

EAST TENNESSEE STATE UNIVERSITY
BOARD OF TRUSTEES
ACADEMIC AND STUDENT AFFAIRS COMMITTEE
SEPTEMBER 2017 MEETING

10:15-11:45 am EDT
Friday
September 8, 2017

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
- III. [Approval of the Committee Minutes from June 9, 2017](#)
- IV. [Tenure Appointment in the Department of Educational Leadership and Policy Analysis](#)
(Dr. Gregory Aloia, Dean of the Clemmer College of Education and Professor of Educational Leadership and Policy Analysis)
- V. [Calendar of Activities 2017-2018: Strategic Planning, Operational Planning, Institutional Effectiveness and Evaluation, and Alignment of Planning with Budget](#)
- VI. [Overview of Program Accreditation, Review, and Current Status](#)
- VII. [Academic Action Notifications for the Period of May 1, 2017 – July 31, 2017](#)
- VIII. [Annual Reporting to THEC \(ETSU Chairs of Excellence 2016-2017\)](#)
- IX. Other Business
- X. Adjournment

EAST TENNESSEE STATE UNIVERSITY
BOARD OF TRUSTEES

ACTION ITEM

DATE: September 8, 2017

ITEM: Approval of the Minutes of June 9, 2017

COMMITTEE: Academic and Student Affairs Committee

RECOMMENDED ACTION: Approve

PRESENTED BY: David Linville, Secretary

The minutes of the June 9, 2017 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 June 9, 2017 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

June 9, 2017
Johnson City, Tennessee

The East Tennessee State University Board of Trustees Academic and Student Affairs Committee met at 9:30 a.m. on Friday, June 9, 2017, in Meeting Room 3 of the D.P. Culp University Center on ETSU's main campus in Johnson City, Tennessee.

I. Call to Order

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

II. Roll Call

Deputy Secretary Mr. Nathan Dugger called the roll and declared that a quorum was present. Committee members in attendance were:

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

Guests in attendance included: Dr. Wilsie Bishop, Vice President for Health Affairs; Dr. Lauren Collier, Director of Institution and Board Affairs, Tennessee Higher Education Commission; Karen Ervin, Assistant Dean for Finance and Administration, College of Public Health; Dr. Mike Hoff, Associate Vice President of Planning and Decision Support and Chief Planning Officer; Myra Jones, Associate CIO and Chief of Staff for Information Technology Services; Dr. William Kirkwood, Vice Provost for Undergraduate Education; Dr. Brian Noland, President; Dr. Joe Sherlin, Vice President for Student Affairs; and Jennifer Hill of University Relations (taking minutes).

III. Approval of the Committee Minutes from April 24, 2017

Trustee Alsop made a motion to accept the minutes from the April 24, 2017, meeting of the Academic and Student Affairs Committee. Trustee Golden seconded the motion and the minutes were unanimously approved.

IV. Promotion and Tenure of Faculty Members

Dr. William Kirkwood, on behalf of Dr. Bert Bach, Provost and Vice President for Academic Affairs, called committee members' attention to the listing in their packets of ETSU faculty being recommended for tenure and promotion; he pointed out that some of the individuals recommended had applied for tenure or promotion earlier than the designated time and one individual was recommended for tenure upon appointment, and both of these situations are allowed for in university policy.

Because this was the committee's first time reviewing these recommendations, Dr. Kirkwood reviewed the university's process by which the list is formulated. He noted that tenure is an important milestone in a faculty member's career, and is also important to the university in that it helps assure the quality of the faculty and the student experience. In addition, he stated that promotion is important because it recognizes the excellence of the faculty and affirms the excellence of the institution. Dr. Kirkwood explained the review process: a faculty member spends weeks preparing a digital dossier in application for tenure/promotion, which is reviewed by a departmental committee, the departmental chair, a college-level committee, the college dean, the vice president for Academic Affairs or vice president for Health Affairs, and the university president before being recommended to the Board of Trustees for final approval. He stressed that this review process is rigorous, and each dossier undergoes intense scrutiny; there are no "rubber stamps" or foregone conclusions in the process, as each level of review is independent of earlier levels. Dr. Kirkwood stated that tenure affirms that a faculty member is worthy of becoming a long-standing member of the ETSU community and worthy of the rank bestowed, which carries with it recognition of the individual's achievement. He said that the individuals recommended are deserving and that ETSU is well served by bestowing tenure and promotion on them.

Chair Latimer asked if any of the candidates reviewed had any pending personnel or disciplinary actions against them, and Dr. Kirkwood replied that to his knowledge, there were none. Trustee Alsop noted that there are two points at which a faculty member may appeal, and Dr. Kirkwood said that one of the most important parts of the review process is due process, and this is followed meticulously for the sake of both the applicants and the university. Trustee Ayers asked if any candidates were denied in this year's process. Dr. Kirkwood said that if memory served, there may have been one or two individuals who withdrew their applications late in the process when it became apparent that they would not receive a recommendation or that the application would be denied. Dr. Wilsie Bishop added that in the Division of Health Sciences, there were no denials for tenure, but four applications for promotion were turned down. President Brian Noland referred back to the point regarding the appeals process, noting that this is the first year during his tenure as president that there has not been an appeal that went through an appellate review at the committee level; he pointed out that when a tenure decision is appealed, there is an opportunity to appeal to the Board of Trustees, but no applications fall under that circumstance this year.

Sixteen ETSU faculty members were recommended for promotion to the rank of full professor; their names and departments are: Randy Byington, Allied Health Sciences; Saravanan Elangovan, Audiology and Speech Language Pathology; Travis Graves, Art and Design; Christopher Gregg, Geosciences; Diana Heiman, Family Medicine; Thomas Jones and Dharendra Kumar, Biological Sciences; Scott Kirkby, Chemistry; Jill Leroy-Frazier, Continuing Studies; Leslie McCallister, Sociology and Anthropology; Sun-Joo Oh and Christian Zembower, Music; Eric Sellers and Jon Webb, Psychology; Wael Shams, Internal Medicine; and Martha Whaley, Medical Library.

Recommended for promotion to associate professor were the following 33 faculty members: Arsham Alamian and Liang Wang, Biostatistics and Epidemiology; Lana Becker, Accountancy; Thomas Bishop, Family Medicine; Teresa Boggs, Audiology and Speech-Language Pathology; Patrick Brown and Jonathan Peterson, Health Sciences; Shirley Cherry, Allied Health Sciences; David Cluck and Nicholas Hagemeyer, Pharmacy Practice; James Denham, Section of Medical Education; Brad DeWeese and Kimitake Sato, Sport, Exercise, Recreation and Kinesiology; Matthew Fehskens, Literature and Language; Stacey Fisher, Curriculum and Instruction; Bethany Flora, Educational Leadership and Policy Analysis; Jennifer Gibson and Jackson Williams, Pediatrics; Colin Glennon, Political Science, International Affairs and Public Administration; Charles Gorman, Management and Marketing; Andrew Herrmann, Communication and Performance; Kristi Julian and Mohammed Uddin, Engineering Technology, Surveying and Digital Media; Carolyn King, Sociology and Anthropology; Dinah Mayo-Bobee, History; Mary Mullins and Brittany Wilkins, Social Work; Jennifer Pealer, Criminal Justice and Criminology; Marina Roginskaya, Chemistry; Andrew Ross, Art and Design; Zachary Walls, Pharmaceutical Sciences; Susan Waters, Media and Communication; and Dima Youssef, Internal Medicine.

The following 25 faculty members were recommended for tenure in addition to their promotions: Alamian, Becker, Bishop, Brown, DeWeese, Fehskens, Fisher, Flora, Glennon, Gorman, Hagemeyer, Herrmann, Julian, King, Mayo-Bobee, Mullins, Pealer, Peterson, Roginskaya, Ross, Sato, Uddin, Wang, Waters and Wilkins.

The following seven faculty members were also recommended for tenure: Erin Doran, Jessica Lee and Daniel Tadlock, University School; Jean Hemphill, Graduate Studies; Matthew Potterton, Music; Laura Robertson, Curriculum and Instruction; and Zachary Walls, Pharmaceutical Sciences.

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

Between presentations, President Noland asked the Committee to recognize that he was moving between committee meetings and that he would need to leave to give a presentation to the Board of Trustees' Finance Committee.

V. A Review of the Teaching Profile of ETSU by Time Status and Tenure Status

Dr. Mike Hoff noted that his presentation would provide further explanation of what the action previously taken regarding tenure and promotion means within the instructional environment of ETSU. In introducing his remarks, he noted that a stable and supportive faculty with a good percentage of tenured faculty members is necessary at a robust, comprehensive university.

