	34.0%	5.4%
Graduate Assistants	4.8%	3.4%	-1.4%	0.7%	0.3%	-0.4%
Other	0.0%	0.0%	0.0%	29.7%	7.1%	-22.6%

Source: ETSU Census Files – Fall Only Change in Adjunct and Other for Other Location is result of internalizing RODP courses this year.



Percent of Hours by Faculty Type and Hour Type

Faculty Type	% Traditional SCH			% Distance Ed SCH		
	2016	2017	Delta	2016	2017	Delta
Tenure & Tenure-Track Faculty	53.80%	51.3%	-2.5%	33.30%	34.5%	1.2%
Non-Tenure-Track Faculty	19.20%	21.5%	2.3%	14.40%	14.6%	0.2%
Administrative/Professional Staff	1.30%	0.5%	-0.8%	0.10%	0.6%	0.5%
Post-Retirees	1.10%	0.7%	-0.4%	1.30%	1.4%	0.1%
Adjuncts	19.70%	22.0%	2.3%	35.20%	46.0%	10.8%
Graduate Assistants	4.80%	3.9%	-0.9%	3.00%	0.5%	-2.5%
Other	0.00%	0.0%	0.0%	12.70%	2.4%	-10.3%

Source: ETSU Census Files – Fall Only Change in Adjunct and Other for Distance Ed is result of internalizing RODP courses this year.



Percent of University Hours by College

College	2013	2014	2015	2016	2017	Delta
Total Credit Hours	169,806	167,376	167,779	165,482	172,702	2,896
Arts & Sciences	53%	53%	52%	51%	50%	-3%
Business & Technology	17%	17%	18%	19%	19%	2%
Clinical & Rehabilitative Health Sciences	5%	5%	5%	5%	5%	-
Continuing Studies & Academic Outreach	< 1%	< 1%	< 1%	< 1%	<1%	-
Education	12%	12%	11%	11%	10%	-2%
Nursing	7%	7%	7%	7%	7%	-
Public Health	6%	6%	6%	7%	7%	1%

Source: ETSU Census Files – Fall Only – the delta doesn't total because of the mix among all hours



Credit Hours by Level by Faculty Type

College	% FT Lower Division Credits			%FT Upper Division Credits			%FT Graduate Credits			%FT Total Credits		
	2016	2017	Delta	2016	2017	Delta	2016	2017	Delta	2016	2017	Delta
Arts & Sciences	61.1%	59.4%	-1.7%	77.9%	77.2%	-0.7%	88.9%	88.4%	-0.5%	66.0%	64.6%	-1.4%
Business and Technology	68.2%	64.6%	-3.6%	78.8%	81.3%	2.5%	93.7%	91.5%	-2.2%	74.7%	74.3%	-0.4%
Clinical & Rehabilitative Health Sciences	57.8%	60.9%	3.1%	70.3%	78.6%	8.3%	80.2%	86.5%	6.3%	72.4%	79.3%	6.9%
Continuing Studies	45.9%	22.1%	-23.8%	36.7%	39.1%	2.4%	92.3%	90.5%	-1.8%	45.1%	44.4%	-0.7%
Education	33.6%	23.7%	-9.9%	62.7%	57.8%	-4.9%	71.2%	67.9%	-3.3%	57.7%	51.7%	-6.0%
Nursing	83.7%	95.7%	12.0%	92.3%	92.7%	0.4%	86.9%	53.5%	-33.4%	89.8%	84.4%	-5.4%
Public Health	73.7%	77.2%	3.5%	90.2%	94.0%	3.8%	86.4%	79.4%	-7.0%	81.6%	83.1%	1.5%

Source: ETSU Census Files – Fall Only, some of the level fluctuations are due to small cell size and nursing graduate is from MSN exiting RODP



Summary

- Peer comparisons indicate we have instructional staff to handle an increase in enrollment
- % of Tenure/tenure-track Faculty just above peer average
- Credit production is driven by full-time faculty despite modest growth in part-time faculty headcount
- Overall, the university is staffed with the instructional staff required to achieve the teaching, research, and service aspects of the mission
- This year ETSU moved the Nursing-MSN program out of RODP and into ETSU main campus and the changes are impacting the analysis of faculty at the graduate level

EAST TENNESSEE STATE UNIVERSITY
BOARD OF TRUSTEES

INFORMATION ITEM

DATE: April 27, 2018

ITEM: Research and Economic Development at East Tennessee
State University: Infrastructure and Organization

COMMITTEE: Academic and Student Affairs Committee

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

At the February meeting of the BOT, the Committee received a draft white paper that envisioned reconsideration of the University's historical focus on research and economic development. The proposal sought to reflect projected new environmental factors, opportunities, and expectations from stakeholders that warrant immediate attention in light of the hospital merger and other factors. The white paper presented in February has now been revised, and some action items have been incorporated that staff now anticipates it will be able to pursue. Progress taking place involving consultancies for Ballad Heath will impact future development of the white paper, and those deliberations will obviously impact the calendar by which the University can envision and propose next steps. The updated draft is again placed on the Committee agenda in order to provide an opportunity for continued discussion of this very high institutional priority.

Research and Economic Development at East Tennessee State University Infrastructure and Organization

A White Paper

NOTE:

- Significant revisions of the *White Paper* that was initially discussed by the BOT Committee on Academic and Student Affairs at its February 23, 2018 meeting appear **in yellow below**.
- Projected *Action Steps* to emerge as revisions of the *White Paper*—though they mostly will be identified in the future through collaboration with Ballad, through consideration of its consultancies (EAB or Huron), and through future deliberations—are listed **in green below**.

I. Background

The merger between Mountain States Health Alliance (MSHA) and Wellmont Health Systems (WHS) to create Ballad Health provides an imperative that the University will significantly expand its role in providing research, in graduate medical education, and in pursuit of an economic development agenda that continues to recognize its historical role while simultaneously being responsive to the unique opportunities made possible by the creation of Ballad Health.

II. Charge

The University has historically exercised a mission focus on research and economic development that has been recently underscored by action of its inaugural Board of Trustees. In March 2017 that Board endorsed a vision that the University would provide a “world-class environment” that would enhance “the quality of life in the region and beyond” and that, in pursuit of that vision, the University would pursue a mission that included “conducting a wide array of educational and research programs and clinical services including a comprehensive Academic Health Sciences Center.” Subsequently, the BOT Committee on Academic and Student Affairs—at its February 23, 2018 meeting—underscored the urgency of ETSU’s strategies that, in Chairperson Latimer’s words, should reflect the BOT has “a fiduciary responsibility” to partner effectively with Ballad and the mandate it has to meet requirements of the COPA.

III. Project Calendar and Operational Task Force

- A. Establish an ad hoc ETSU Task Force to coordinate plans for the merger impacting academic and research activities;
- B. In coordination with Ballad consultants, develop and finalize the MOU with Ballad Health and jointly implement the councils (i.e., coordinating council, research council, clinical council, etc.);

- C. In coordination with Ballard consultants, develop and finalize the academic and research consortium comprised of regional academic institutions and other infrastructure to support research development;

Action 1: Dr. Noland proposes inviting Paul Hill –sometime between May and July--to review infrastructure, to help identify gaps, and to share expertise derived from his role as executive director of the West Virginia Experimental Program to Stimulate Competitive Research (WVEPSCoR). He helped create and manage a number of competitive research programs with academic institutions throughout the state, including: the West Virginia Research Trust Fund, the West Virginia Research Challenge Fund, and West Virginia Eminent Scholars initiative. He has over 25 years' experience in building research and economic development programs, including leading the national EpScore initiative.

- D. Establish a clinical research working group to define specific research areas of focus based on the COPA requirements and current Ballard and ETSU strengths;

Action 2: While awaiting Ballard's receiving of the Consultant Report, Dr. Duncan will work with Dr. Means to establish preliminary priority agendas

- E. Identify gaps in existing research expertise - based on the research agenda defined above –and to recommend a calendar and timeline for recruitment to fill those gaps;

Action 3: While awaiting Ballard's receiving of the Consultant Report, Dr. Duncan will work with Dr. Means, leadership in the Academic Health Center, and other to define specific gaps in research expertise that relate to the defined research agenda and will recommend a calendar and timeline for seeking to identify required resources to address those gaps.

- F. Pursue an aggressive calendar for revising the scope and membership of the ETSU Research Foundation as follows:

1. Revise the by-laws to reflect a more focused role in support of economic development and sponsored research, and allow for the creation of the Research Subcommittee and Economic Development Council,
2. Revise the by-laws to stipulate a new and expanded Board of Directors that includes business and economic leaders from the region and beyond as well as appropriate ETSU faculty and staff,
3. Review infrastructure and staffing in relation to the need to strengthen economic development focus, and, if appropriate, identifying and employing an economic development specialist/expert to maximize the opportunity for economic growth

Action 4: Dr. Bach, Bishop, Depew, and Duncan will develop—following Paul Hill's consultancy and no later than August 1—a proposed revision of the ETSU Research Foundation that addresses F 1, 2, and 3 (above).