In a PowerPoint presentation, Dr. Hoff shared data from the Integrated Postsecondary Education Data System (IPEDS) in giving a snapshot of ETSU as compared to a group of peer institutions. ETSU's total enrollment in 2015 was 14,334 (including medical and pharmacy students but not residents), compared to the peer average of 18,135. He reminded Committee members that ETSU's goal in its Strategic Plan is to reach 18,000 students, and that the administration believes the university can reach that goal. He said a common question asked in discussions regarding such growth is, "What does the institution have to change right away to accommodate that growth?" Faculty, he said, is one of the answers. ETSU had 1,083 instructional faculty in 2015 compared to the peer average of 1,032; while ETSU is, therefore, similar in size to its peers, it is different due to the presence of its professional schools in medicine and pharmacy. Dr. Hoff said that if the medicine and pharmacy faculty are removed from those numbers and one looks only at undergraduate enrollment, the ratio of faculty to students in the peer group is two points ahead of ETSU's. He stated that ETSU could add 1,200 undergraduate students without adding staff; he noted that the numbers of faculty might not be in the right places, and it would be incumbent upon the institution to figure out the proper placement. He said that ETSU's faculty-to-student ratio in 2015 was 17 compared to the peer average of 18.4, and if that average were to hold, ETSU would still have sufficient faculty to support a larger student body. He gave the median teaching load – or the number of courses a faculty member teaches each semester – as three, which is also the mode – the most frequent number of courses a faculty member teaches at ETSU. Dr. Hoff added that if ETSU can reach 18,000 students without increasing its staff size, the resulting money could be converted into salary and equity enhancements.

Dr. Hoff showed that ETSU is in the middle of its peer group in terms of peer faculty tenure status at all ranks with 73.35 percent in 2015; the peer median was 71.32 percent.

From ETSU census files, Dr. Hoff showed university-level hours by faculty type, looking at headcount and the percent of full-time and tenured faculty. ETSU's percentage of full-time faculty was 55 in 2015 and 2016. ETSU has increased its number of adjunct faculty to 372 from 358. Dr. Hoff noted that while there is talk regarding this increase, the numbers show that the percentage of total hours taught is still within the 22 percent range, indicating that the adjunct instructor population is not overloaded and that classes are staffed appropriately at all levels, with higher numbers of adjunct faculty teaching general education courses.

Dr. Hoff shared information on the percent of hours by faculty type and both location and hour type. In 2016, 51.9 percent of credit hours on the main campus and 25.3 percent of credit hours in other locations were taught by tenure and tenure-track faculty; 22.4 percent of credit hours on the main campus and 28.6 percent of credit hours in other locations were taught by adjuncts. Dr. Hoff noted that different approaches are taken to staffing courses at satellite locations; some satellite locations with more adjunct activity see more instructors drawn from the local population, while some departments have been able to hire full-time faculty for courses with enough support in the markets in which they are offered. He said the same holds for online courses; while there has been an increase in online education, the numbers of tenured and tenure-track faculty remain stable because content area experts are needed, and this allows students to interact with faculty in their fields.

With a slide on the percent of university credit hours by college, Dr. Hoff pointed out that the College of Arts and Sciences retains the highest percentage with 51 percent in 2016; while this percent is down from 55 in 2012, it indicates that the institution is becoming more diversified in its academic portfolio, with an increase in the number of credit hours offered in the health sciences over the past five to 10 years.

When discussing the distribution of tenure/tenure-track hours by college, Dr. Hoff noted most have remained stable. He said Clinical and Rehabilitative Health Sciences showed a decrease, which was the result of some positions being vacant, but these have been filled and the percentages will go up in the next year's figures.

A slide on credit hours by faculty type looked at the percentages of full-time faculty for lower division, upper division and graduate credits.

In summary, Dr. Hoff said the data indicates the institution is appropriately staffing to meet the demands of its educational mission, and peer comparisons indicate ETSU has the instructional staff to handle an increase in enrollment. The percent of tenured and tenure-track faculty is just above the peer average; there has been growth in the headcount of part-time faculty, but the percent of hours taught has remained stable. He noted that ETSU uses a peer group appropriate to measure itself on where the university is headed relative to its strategic plan, as opposed to in-state peers; institutions in ETSU's peer group include Oakland, Southern Illinois-Edwardsville, Indiana State, Texas Woman's, Marshall, Sam Houston State, Georgia Southern, Florida Atlantic, Old Dominion, East Carolina, Central Michigan, Ball State, and Wright State (main campus) universities, along with the universities of Arkansas-Little Rock, Northern Colorado, North Carolina-Charlotte, North Carolina-Greensboro, Missouri-Kansas City, and South Alabama.

VI. ETSU Online: A Report on Quantitative and Qualitative Dimensions

Myra Jones, on behalf of Dr. Karen King, CIO and Senior Vice Provost for Information Technology Services, shared a PowerPoint presentation starting with the

history of ETSU's online education effort, which began in 1997 with the first online class in dental hygiene; ETSU's first fully online program was the Dental Hygiene Degree Competition Program, which went online in 2001, was the first online dental hygiene program in the country, and remains popular, drawing students from throughout the United States.

ETSU currently has about 50 programs that are online, Ms. Jones said. These programs draw two different populations of students: the first is students who take online courses in conjunction with on-ground programs for a variety of reasons, and the second is students enrolled in fully online programs. Ms. Jones explained that with some of the online programs, students never come on campus, while with others, they do occasionally come to campus but communicate with their faculty and fellow students via technology. Of ETSU's online programs, 40 are at the graduate level, including concentrations and graduate certificate programs. Eight undergraduate programs are online. Ms. Jones pointed out that while some still subscribe to the early philosophy that online education is more appropriate for graduate programs due to the student independence that is required, research has indicated that students can be successful in online studies at both the undergraduate and graduate levels.

Ms. Jones noted that online courses play an important role in ETSU's growth initiative; this is one of the first places looked to for growth, because infrastructure is not a problem. Faculty and other resources are needed, but the university does not have to find classroom space for these additional students. It also tends to be where students are headed these days; both traditional and non-traditional students like the convenience and flexibility of taking their courses online.

Ms. Jones said ETSU set 2008 as its baseline when it began tracking growth and started building online education. Information Technology Services (ITS) tracks fall to fall and spring to spring because online enrollments are always higher in the spring. ETSU Online has grown 114% for fall enrollment, from 5,107 students in 2008 to 10,953 in 2016, and about 142% for spring enrollment, from 5,226 in 2009 to 12,662 in 2017. Ms. Jones noted that ITS provides compensation to ETSU's colleges from fees for the online courses they offer, and the tracking numbers help the colleges see how they are doing. She pointed out that there was a jump in online enrollment in spring 2012 from the implementation of the winter session, which counts as part of our spring semester.

Ms. Jones shared a slide showing the 2001 and current enrollments at several well-known online programs nationwide to illustrate the rapidly changing environment of online education. In 2001, the University of Phoenix had 29,000, Capella had 28,372, and Southern New Hampshire had 2,000. Currently, the University of Phoenix has 213,000 (down from 460,000 five years ago), Capella has 37,708, and Southern New Hampshire has 63,000. Western Governors, which was founded in 1997, now has 76,722; Purdue, which just acquired Kaplan, has 45,355; Coursera, EdEx, and ETSU, through OpenBucks, have gotten into the massive open online courses (MOOCs) movement; and the University of Tennessee-Knoxville has not developed a big online program, preferring to focus on on-ground education. Ms. Jones stated that most institutions that have ventured into online education have seen notable growth, but experts believe this will level off as the field becomes more competitive. She also pointed out that research shows most online students come from within a 150-mile

radius of a campus, so they are still regional students, but some of the institutions that have experienced the largest growth, such as Southern New Hampshire, have learned how to market nationwide to draw students to their programs. She noted that MOOCs, which offer content online at no charge for anyone who wishes to consume it, were highly popular at first but have leveled off; institutions, including ETSU, found that people are really interested at first but tend not to follow through as other commitments intrude. Ms. Jones said unlike some other MOOC programs, ETSU offered a path to credit, through which participants who did well and wanted to earn academic credit after completing the course could do so with some additional work and a nominal fee. ETSU offers three MOOCs – one history and two introductory classes in music and psychology – and when these started four years ago, hundreds of students enrolled each semester; today, approximately 50 students enroll each semester, and of those, about three decide to take the path to credit. Ms. Jones says this program introduces online education risk-free to students who might not otherwise try it or who might not otherwise be aware of ETSU.