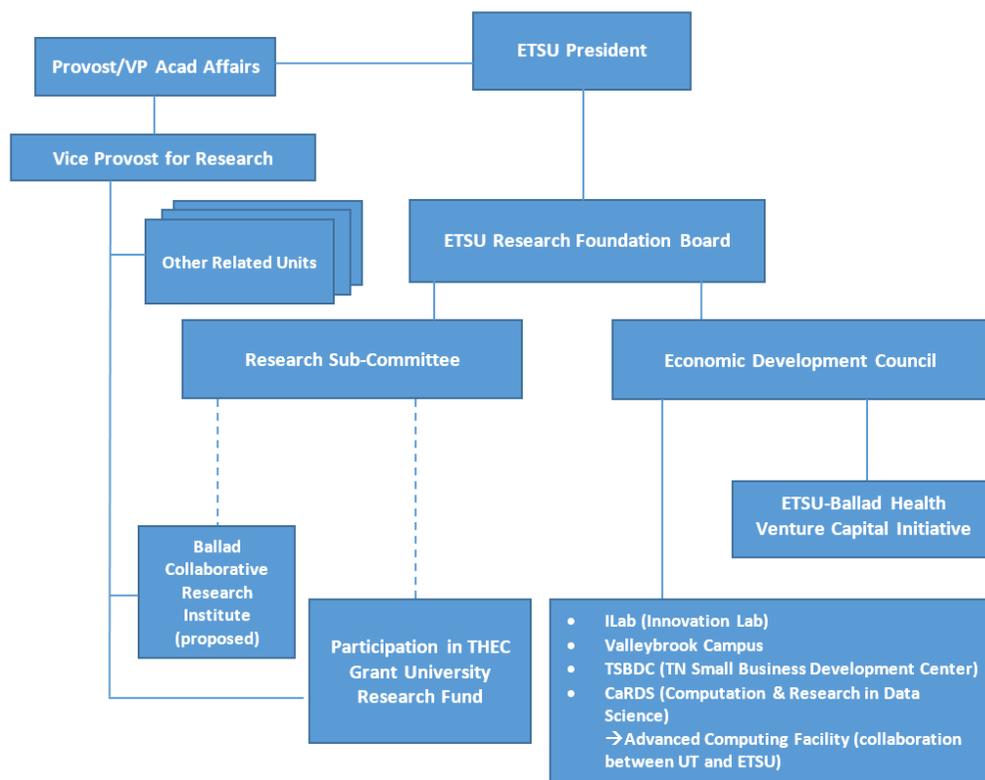
IV. Organization

The organizational chart below depicts an infrastructure that is appropriate for the University's vision, mission, and for the expanded role in research and economic development that it will incur by virtue of its responding to new environmental factors, opportunities, and expectations from stakeholders that are enumerated above. The chart below depicts the following discrete components of the enhanced infrastructure:

- A. An expanded role for the Vice Provost for Research that encompasses the current roles and services provided along with additional responsibilities associated with the Research Sub-Committee, Ballad Collaborative Research Institute (proposed), and (if approved by the Legislature) the opportunity to compete for grants administered through a THEC grant program designated University Research Fund.

Action 5: Dr. Bach, Bishop, Depew, and Duncan will develop—following Paul Hill's consultancy and no later than August 1—a proposed revision of the role for the Vice Provost for Research that is consistent with the revision of the ETSU Research Foundation noted in **Action 4**.

- B. An expanded and strategic role for the ETSU Research Foundation that supports sponsored research and economic development,
- C. The establishment under the auspices of the Research Foundation of two focused sub-committees—the Research Sub-Committee and the Economic Development Council,
- D. The establishment of two organizational units under the Research Sub-Committee—that is, the Ballad Collaborative Research Institute (proposed) and, dependent on its becoming a reality, the unit managing ETSU's competing in the THEC grant program designated University Research Fund.
- E. The establishment of the ETSU-Ballad Health Venture Capital Initiative and the continuation of current and support of future economic development activities that will reside under the purview of the Economic Development Council, and
- F. The organizational coordination under the Economic Development Council of the portfolio of currently disparate but ideally related ETSU organizations and facilities that include the Innovation Laboratory (I-Lab), the Tennessee Small Business Development Center (TSBDC), the Institute of Computation and Research and Data Science (CaRDS), Valleybrook, and Intellectual Property and Technology Transfer.