Ms. Jones discussed ETSU Online's marketing efforts for the fall 2017 semester, which include ongoing course and program support through digital marketing, social media, design and production. In addition, ITS sent 5,696 emails focusing on the flexibility and convenience of online courses to students who were eligible to return but had not registered and to part-time students; of those, 3,175, or 56 percent, were read. She said ETSU has stayed consistent in its messaging, stressing quality, convenience and flexibility. One of the big differences between ETSU and other schools offering online education is that the same people who teach online are the same people who teach on-ground courses, which gives ETSU's online students the same quality of instruction online as anywhere else. Other highlights of ETSU's efforts include: good support for online students so they can call and get help in a variety of areas; the eRate for students who are out-of-state and taking solely online programs, which is not as low as in-state but is about half-way between in-state and out-of-state tuition; and scholarships. ITS is also working on targeted ad campaigns for departments with online programs that have been identified as being poised for significant growth; this effort is yielding an increase in inquiries. Ms. Jones said ETSU Online has seen a 5 percent increase in web traffic since March 24, which does not seem like much but is actually a nice increase in light of already high web traffic and yields a 16 percent increase in brand-new users.

Following a request for proposals, ETSU Online has met with and issued a letter of intent to work with Apollidon, a third-party marketing company based in Florida, to assist in its marketing efforts. Apollidon will conduct significant up-front market research to determine what ETSU needs to focus on and what programs will work best, followed by professional design work and other sorts of support. Ms. Jones said the primary value in this effort is that Apollidon will put significant money and resources into up-front marketing, both nationally and internationally, to bring in students, and the trade-off is a percentage of enrollment fees. She said that one thing that differentiates Apollidon from other firms is program exclusivity; for instance, if they market ETSU's dental hygiene completion program, they will not market a like program for another institution.

Ms. Jones also discussed ETSU's involvement in statewide online education efforts, which began with the Regents Online Degree Program (RODP) through the Tennessee Board of Regents system in 2001 and are now coordinated through TN eCampus. Through the RODP, ETSU students could take needed courses from other TBR schools with a seamless transfer of credit. Ms. Jones explained that the RODP struggled with accreditation issues and took away from work ETSU was doing itself. Nursing was ETSU's biggest program offered through TN eCampus, and the College of Nursing has announced it will withdraw, so this summer is its last semester on eCampus. We still have a couple of programs offered through TN eCampus. Ms. Jones noted that the majority of ETSU enrollments in these statewide efforts are students who need a class that is already full on campus or that is not available at ETSU. She said permits are once again required for ETSU students to take courses through TN eCampus; if a student wants to take a course through TN eCampus that ETSU does not offer, he or she may take that course, but if a course needed is offered by ETSU Online, he or she will be put in that course, which provides a better value for the student, as the fees are lower.

Ms. Jones stated that one of the biggest concerns with online education is quality, and one step ETSU is taking to ensure a high quality standard is implementation of a Master Online Teacher program. This features college liaisons for all colleges except Medicine and Pharmacy, which do not offer online courses. The liaisons are experienced online teachers who have done excellent work and are willing to share their experiences with other faculty. They work with ITS regularly to develop policies and procedures, as well as to talk about problems in online education and what can be done to help departments, faculty, and students. They provide our faculty oversight within the colleges, which is required by the Southern Association of Colleges and Schools (SACS) Committee on Colleges. The Master Online Teachers are chosen and retained based on rigorous criteria, and are rewarded through recognition and a stipend. Other quality assurance measures ETSU is taking are providing monetary incentives to faculty developing online classes; revising the ETSU Online Memorandum of Understanding to raise the standards required for approval of online courses, using best practices standards set forth by Quality Matters; and requiring training and assessment for faculty teaching online courses. Ms. Jones said internal research shows that there is little difference in the grades earned by online and on-ground students, and ITS is confident it is upholding quality. Ms. Jones stated ETSU follows the federal guidelines that must be followed for SACS, noting that there is a higher level of responsibility for online programs through SACS than on-ground programs. All of ETSU's online programs go through the same approval process as its on-ground programs, with the only difference being the method of delivery.

Trustee Golden asked how hybrid courses show up in the statistics, and Ms. Jones said that hybrid courses are considered online courses. She said that according to the SACS definition, a course with 50 percent or more of its material online is an online course.

Trustee Golden asked if ITS has used focus groups of students who have registered and taken online courses to gather information on their experiences. Ms. Jones said that has been done on a small scale, and a student advisory group was recently

established to help ITS learn about the members' challenges and suggestions for improvement. Trustee Golden noted that he is the parent of a child who has gone through some of the online courses at ETSU, and he believed that that would be a rich opportunity there. He also inquired about feedback on ETSU's GoldLink course registration system. Ms. Jones said there is a place for students to provide feedback on GoldLink, and usability testing has been conducted using students. Ms. Jones told Trustee Golden that ITS would gladly receive his feedback. Trustee Golden noted that the GoldLink system could be a student's introduction to the online interface with the university, and that a good experience with it could translate to other online opportunities. Trustee Golden also asked if he could provide a referral list of individuals who are interested in a high-demand area, such as a K-12 STEM (science, technology, engineering and mathematics) graduate certificate, and Ms. Jones indicated that ITS would be glad to receive such a list, as finding contact lists for marketing efforts is a challenge.

Trustee Ayers asked about the benefits and drawbacks of TN eCampus, particularly regarding enrollment and financial impact. Ms. Jones said TN eCampus gives students access to opportunities not offered by ETSU, citing the nursing collaboration between ETSU, the University of Memphis, Middle Tennessee State University and Tennessee Tech as an example, which allows a broader range of courses and faculty. The negative aspects, she said, are that fees are higher for students and ETSU loses money when tuition dollars go to the other schools and to the TBR. Ms. Jones said that ITS likes to bring such programs in-house and work on dual arrangements with other universities, which allows ETSU to provide richer opportunities to its students while having more control over the educational experience, as SACS requires.

Trustee Ayers indicated that it would be good to promote ETSU's online offerings in such a way that more dollars would go to ETSU.

Chair Latimer noted that she had many questions, also, and said that a future Board of Trustees orientation session could involve members pretending they are students to try GoldLink or online courses to get a feel for them. She asked Committee members to let her know their suggestions for orientation topics and potential dates.

Trustee Alsop praised the marketing and course development efforts to bring ETSU's online offerings to the forefront. He said he has always questioned what the university knows about the students taking online courses and how much outside help they might be getting, which could compromise grade sanctity. Ms. Jones noted that ETSU is following best practices to maintain course security, and some courses employ proctored online exams, in which a student scans the room with a camera to ensure no one else is in the room and shows ID before taking the test. The university uses anti-plagiarism software to ensure the integrity of papers submitted, and finds that the trust factor and the threat of being caught are usually enough to prevent cheating.

VII. Memorandum of Understanding with Mountain States Health Alliance

Chair Latimer noted that this item was taken out of order from the published agenda. In introducing her presentation, which included PowerPoint slides, Dr. Wilsie Bishop provided the Committee an overview of ETSU's Academic Health Sciences Center

(AHSC) to help members understand its complexity, as well as the complexity of its relationship with Mountain States Health Alliance.

Dr. Bishop noted that there are about 130 AHSCs in the country, and the requirement for this designation is a college of medicine and at least one other college in the health sciences; ETSU is among the more complex AHSCs in the country because it is comprised of five colleges: the Quillen College of Medicine, College of Clinical and Rehabilitative Health Sciences, College of Nursing, Gatton College of Pharmacy, and College of Public Health. ETSU offers 16 baccalaureate degrees, 12 master's degrees, and 12 doctoral degrees, as well as joint M.D./M.P.H., joint Pharm.D./M.P.H. and joint Pharm.D./M.B.A. degrees. ETSU enrolls around 4,000 students and graduates about 1,000 students each year; has 463 full-time faculty, not including clinical faculty in the community that assist with the teaching of our medical, pharmacy, and other health sciences students; and has 260 medical residents. In sharing a slide showing the breakdown of the AHSC's 4,000 students and the programs they are in, Dr. Bishop noted that the two professional schools, Medicine and Pharmacy, are treated a little differently from the other schools in relation to program development and approval, but go through the same budget development and tenure and promotion processes as the rest of the colleges. She said the College of Clinical and Rehabilitative Health Sciences is comprised primarily of the traditional allied health professional schools – Radiography, Respiratory Therapy, Physical Therapy, Audiology and Speech-Language Pathology, and Clinical Nutrition. Dr. Bishop said the college is so named as the focus on both clinical and rehabilitative programs puts it on a level and status that is extremely important within the health sciences and could help in garnering support for research efforts.

Dr. Bishop said the College of Nursing is approximately 12 students short of being the largest nursing school in Tennessee. The college offers a number of degree and certification programs from baccalaureate to doctoral, and attracts students right out of high school, individuals looking to change careers to nursing, and nurses wishing to become nurse practitioners. The College of Public Health was the first accredited college of public health in Central Appalachia and the first one accredited in Tennessee. She explained that after pursuing the creation of a collaborative public health program with the University of Tennessee, an online joint certificate program was offered, but a Tennessee Higher Education Committee study determined that two public health schools were needed in Tennessee – one in the east focused on rural factors and the other in the west focused on urban factors. ETSU's was accredited in 2007.

Dr. Bishop said the AHSC has been affiliated with four major health systems since its inception. She noted that ETSU has been involved with Mountain States and Wellmont for over 60 years, beginning with the College of Nursing and health education programs. The colleges of Medicine and Pharmacy came later and helped formalize ETSU's relationship with the health systems. Frontier Health, the Quillen Veterans Affairs Healthcare System at Mountain Home, Mountain States and Wellmont are the major health system affiliates for ETSU, which also affiliates with a number of physician practices, dental offices and nursing clinics.

Dr. Bishop pointed to that longstanding partnership with Mountain States in introducing the proposed Memorandum of Understanding (MOU) between ETSU and

the health system, noting that ETSU generates approximately \$15.1 million per year in contracts and agreements with Mountain States, a figure that includes resident salaries. ETSU places many students in rotation experiences each year with Mountain States; the numbers of students completing rotation experiences in Mountain States facilities in 2015-16 included 214 from Clinical and Rehabilitative Health Sciences, 762 from Nursing, 113 from Pharmacy, 32 from Public Health, and all medical students, as well as 103.5 residents. While ETSU does place residents with Wellmont and the VA, the majority are placed with Mountain States.

Dr. Bishop explained that ETSU saw the discussion of the proposed merger between Mountain States and Wellmont last year as an opportunity to talk about how to advance the academic health system model for the region. She said the longstanding working relationships with both systems started out with structured MOUs, and while some things have changed over the years, the entities have stayed largely true to those MOUs. She said the health systems saw the importance of having ETSU as a primary partner in the merger, and the university saw the opportunity to really formalize the relationship. She added that ETSU is able to focus on health education and not on the cost of health care delivery by not running its own university hospital.

Dr. Bishop told the Committee that the five AHSC deans began looking last year at what an academic health center would look like if the university's relationship with Mountain States and Wellmont was "kicked up a notch." A white paper was developed about things the AHSC thought were important to make the learning experiences for students better and improve the health care of the region if the entities in the relationship were thought of as collaborating partners and not as a confederation. This white paper was shared with Mountain States at the time when it was thought the two health systems would merge into Ballard. When the Ballard process slowed down, ETSU decided to move forward with the MOU with Mountain States; if Ballard were to come into being in the interim, the work done on the MOU would be transferred, but if it didn't, a similar MOU would be developed with Wellmont. Dr. Bishop noted that discussions on an MOU with Wellmont are slated to begin next week. Officials are hopeful the merger will go through and the work done would move to a general Ballard MOU.

Dr. Bishop said the MOU with Mountain States affirms ETSU's commitment to health profession education and the concept that their health system is going to have student learners in it. When Mountain States hires people, those hired will know they will be working with students. ETSU must realize that as Mountain States' health system partner, the university must be conscious and aware of Mountain States' needs for patient care and patient safety, and their needs to meet their bottom line. The entities must do strategic planning together that will allow expanded services in both education and health care delivery to serve the region.

The MOU creates a coordinating council at the senior level that will be comprised of the presidents of both Mountain States and ETSU; ETSU's Vice President for Health Affairs; the senior education official from Mountain States; a Board Member from both the Mountain States and the ETSU Boards of Trustees; and ad hoc members representing both entities. Dr. Bishop stated this is going to be really critical, as it will be the nexus for strategic planning opportunities and provide opportunities to identify and meet the health care needs of the region together. Budgets for resulting

plans must be developed jointly. Dr. Bishop said having a member of each Board of Trustees will bring a new level of accountability to the relationship. She said the MOU will formalize the relationship between ETSU and Mountain States that has been dependent largely on the personalities, friendship and goodwill among the top administrators of both the university and the health system. It also calls for joint councils in the areas of education, research and clinical care to make sure that we look at things like continuity of care.

Dr. Bishop noted that the development of this MOU has resulted in significant discussions during the past year at various levels. She recognized that Mountain States has some 5,000 students a year that go through their hospitals and maintains good relationships with all of the educational institutions that send students there, but said this MOU recognizes ETSU's primary relationship and acknowledges that both entities need each other to complete their respective missions.

Chair Latimer expressed hope the merger comes through, and even if it does not, this MOU is important, as it will provide many opportunities for research and increasing the university's bottom line.

Trustee Golden likewise expressed hope for the merger and suggested that as the process moves forward, the word "regional" cannot be used enough. He said that working together as a region is going to do more for the region than any sub-optimized work, and this has the potential to be a catalyst for regional growth and regional assistance.

Trustee Ayers said that one of the strongest things about this collaboration between the educational and health systems is that it fills a need in this region that is felt throughout the country as small, rural hospitals are closing and urban hospitals are growing, leaving rural patients anxious about needing to get their health care in an urban setting. She said rural areas throughout the country will benefit from the work being done for this region. Dr. Bishop added that the College of Public Health, led by Dean Dr. Randy Wykoff and his work at the Valleybrook campus, is developing models that educators across the country can visit to learn from and take ideas back to their own regions.

Trustee Golden added that sophisticated, cutting-edge solutions can be combined with the rural health solutions this will provide to fill a need throughout the country. Dr. Bishop said she believes health care will soon evolve to use patient-centered apps, through which patients can bring information to their health care providers. This, she said, could bring a transition in the doctor-patient relationship in which the doctor will think more about the knowledge patients have.

Chair Latimer said this could also spill over to the rest of the university, with increased interest in biostatistics, laboratory technology, information technology and other areas. She expressed the desire for more editorials and information in the media about the regional change that could occur and the increase in jobs that could come through these partnerships.

Trustee Ayers expressed appreciation for the fact that this collaboration focuses on both education and health care, and mentioned that Vanderbilt and its research hospital recently parted. Chair Latimer noted that Wake Forest and other universities and academic hospitals have done the same. Chair Latimer and Trustee Ayers agreed

that this puts ETSU and Mountain States in a good position, as they will benefit from not starting at a similar point.

Trustee Alsop pointed out the focus of the Quillen College of Medicine has always been rural medicine, and that this region couldn't be a better place for it. He pointed to the success of the Remote Area Medical (RAM) program as evidence of the need for health care in rural areas of the region.

Trustee Golden moved that the Academic and Student Affairs Committee recommend that the Board of Trustees authorize the President of ETSU to execute the Memorandum of Understanding with Mountain States Health Alliance. Trustee Ayers seconded the motion, and it was approved unanimously.

VIII. Other Business

Chair Latimer asked members to let her know ideas of topics to cover at the next meeting so presenters can be lined up.

Trustee Alsop brought a concern to the Committee's attention on behalf of an employee in the ETSU Bursar's Office regarding the penalty of 25 percent of the course fee charged to a student who drops a course on the first day of classes; he noted that this 25 percent is charged for dropping a course during the first 14 days of the semester, after which the fee increases to 75 percent. Dr. Joe Sherlin said this procedure has been in place for some time to ensure up-front commitment to courses by students. He said this procedure could be placed under review and compared to policies at other institutions. Trustee Alsop said that as a faculty member, he wants students in class, but also understands that sometimes students must drop; he said perhaps there should be some penalty for dropping, because registering and holding a seat in a class with limited enrollment denies that seat to other students.

The meeting was adjourned at 11:08 a.m.

EAST TENNESSEE STATE UNIVERSITY
BOARD OF TRUSTEES

ACTION ITEM

DATE: September 8, 2017

ITEM: Tenure Appointment for Dr. Aloia,
Dean of the 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

With his appointment as Dean of the Clemmer College of Education, Dr. Gregory Aloia brings a distinguished record of achievement to his role as dean of the Clemmer College of Education. He was president of the College of Coastal Georgia from 2013 until coming to ETSU. His professional career also includes serving as president of Concord University in West Virginia, dean of the college of education at Florida Atlantic University, and professor of special education at Illinois State University. Dr. Aloia has previously held tenured faculty positions at five universities (in Arkansas, Florida, Illinois, New York, and West Virginia).

MOTION: I move that the Board of Trustees adopt the resolution, approving the Dr. Aloia's appointment with tenure.