Action 6: Dr. Bach will lead preparation of the proposed reorganization with the goal of taking the proposal to establish the Economic Development Council to the BOT at its September, 2018 meeting and to secure other required Board and THEC approvals of administrative units no later than the Winter meeting of the BOT.

V. Methodology Envisioned for Proposed Organizational Structure

An overview of the scope of activities and responsibilities encompassed within the six (6) discrete components of the proposed infrastructure:

A. Role for the Vice Provost for Research and Sponsored Programs

1. The Vice Provost for Research and Sponsored Programs, serving as the University's Chief Research Officer, heads the Office of Research and Sponsored Programs Administration (ORSPA) and serves as the University's primary advocate for pursuing research and supporting scholarly activities in all disciplines. The scope of that administrative responsibility and support includes:
2. Proposal management and submission, contract management, award management, and required reporting on sponsored programs

3. Facilitation of faculty and staff efforts to obtain extramural funding
4. Serves as Chair, of the University Research Advisory Council (a current advisory body comprised of ETSU faculty and administrators to the Vice Provost for Research on matters pertaining to research, scholarship and creative activities)
5. Management of the Research Development Committee (RDC)—the internal mechanism for awarding seed money for various stages of research by faculty and staff
6. Serves as Chair of the Intellectual Property Advisory Committee for the University and thus receives invention and copyright disclosures and acquires review of disclosures to determine whether the university or the Research Foundation (ETSURF) should seek patent or copyright protection. In addition, directs-- in conjunction with the Economic Development Council—any negotiations regarding the licensing of intellectual property under the university policy on patents, copyrights, and trademarks.
7. Managing the ETSU Center for Community Outreach and Applied Research
8. Oversight of the administration of all policies and regulations mandated by federal and state law in the areas of :
 - a. Human subject protection involving responsible conduct of research, thus serving as the Research Integrity Office and managing the standing Institutional Review Boards (the Campus IRB and the Medical IRB),
 - b. Conflict of interest where such conflict involves the research enterprise, accreditations related to these areas, and required reporting to appropriate governmental agencies concerning these areas,
 - c. Animal welfare—and managing the standing University Committee on Animal Care (UCAC),
 - d. Biosafety and Chemical Safety —and managing the standing University Committee on Biosafety and Chemical Safety,
 - e. Compliance with federal laws and regulations that govern how certain information, technologies, and commodities can be transmitted or transported overseas to anyone, including U.S. citizens, or to foreign nationals on U.S. soil—and managing the University standing Export Control Committee,

- f. Serves as President of the ETSU Research Foundation (ETSURF), and
- g. Serves as Chair of the Research Sub-Committee of the ETSU Research Foundation

B. Role for the ETSU Research Foundation

The purpose of the ETSU Research Foundation is defined in Article 1 of its Bylaws as being to promote the University's "objectives of providing higher education, conducting research, providing public service, and assisting in economic development in Tennessee." In furthering those objectives, the Bylaws note that Foundation "will facilitate acquisition of sponsored research funds from public and private sources and manage such funds if requested to do so by the University, solicit donations to support activities of the Foundation, pursue appropriate legal protection for proprietary technologies developed through University research, hold and manage real and intellectual property assets on behalf of the University and promote commercialization of research products and transfer of University technologies to appropriate partners for their further development and commercialization." The Bylaws further stipulate the membership, selection, powers, and terms of the Board of Directors, and authorize the Board to establish standing or ad hoc Committees (<https://www.etsu.edu/etsurf/documents/etsurfbylaws.pdf>).

In order for the Research Foundation to facilitate an appropriate organizational infrastructure for the research mission of the University in the future, it is imperative that it reflect a revised vision that displays (1) a more focused role in support of sponsored research and economic development, (2) a new set of by-laws, (3) a strategic plan to guide its future, and (4) establishment of a new and expanded Board of Directors to include faculty and staff from ETSU as well as external business and economic leaders from the region.

With respect to the revised vision, the Research Foundation should include at least the following two (2) important committees or organizational units – the Research Sub-Committee and the Economic Development Council.

C. Role of the ETSU Research Foundation's two focused sub-committees

1. *The Research Sub-Committee*

The Research Sub-Committee of the Research Foundation is charged with coordination of major research activities that include—but are not limited to--(1) projected activities of the Ballard Collaborative Research Institute (proposed) and (2) projected research programs that emerge or may secure funding support derived through support from the grant program designated the University Research Fund.