RESOLVED: Upon recommendation of the president, the Board of Trustees awards Dr. Gregory Aloia tenure upon appointment at the rank of professor in the department of Educational Leadership and Policy Analysis effective July 1, 2017.



EAST TENNESSEE STATE
UNIVERSITY

Office of the President

David Linville, MD, EdD, Secretary of the Board
ETSU Board of Trustees
Campus Box 70734
East Tennessee State University

August 16, 2017

Dr. Linville,

I recommend that the ETSU Board of Trustees award tenure upon appointment at the rank of professor in Educational Leadership and Policy Analysis to Dr. Gregory Aloia, Dean of the Clemmer College of Education, effective July 1, 2017.

Dr. Aloia brings a distinguished record of achievement to his role as dean of the Clemmer College of Education. He was president of the College of Coastal Georgia from 2013 until coming to ETSU. His professional career also includes serving as president of Concord University in West Virginia, dean of the college of education at Florida Atlantic University, and professor of special education at Illinois State University. Early in his career Dr. Aloia was a classroom teacher and coach, experiences that serve him, our students and faculty well. I am pleased to have him join our administrative team at ETSU.

Sincerely,

Brian Noland
President

Attachments

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

EAST TENNESSEE STATE UNIVERSITY
BOARD OF TRUSTEES

INFORMATION ITEM

DATE: September 8, 2017

ITEM: Calendar of Activities 2017-2018: Strategic Planning, Operational Planning, Institutional Effectiveness and Evaluation, and Alignment of Planning with Budget

COMMITTEE: Academic and Student Affairs Committee

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

Since March when the ETSUBT approved the university's strategic plan, the university has been developing a comprehensive annual calendar for strategic planning, operational planning, institutional effectiveness and evaluation reporting, and of alignment of planning with budget. The attached document depicts that calendar of activities for FY 2017-18.

Calendar of Activities 2017-2018

Strategic Planning, Operational Planning, Institutional Effectiveness and Evaluation, and Alignment of Planning with Budget

Six Focus Areas from 2016-2026 Strategic Plan:		President's Directive Priorities from 2016-2026 Strategic Plan	
<ol style="list-style-type: none"> 1. Supporting a strategic growth agenda that maximizes the student experience both inside and outside the classroom 2. Ensuring the diversity and inclusion of people and ideas 3. Empowering employees to make ETSU a great place to learn, work, and grow 4. Supporting Excellence in Teaching 5. Expanding the foundation for scholarly (research and creative activity) excellence and innovation in all disciplines 6. Leading the region forward through community engagement and service 	<ol style="list-style-type: none"> 1. Have 18,000 students enrolled on-campus, on-line, or at a remote location. 2. Have 3,500 out-of-state and international students enrolled. 3. Have 2,000 transfer students enrolled. 4. Graduate 60% of first-time, full-time, degree-seeking students within six years. 5. Retain 85% of first-time, full-time, degree-seeking students from fall to fall. 6. Receive 12,000 freshman applications with an average ACT of 24. 7. Be an Insight into Diversity: Higher Education Excellence in Diversity institution. 8. Receive \$60 million for research and other extramurally-sponsored activities. 	<ol style="list-style-type: none"> 9. Receive \$25 million in annual giving to ETSU. 10. Have a 10% alumni giving rate. 11. House 3,500 students on campus, with another 2,500 living within two miles of campus. 12. Have market-salary equity for faculty, staff, and graduate student salaries/stipends. 13. Be recognized as a Chronicle Great College to Work For. 14. Be a recipient of the Carnegie Community Engagement Classification from the Carnegie Foundation. 	
(1) Who	(2) What	(3) When	(4) Why
Board of Trustees			
	A. Approved Strategic Plan and Directive Priorities for 2016-2026	MAR 24, 2017	BOT approved 2016-2026 Strategic Plan which includes the <i>President's Directive Priorities</i> (see above) for which action is expected and progress will be tracked.
	B. ETSU Continuous Improvement Outcomes Assessment	SEP 2018	To receive – through the Academic and Student Affairs Committee of the Board of Trustees - a cycle of reviews and/or reports pertaining to implementation steps and outcomes relative to the University's Strategic Plan
President			
	A. Directive Priorities (Reiteration or Update)	OCT 2017 - State of the University Address	President will announce to University whether the <i>President's Directive Priorities</i> —in light of action and progress—are confirmed or revised.
	B. President's Budget Call for 2018-2019	DEC 2017	President's memorandum (Call) will include: <ul style="list-style-type: none"> • Charge to align budget to strategic plan and <i>President's Directive Priorities</i> • Strategic principles to be addressed in process • Timeline • Note: We will only be able to assume flat state support, any implications of updated enrollment projections, and any anticipated request for fees
	C. President's Budget Hearing for 2018-19	JAN – FEB 2018	To prioritize short-term funding initiatives and align operational actions with the Strategic Plan.
	D. Presentation of Budget to Executive Team	MAR 2018	To allow the Executive Team to review and advise the President regarding the budget to be presented to the University Council
	E. Presentation of Budget to University Council (Action Item)	APR 2018	To endorse the budget and affirm its alignment with the Strategic Plan
Executive Team			
	A. Preliminary Authorization of Faculty Recruitment "Pending Availability of Funds" for Programs That Justify Early Advertisements	JUL-SEP 2017	Appropriate VP will grant preliminary authorization for Deans to recruit faculty during 2017-2018 for appointment in Fall 2018. This early preliminary authorization permits recruitment at major national fall meetings.

Calendar of Activities 2017-2018

Strategic Planning, Operational Planning, Institutional Effectiveness and Evaluation, and Alignment of Planning with Budget

Six Focus Areas from 2016-2026 Strategic Plan:		President's Directive Priorities from 2016-2026 Strategic Plan	
<ol style="list-style-type: none"> 1. Supporting a strategic growth agenda that maximizes the student experience both inside and outside the classroom 2. Ensuring the diversity and inclusion of people and ideas 3. Empowering employees to make ETSU a great place to learn, work, and grow 4. Supporting Excellence in Teaching 5. Expanding the foundation for scholarly (research and creative activity) excellence and innovation in all disciplines 6. Leading the region forward through community engagement and service 	<ol style="list-style-type: none"> 1. Have 18,000 students enrolled on-campus, on-line, or at a remote location. 2. Have 3,500 out-of-state and international students enrolled. 3. Have 2,000 transfer students enrolled. 4. Graduate 60% of first-time, full-time, degree-seeking students within six years. 5. Retain 85% of first-time, full-time, degree-seeking students from fall to fall. 6. Receive 12,000 freshman applications with an average ACT of 24. 7. Be an Insight into Diversity: Higher Education Excellence in Diversity institution. 8. Receive \$60 million for research and other extramurally-sponsored activities. 	<ol style="list-style-type: none"> 9. Receive \$25 million in annual giving to ETSU. 10. Have a 10% alumni giving rate. 11. House 3,500 students on campus, with another 2,500 living within two miles of campus. 12. Have market-salary equity for faculty, staff, and graduate student salaries/stipends. 13. Be recognized as a Chronicle Great College to Work For. 14. Be a recipient of the Carnegie Community Engagement Classification from the Carnegie Foundation. 	
(1) Who	(2) What	(3) When	(4) Why
	B. Executive Team 12-month Goals Pursued in 2016-2017: Assessment of Success	OCT 2017	Vice Presidents and other Executive Staff will present summative assessment of the status of pursuit of 2016-2017 goals.
	C. Executive Team 12-month Goals for 2017-2018 (projected Assessment of Success to be reported October 2018)	OCT 2017	Vice Presidents and other Executive Staff will submit goals for 2017-2018 (which includes initiatives (a) to improve the likelihood of attaining goals remaining from 2016-2017 and (b) any new goals that enhance alignment with the Strategic Plan)
	D. Unit-level Budget Hearings for Direct Reports (2018-2019)	DEC 2017	Deans and other Unit Heads will submit necessary funding requests to VP or other executive staff to attain 2018-2019 goals.
	E. Preliminary Assessment of Alignment between Operational Budget and Strategic Plan	MAR 2018	Opportunity for a summary review by Vice Presidents/Senior Unit Heads and their direct reports of additional data and information pertaining to (a) review of budget hearing outcomes and disclosure of actions that could impact the next year's budget and (b) discuss apparent success and actions required re pursuit of strategies associated with the Growth Agenda. Those data and information may include, for example, environmental or institutional factors that have occurred during the year but may not have been considered in budget planning.
University Council			
	A. Review and Advise re University Budget	APR 2018	To endorse the budget and affirm its alignment with the Strategic Plan
Office of Planning and Decision Support			
	A. Presentation of Baseline Data and Annual Progress Metrics to be used in operational and budget planning	SEP 2017	To review prior year enrollment projections, enrollment actuals, and future projections (Markov Chain) and to establish top-line KPI's and annual goals to achieve the outcomes of the 2016-2026 University Strategic Plan - see <i>President's Directive Priorities</i> , above
	B. Distribute Templates for Reporting Achievements re 12-Month Goals	SEP 2017	To create a consistent reporting protocol to be used for tracking and review of operational and budget planning
	C. Review of activities and progress toward outcomes and recommendations for improvements	SPRING 2018	A review of goals, activities, outcomes, and improvement efforts that is staffed by Director of Institutional Effectiveness and Assessment and SACS Liaison. Note: It is presumed that this activity would document compliance with SACSCOC institutional effectiveness expectations and would likewise serve as a resource for reporting to any other internal or

Calendar of Activities 2017-2018

Strategic Planning, Operational Planning, Institutional Effectiveness and Evaluation, and Alignment of Planning with Budget

Six Focus Areas from 2016-2026 Strategic Plan:		President's Directive Priorities from 2016-2026 Strategic Plan	
1. Supporting a strategic growth agenda that maximizes the student experience both inside and outside the classroom 2. Ensuring the diversity and inclusion of people and ideas 3. Empowering employees to make ETSU a great place to learn, work, and grow 4. Supporting Excellence in Teaching 5. Expanding the foundation for scholarly (research and creative activity) excellence and innovation in all disciplines 6. Leading the region forward through community engagement and service	1. Have 18,000 students enrolled on-campus, on-line, or at a remote location. 2. Have 3,500 out-of-state and international students enrolled. 3. Have 2,000 transfer students enrolled. 4. Graduate 60% of first-time, full-time, degree-seeking students within six years. 5. Retain 85% of first-time, full-time, degree-seeking students from fall to fall. 6. Receive 12,000 freshman applications with an average ACT of 24. 7. Be an Insight into Diversity: Higher Education Excellence in Diversity institution. 8. Receive \$60 million for research and other extramurally-sponsored activities.	9. Receive \$25 million in annual giving to ETSU. 10. Have a 10% alumni giving rate. 11. House 3,500 students on campus, with another 2,500 living within two miles of campus. 12. Have market-salary equity for faculty, staff, and graduate student salaries/stipends. 13. Be recognized as a Chronicle Great College to Work For. 14. Be a recipient of the Carnegie Community Engagement Classification from the Carnegie Foundation.	
(1) Who	(2) What	(3) When	(4) Why
			external agency that is charged with or interested in oversight and review of the university's documented pursuit of its mission.
College Dean			
	A. Unit-level Strategic Plan (2017-2026)	MAR 2018	To ensure strategies and actions are developed within units that support the unit mission, the university mission, and the university strategic plan.
	B. Unit-level 12-month Goals (for 2018-2019)(submitted prior to or concurrently with budget request)	NOV-DEC 2017	To develop annual operational goals that align with the unit and university strategic plan, and ensure that planning drives funding priorities and decisions.
Administrative or Support Unit Head			
	A. Unit-level Strategic Plan (2017-2026)	MAR 2018	To ensure strategies and actions are developed within units that support the unit mission, the university mission, and the university strategic plan
	B. Unit-level 12-month Goals (submitted prior to or concurrently with budget request)	NOV-DEC 2017	To develop annual operational goals that align with the unit and university strategic plan, and ensure that planning drives funding priorities and decisions.

EAST TENNESSEE STATE UNIVERSITY
BOARD OF TRUSTEES

INFORMATION ITEM

DATE: September 8, 2017

ITEM: Overview of Program Accreditation, Review, and Current Status

COMMITTEE: Academic and Student Affairs Committee

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

Dr. Hoff will provide an overview of the university's accreditation processes including program accreditation, program review, and current status of programs.

EAST TENNESSEE STATE UNIVERSITY
BOARD OF TRUSTEES

INFORMATION ITEM

DATE: September 8, 2017

ITEM: Academic Action Notifications for the Period of May 1,
2017 – July 31, 2017

COMMITTEE: Academic and Student Affairs Committee

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

As discussed in the Academic and Student Affairs Committee at its April 24, 2017 meeting, the board must be apprised of select academic actions taken by the university on a periodic basis. Included in the meeting materials is a memorandum outlining the academic action notifications for the period of May 1, 2017 to July 31, 2017.



EAST TENNESSEE STATE
UNIVERSITY

Academic Action Notifications

For the Period of May 1, 2017 – July 31, 2017

East Tennessee State University Board of Trustees

Academic and Student Affairs Committee

September 1, 2017

I. Academic Actions Submitted to THEC via Notification Schedule: Academic Program Inventory Update *Appendix 1*

Type of Academic Action	Academic Program Inventory Update	Page
A. Terminate a Graduate Certificate	<i>Advanced Nursing Practice</i>	1
B. Termination of Two Concentrations	<i>1) Behavioral Neuroscience and 2) Cognitive Science, in the BA/BS in Psychology</i>	2
C. Establish a Graduate Certificate less than 24 SCH	<i>Film Production</i>	3
D. Establish a New Concentration	<i>Health Professions in the BA/BS in Psychology</i>	4
E. Establish a Graduate Certificate	<i>Geographic Information Systems (GIS)</i>	5
F. Establish New Concentration in an Existing Degree	<i>Psychiatric Mental Health Nurse Practitioner in the DNP Program</i>	6

II. Academic Action Notifications to ETSU Board of Trustees *Appendix 2*

Type of Academic Action	Academic Program	Page
A. Establish a New Center	<i>Center for Teaching Excellence</i>	7
B. Substantive Curriculum Revision of an Existing Degree	<i>Engineering Technology Concentration in the MS in Technology</i>	7





Policy A1.5 Academic Actions Notification
Form A1:5K: Termination of an Academic Program or Concentration

Reporting Schedule Notification Dates:

- May 15 for all actions approved between Jan 1 and April 30
- Aug 15 for all actions approved between May 1 and July 31
- Jan 15 for all actions approved between Aug 1 and Dec 31

Note:

- If terminating an academic program, all concentrations will automatically be terminated.
- If there are any students in the program/concentration, Notification of Termination **must** be accompanied by a teach-out plan per SACSCOC *Closing a Program, Site, Branch or Institution Good Practices Statement* and the policy, *Substantive Change for Accredited Institutions of the Commission of Colleges, Procedure Three*.

Institution: East Tennessee State University

Termination of: <input checked="" type="checkbox"/> academic program OR <input type="checkbox"/> concentration(s)	
10 Digit Program CIP Code (XX.XX.XXXX.XX): <u>31.51.3801.11</u>	Phase Out Date (month/year): <u>N/A</u>
Academic Program Title: <u>Advanced Nursing Practice</u>	Degree Designation: <u>C4</u>
Concentration Title(s): <u>n/a</u>	
Institutional or Governing Board Approval Date (month/year): <u>May 2017</u>	
Implementation Date (month/year): <u>July 2017</u>	

Provide a brief rationale for terminating the academic program or concentration(s).

There are currently no students in the Advanced Nursing Practice certificate program; therefore, there is no need for a teach-out plan.

Bert C. Bach

Digitally signed by Bert C. Bach
 DN: cn=Bert C. Bach, o=East TN State University, ou=Provost/ Vice President for Academic Affairs, email=bbach@etsu.edu, c=US
 Date: 2017.06.06 09:02:43 -0400

06/06/2017

Chief Academic Officer Signature (electronic signature acceptable)

Date





Policy A1.5 Academic Actions Notification
Form A1:5K: Termination of an Academic Program or Concentration

Reporting Schedule Notification Dates:

- May 15 for all actions approved between Jan 1 and April 30
- Aug 15 for all actions approved between May 1 and July 31
- Jan 15 for all actions approved between Aug 1 and Dec 31

Note:

- If terminating an academic program, all concentrations will automatically be terminated.
- If there are any students in the program/concentration, Notification of Termination **must** be accompanied by a teach-out plan per SACSCOC *Closing a Program, Site, Branch or Institution Good Practices Statement* and the policy, *Substantive Change for Accredited Institutions of the Commission of Colleges, Procedure Three*.

Institution: East Tennessee State University

Termination of: academic program **OR** concentration(s)

10 Digit Program CIP Code (XX.XX.XXXX.XX): 26.42.0101.00 **Phase Out Date (month/year):** Spring 2020

Academic Program Title: Psychology **Degree Designation:** BA/BS

Concentration Title(s): 1) Behavioral Neuroscience, and 2) Cognitive Science

Institutional or Governing Board Approval Date (month/year): July 2017

Implementation Date (month/year): Fall 2017

Provide a brief rationale for terminating the academic program or concentration(s).