2. *The Economic Development Council*

The purpose of the Economic Development Council is to improve the coordination, consistency, visibility, and effectiveness of the message the University conveys to its various external publics relative to its role in economic development.

A formal vision and mission statement for the Council will be developed following pursuit of an initial scope of activities. Those activities will be chosen in order that they might define and provide an apparent link for the University's wide array of intellectual and physical assets with the needs and aspirations for economic development in the region.

D. Established under the auspices of the Research Sub-Committee of the ETSU Research Foundation are the following two organizational units:

1. The Ballard Collaborative Research Institute (Proposed)

The activities of the Ballard Collaborative Research Institute are expected to be primarily dedicated to translational research and related research training. Translational research accelerates the discovery of novel mechanisms, diagnostic procedures and treatments of disease, and is often referred as "bench-to-bedside" research. Translational research can be grouped into five (5) phases –

- a. T0 research is characterized by the identification of opportunities and approaches to health problems;
- b. T1 research attempts to move basic discoveries into candidates to improve health application;
- c. T2 research evaluates the new application for health practice leading to the development of evidence based treatment guidelines;
- d. T3 research attempts to move evidence based guidelines into health practice, through delivery, dissemination, and diffusion research; and
- e. T4 research evaluates the real world health outcomes of population health practice.

The Institute, providing an infrastructure to oversee this new research initiative, will be comprised of faculty members from ETSU colleges, and may need to recruit new clinical faculty to address gaps in expertise (e.g. obesity and diabetes) who could have a primary appointment in the Institute and hold faculty status in the appropriate ETSU College. **The Institute will work collaboratively with Ballard and regional academic**

partners to address the major health issues in our region and assist Ballad in addressing the population health measures outlined in the COPA, e.g. overweight and obesity rates, drug overdose deaths, NAS births, youth tobacco use, diabetes prevention and treatment, etc.

2. The University Research Fund

Should the University Research Fund as proposed in Governor Haslam's budget be approved by the Legislature, coordination of ETSU programs that emerge and derive support from that source will fall to the purview of the Research Subcommittee.

E. Established under the auspices of Economic Development Council sub-group of the ETSU Research Foundation is a focus on the following three (3) projects or activities:

1. The ETSU-Ballad Health Venture Capital Initiative

The ETSU-Ballad Health Venture Capital Initiative Fund is designed to help launch new start-up companies in the region and to attract new companies to locate or relocate to the region. The new Fund will accord primarily focus to the life and medical sciences—including, for example, pharmaceutical, medical device companies, and other bio-tech focused manufacturers. The Fund will also seek to attract other start-up companies in the fields of biomedical engineering and advanced materials. An important additional goal of the Fund will be to assist local start-ups to expand and grow faster.

The initiative will provide leadership for the ETSURF by working to develop relationships and partnerships with other investors and venture capital organizations in the surrounding region. The College of Business and Technology already has a strong relationship with venture capital investors within the region through a well-established partnership with the Angel Round Table (ART).

The investment community and ETSU-Ballad Health Venture Capital Initiative Fund will understand that this venture capital initiative is all about high risk with the potential for high reward. The Initiative will therefore require developing strategic plans, investment criteria, and processes (to be approved by the ETSURF Board) for operating the venture fund as an economic driver. The criteria and processes will focus on investment opportunities with high probability for success and demonstrating a positive potential for return on investment. All investible opportunities will require ETSURF Board approval.

2. The continuation of current and support of future economic development activities that will reside under the purview of the Economic Development Council
 - a. The scope of activities that emerge from the Council will be defined by:
 - 1). Developing an inventory of areas of expertise within the University,
 - 2). Conducting interviews with key potential “customers” (e.g., business leaders in the region), and
 - 3). Conducting interviews with key stakeholders within defined sectors (e.g., health care, manufacturing, financial services, educational services, local and county government, etc.)
 - b. The initial focus of activities will be on enhanced communication and by recommending authority that pertain to policy, procedures, and organizational structure—with the assumption that the focus will eventually expand to include a robust action agenda after the Council has become more mature.