Terminate Concentrations:

The purpose of terminating two existing concentrations is to better utilize departmental resources.

The objectives of terminating the two existing concentrations are to

- terminate the cognitive science concentration which has historically had very low enrollment
- terminate the behavioral neuroscience concentration and replace it with the Health Professions concentration

Establish a New Concentration

The purpose of establishing the new concentration (Health Professions) is to prepare students for medical school, other health professions, or graduate training in neuroscience fields.

Bert C. Bach
Digitally signed by Bert C. Bach
 DN: cn=Bert C. Bach, o=East TN State
 University, ou=Provost/Vice President for Acad
 Affairs, email=bachb@etsu.edu, c=US
 Date: 2017.07.19 14:10:34 -04'00'

07-19-2017

Chief Academic Officer Signature (*electronic signature acceptable*)

Date





Policy A1.5 Academic Actions Notification

Form A1:5A: Establishment of Certificate less than 24 Semester Credit Hours

Reporting Schedule Notification Dates:

- May 15 for all actions approved between Jan 1 and April 30
- Aug 15 for all actions approved between May 1 and July 31
- Jan 15 for all actions approved between Aug 1 and Dec 31

Instructional Delivery Mode: Descriptions below refer only to the way the actual instructional contact hours each week are delivered. Using technology for some homework assignments or using technology in a face-to-face class is not counted toward the amount of direct instruction delivered using technology.

- **Traditional:** None of the direct instruction of the program is delivered using some form of technology when the student and instructor are separated by time, space or both.
- **Hybrid:** A majority of the direct instruction of the program is delivered using some form of technology when the student and instructor are separated by time, space or both.
- **Fully Online:** All of the direct instruction of the program is delivered using some form of technology when the student and instructor are separated by time, space or both.

Institution: _____

Certificate Level: Undergraduate **OR** Graduate

6 Digit Federal Program CIP Code (XX.XXXX): 50.0602 **Semester Credit Hours:** 15

Certificate Title: Film Production **Degree Designation:** C4

Delivery Mode: Traditional

Institutional or Governing Board Approval Date (month/year): July 17, 2017

Implementation Date (month/year): Fall 2018

Provide a description of the new certificate program, including a list of course rubrics and course titles and descriptions.

The purpose of this proposal is to produce trained media makers skilled in various aspects of film and video shooting, editing, writing and producing for a wide variety of professional, personal and entrepreneurial applications. Required Courses (12 Credits) plus Guided Elective (3 Credits) in consultation with advisor.

>MCOM 5030, Media & First Amendment (3). Seminar concerned with the problems of communication freedom that arise out of special situational factors or because of problems unique to the medium of communication.

>RTVF 5100, Documentary Research & Production (3). This project-based class presents documentary film history and methods for research documentary projects. The course reviews the basics of video production and non-linear digital video editing in order to prepare students from a wide variety of backgrounds to create short documentary projects.

>RTVF 5200, Film 1 (3). The primary emphasis of this filmmaking class is storytelling, directing, and cultivation of artistic voice. Students learn the skills needed to write, direct, produce, shoot, and edit digital narrative films.

>RTVF 5300, Film II (3). The primary emphasis of this filmmaking class is advancing the skills of storytelling, directing, and cultivation of artistic voice that were introduced in Film I. Students hone the skills needed to write, direct, produce, shoot, and edit digital narrative films.

Bert C. Bach Digitally signed by Bert C. Bach
DN: cn=Bert C. Bach, o=East Tennessee State University, ou=Provost
Vice President for Acad Affairs, email=bachb@etsu.edu, c=US
Date: 2017.08.03 12:35:20 -0400

08-03-2017

Chief Academic Officer Signature (electronic signature acceptable)

Date





Policy A1.5 Academic Actions Notification

Form A1:5D: Establish a New Concentration within an Existing Academic Program

Reporting Schedule Notification Dates:

- May 15 for all actions approved between Jan 1 and April 30
- Aug 15 for all actions approved between May 1 and July 31
- Jan 15 for all actions approved between Aug 1 and Dec 31

Institution: East Tennessee State University

10 Digit Program CIP Code (XX.XX.XXXX.XX): 26.42.0101.00

Academic Program Title: Psychology **Degree Designation:** BA/BS

New Concentration Title: Health Professions

Institutional or Governing Board Approval Date (month/year): July 2017

Implementation Date (month/year): Fall 2017

Provide a brief rationale for the new concentration and how it will contribute to the overall academic program.

New Concentration:
 The purpose of establishing a new concentration is to prepare students for medical school, other health professions, or graduate training in neuroscience fields.

The expected learning outcomes for the Health Professions concentration are that students will:

- demonstrate understanding of content necessary to succeed in professional education in the health sciences
- critically analyze claims in the areas of neuroscience and health
- accurately summarize the biological foundations of behavior
- demonstrate understanding of psychological science and a broad understanding of biology, chemistry, and physics.

Terminate with phase-out of two existing concentrations:

- terminate the cognitive science concentration which has historically had very low enrollment
- terminate the behavioral neuroscience concentration and replace it with the Health Professions concentration.

Bert C. Bach

Digitally signed by Bert C. Bach
 DN: cn=Bert C. Bach, o=East TN State University,
 ou=Provost/Vice President for Acad Affairs,
 email=bachb@etsu.edu, c=US
 Date: 2017.07.19 14:12:04 -04'00'

07-19-2017

Chief Academic Officer Signature (electronic signature acceptable)

Date





Policy A1.5 Academic Actions Notification

Form A1:5A: Establishment of Certificate less than 24 Semester Credit Hours

Reporting Schedule Notification Dates:

- May 15 for all actions approved between Jan 1 and April 30
- Aug 15 for all actions approved between May 1 and July 31
- Jan 15 for all actions approved between Aug 1 and Dec 31

Instructional Delivery Mode: Descriptions below refer only to the way the actual instructional contact hours each week are delivered. Using technology for some homework assignments or using technology in a face-to-face class is not counted toward the amount of direct instruction delivered using technology.

- **Traditional:** None of the direct instruction of the program is delivered using some form of technology when the student and instructor are separated by time, space or both.
- **Hybrid:** A majority of the direct instruction of the program is delivered using some form of technology when the student and instructor are separated by time, space or both.
- **Fully Online:** All of the direct instruction of the program is delivered using some form of technology when the student and instructor are separated by time, space or both.

Institution: _____

Certificate Level: <input type="checkbox"/> Undergraduate OR <input checked="" type="checkbox"/> Graduate	
6 Digit Federal Program CIP Code (XX.XXXX): _____	Semester Credit Hours: <u>18</u>
Certificate Title: <u>Geographic Information Systems</u>	Degree Designation: <u>C4</u>
Delivery Mode: <u>Traditional</u>	
Institutional or Governing Board Approval Date (month/year): <u>May 15, 2017</u>	
Implementation Date (month/year): <u>August 2017</u>	

Provide a description of the new certificate program, including a list of course rubrics and course titles and descriptions.

GEOS 5010 (3) Geospatial Analysis. This course is an accelerated introduction to geographic information systems (GIS) and remote sensing.

GEOG 5237 (3) Advanced Remote Sensing. A critical examination of the contemporary issues involved with Geographic Information Systems and digital spatial data practical training on the sophisticated vector-based GIS software called Arc/Info.

GEOG 5317 (3) Advanced Geographic Information Systems. A critical examination of the contemporary issues involved with Geographic Information Systems and digital spatial data practical training on the sophisticated vector-based GIS software called Arc/Info.

GEOS 5320 (3) Geographic Information Systems Projects. This course is designed to further enhance the learning skills of students interested in a career involving the use of GIS. The course consists of a series of supervised student projects that emphasize the use of GIS in practical applications.

GEOS 5450 (3) Statistics for Geosciences. This course introduces students to the mathematical and analytical procedures most commonly used in the geosciences.

GEOS 5300 (3) Topics in Geospatial Analysis. An in-depth exploration of a particular topic related to Geospatial Analysis. Each course includes lectures, reading assignments, research methods, detailed discussions, and data entry. Specific topics will vary each semester depending on instructor. Repeatable for a total of 6 credit hours.