During the evolution of the Council members will examine critically the roles they collectively represent and will determine whether any major areas are missing, will visit peers to determine how to conduct benchmarking and identify best practices, and will develop a pro forma calendar and timeline for a path forward. Projected features of that initial focus will be:

- 1). Enhanced Communication
 - (a). Develop a consistent and cohesive ETSU story for major relationships when folks are communicating with our regional businesses;
 - (b). Establish a protocol for consistency in communications and communication strategies where multiple “touch points” with external customers or stakeholders are likely (e.g., faculty or program, dean, advancement, President);
 - (c). Recognizing that companies often want to identify and create relationships with faculty with defined areas of

expertise, develop and maintain an updated list of faculty and areas of expertise;

- (d). Assure that participants share information re potential grants, contracts, joint ventures, or changes envisioned that identify opportunities from political “realities.”

2). Recommending Authority

- (a). Review organizational structure and recommend changes that would provide a “one-stop-shop” for questions and requests from external stakeholders and potential customers, thus providing a structure and responsibility for determining how best to handle requests;
- (b). Recommend features of a University marketing strategy that capitalizes on the reality that the University is known for the “practical or applied” quality of its business and technology programming and that its graduates are often the “employees of choice” in the region because of the skills and abilities they “bring to the table;”
- (c). Recommend that University relations and others with expertise in social media and computer searches define and implement strategies by which ETSU’s assets and role in economic development will emerge more prominently when various external publics use the web to seek assistance or partnerships for purposes of economic development;
- (d). Recommend that the role and expertise of the Applied Social Research Lab (ASRL) be marketed to provide external parties with expertise in conducting exploratory studies and market-based research to inform and support economic development opportunities. While focus groups, secondary data analysis, and surveys are illustrative of this service, the offerings of ASRL should clearly extend to strategies beyond these.

- 3. The coordination under the Economic Development Council of the portfolio of currently disparate but ideally related ETSU organizations and facilities

Currently there are a number of offices and facilities and functions at the University that are organized in a relatively ad hoc fashion which could benefit with a more focused raison d'être as a portfolio of assets directed toward the agenda of the Economic Development Council. That portfolio of offices and facilities and functions, reorganized under the auspices of the Economic Development Council, should include the following:

a. Innovation Lab (ILab)

The ETSU Innovation Lab is a high-tech business incubator that assists aspiring entrepreneurs develop emerging technologies from concept through commercialization. With a focus on identifying and generating solutions to global problems, it is committed to championing entrepreneurs and building a cooperative entrepreneurial hub and network that is a catalyst for sustainable economic growth. The International Soft Landings Designation allows the I-lab to serve as a nexus between entrepreneurs, educational institutions, economic development councils and the international business community by offering physical and virtual business support to growing companies.

b. Tennessee Small Business Development Center (TSBDC)

The Tennessee Small Business Development Center (TSBDC) has been an important asset to small business enterprises in East Tennessee since 1984 and is an integral part of the College of Business and Technology's business outreach. The TSBDC provides a broad range of services to assist the start-up entrepreneur and existing business and industry in the center's service region of Carter, Grainger, Greene, Hamblen, Hancock, Hawkins, Johnson, Sullivan, Unicoi, and Washington counties. The TSBDC is located in the ETSU Research Foundation I-Lab Facility.

c. Institute of Computation and Research and Data Science (CaRDS)

The Institute of Computation and Research and Data Science (CaRDS) is a research institute established in 2015 to provide faculty and students at ETSU with the resources to support and advance their knowledge and skills in the emerging field of Data Science. Data Science is the science of finding information in Big Data. It is the explorations of large and disparate data sets using artificial intelligence (machine learning) guided by mathematical and statistical principles. Data science is needed in every area of research, from molecular biology (data generated by genomic sequencing technology, for example) to marketing.

d. Valleybrook

The ETSU Valleybrook Campus is located at 122 Pickens Road. The site includes 144 acres and a 72,000 square-foot research and office complex and 30,000 square feet of warehouse space. The space currently supports academics and research projects for faculty and students at ETSU. In addition, the campus houses the Niswonger VILLAGE (Virtual International Living: Learning Across Global Environments), a public health simulation lab featuring real replicas of low-resource homes from various nations. The facilities at Valleybrook have potential to support business incubator activity and new business start-ups.

e. Technology Transfer

Intellectual property reviewed and approved by the Intellectual Property Advisory Committee for the University will be evaluated by the EDC's Technology Transfer Organization for investment and market potential. The Technology Transfer Committee membership will be selected by the ETSURF.

Action 7: The administrative reorganization to place the portfolio of currently disparate but ideally related ETSU organizations and facilities listed (a through e, above) will occur concurrently with the establishment of the Economic Development Council.