^-digit CIP: 40.0601

Bert C. Bach
Digitally signed by Bert C. Bach
 DN: cn=Bert C. Bach, o=East TN State University, ou=Provost/Vice President for Acad Affair, email=bcbb@etsu.edu, c=US
 Date: 2017.08.16 11:32:11 -0400
Chief Academic Officer Signature (electronic signature acceptable)

May 16, 2017
Date





Policy A1.5 Academic Actions Notification

Form A1:5A: Establishment of Certificate less than 24 Semester Credit Hours

Reporting Schedule Notification Dates:

- May 15 for all actions approved between Jan 1 and April 30
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- Jan 15 for all actions approved between Aug 1 and Dec 31

Instructional Delivery Mode: Descriptions below refer only to the way the actual instructional contact hours each week are delivered. Using technology for some homework assignments or using technology in a face-to-face class is not counted toward the amount of direct instruction delivered using technology.

- **Traditional:** None of the direct instruction of the program is delivered using some form of technology when the student and instructor are separated by time, space or both.
- **Hybrid:** A majority of the direct instruction of the program is delivered using some form of technology when the student and instructor are separated by time, space or both.
- **Fully Online:** All of the direct instruction of the program is delivered using some form of technology when the student and instructor are separated by time, space or both.

Institution: East Tennessee State University

Certificate Level: <input type="checkbox"/> Undergraduate OR <input checked="" type="checkbox"/> Graduate	
6 Digit Federal Program CIP Code (XX.XXXX): <u>51.3810</u>	Semester Credit Hours: <u>21</u>
Certificate Title: <u>Psychiatric Mental Health Nurse Practitioner</u>	Degree Designation: <u>C4</u>
Delivery Mode: <u>Fully Online</u>	
Institutional or Governing Board Approval Date (month/year): <u>May 2017</u>	
Implementation Date (month/year): <u>July 2017</u>	

Provide a description of the new certificate program, including a list of course rubrics and course titles and descriptions.

This action establishes a graduate certificate in Psychiatric Mental Health Nurse Practitioner (PMHNP) in place of a currently approved graduate certificate in Advanced Nursing Practice. Specificity in the nurse practice area (family nurse practitioner, nursing administration, nursing education, or PMHNP) is needed to sit for the national license examinations and for the transcript as required for Commission on Collegiate Nursing Education (CCNE) accreditation. An individualized program of study will be designed for each student admitted to the master's certificate program. Required courses include: NRSE 5009/10 Health Assessment throughout the Lifespan (6), NRSE 5018 Advanced Clinical Pharmacology (3), and two (2) or more of the specialty didactic and practica course combinations (12). An individualized program of study will be designed for each student admitted to the master's certificate.

Bert C. Bach

Digitally signed by Bert C. Bach
DN: cn=Bert C. Bach, o=East TN State University, ou=Provost/Vice President for Acad Affairs, email=bachb@etsu.edu, c=US
Date: 2017.06.06 11:42:21 -0400

06-06-2017

Chief Academic Officer Signature (electronic signature acceptable)

Date



**East Tennessee State University
Academic Action Notifications to
East Tennessee State University Board of Trustees
Academic and Student Affairs Committee
For the Period of May 1, 2017 – July 30, 2017**

A. Establish a New Center: Center for Teaching Excellence

(Approved by Academic Council June 22, 2017)

(Approved by ETSU President June 22, 2017)

(THEC Approval not required)

The purpose of the Center for Teaching Excellence is to promote excellence in teaching at ETSU by providing instructional development opportunities for faculty, serving as a “one-stop shop” for teaching resources, and creating communities of practice among faculty.

The goals of the center are to:

- Serve as a clearinghouse for information on instructional development opportunities sponsored by ETSU or available elsewhere
- Sponsor interdisciplinary faculty learning communities whose members support and encourage each other’s work as teachers
- Provide seminars and consultation on best instructional practices
- Provide funds to bring teaching experts to ETSU and to allow our faculty to attend off-campus teaching conferences
- Broadly disseminate information on practices and topics in teaching to the ETSU community
- Support the scholarship of teaching and learning at ETSU
- Conduct workshops and other instructional development activities for ETSU faculty, including new ETSU faculty
- Enhance the design, conduct and use of teaching assessments at ETSU, including student assessment of instruction and peer review

Funding for the Center for Teaching Excellence will come from the current budget of the office of the Quality Enhancement Plan. AY 2017-18 is the last year of INtopFORM, ETSU’s current Quality Enhancement Plan. The office of the QEP’s budget will fully support all scheduled INtopFORM programs and activities in 2017-18, but because ETSU has already exceeded some of the five-year goals of our QEP, funds related to those goals will be available to support selected goals and activities of the Center for Teaching Excellence activities in 2017-18, as well as space renovation costs. After AY 2017-18 the former QEP office budget will fund all planned goals and activities of the CTE, as well as staffing.

B. Substantive Curriculum Revision of an Existing Degree: Engineering Technology Concentration in the MS in Technology

(Approved by Academic Council June 22, 2017)

(Approved by ETSU President June 22, 2017)

(THEC Approval not required)

The M.S. Technology is a long-standing graduate program at ETSU and has two concentrations: Engineering Technology and Entrepreneurial Leadership. Prospective and current students have been confused by the apparent different core requirements for the degree depending on concentration and the lack of specific courses for the engineering technology concentration. This proposal is to delineate a common core for the degree program and to identify the specific concentration course requirements for the engineering technology concentration. This will better communicate degree and concentration requirements for prospective students who are searching for an appropriate graduate



program that fits their career aspirations. It will also greatly aid current students and the graduate program coordinator in advising session and streamline assessment of students for graduation. Thus, we expect this change to help recruit and retain students in the program.

The objectives of the curriculum change are to

- align the core for the M.S. Technology so that there is a common core for the degree program,
- specify courses for the engineering technology concentration,
- provide students with the information they need to effectively fulfill their career goals, and
- integrate project management skills, technology management skills, global competencies and sustainability more fully into the program.

There are no new costs to implement this revision.



EAST TENNESSEE STATE UNIVERSITY
BOARD OF TRUSTEES

INFORMATION ITEM

DATE: September 8, 2017

ITEM: Annual Reporting to THEC (ETSU Chairs of Excellence 2016-2017)

COMMITTEE: Academic and Student Affairs Committee

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

The Tennessee Chairs of Excellence program began in the midst of the education reform and improvement measures passed by the General Assembly in 1985. The program originally provided matching funds to enable Tennessee public universities to establish Chairs of Excellence that met criteria promulgated by the enabling legislation and THEC guidelines. The Commission annually requires all universities that originally received funding for those Chairs of Excellence to report on the accomplishments of those Chairs. The attached document depicts the report ETSU provided the Commission concerning its Chairs of Excellence.

East Tennessee State University 2016-17

	Chair of Excellence	Date Established	Chair Holder
1)	AFG Industries Chair of Excellence in Business and Technology	March 1987	Andrew J. Czuchry
2)	Allen and Ruth Harris Chair of Excellence in Business	June 1988	Allan D. Spritzer
3)	Carroll H. Long Chair of Excellence in Surgical Research	June 1989	Race L. Kao
4)	Cecile Cox Quillen Chair of Excellence in Geriatrics and Gerontology	Jan 1986	Ronald C. Hamdy
5)	James H. Quillen Chair of Excellence in Education	March 1994	Aimee Govett
6)	LeeAnne Brown and ETSU Physicians & Associates Chair of Excellence	Dec 1995	Dr. Mohamad J. Hajianpour
7)	Paul Dishner Chair of Excellence in Medicine	Nov 1989	Koyamangalath Krishnan
8)	Wayne G. Basler Chair of Excellence for the Integration of the Arts, Rhetoric, and Science	Jan 1995	Karl Hasenstein (spring 2017)

East Tennessee State University AFG Industries Chair of Excellence in Business and Technology

Status of the Chair of Excellence

Andy Czuchry, Ph.D., has held the AFG Chair since 1992. He has coauthored 110 peer reviewed articles; founded the ETSU Student Entrepreneurs' Club; and developed and taught seven graduate courses that form the core and electives for concentrations and graduate certificate programs in entrepreneurial leadership. Recently he developed a Leading Innovation Management class. He has strengthened ETSU's partnerships with industry and the professional communities providing experiential learning opportunities for ETSU's graduate students while simultaneously helping our partners enhance competitiveness in today's global marketplace. His efforts have been recognized on the state level with the 2006 Ned R. McWherter Leadership Award and nationally and internationally with the 2012 Association for Global Business Award for his lifetime achievements in promoting global education in cooperation with business concerns. His devotion to and partnerships with his students and the global community were magnificent.

Impact of Chair of Excellence on ETSU, College, and Programs

During this reporting period significant progress was made in exploring opportunities to advance and expand ETSU's entrepreneurship program. Strategically these efforts were well aligned with the American Society of Engineering Education (ASEE) priorities. ASEE's focus is on project management, entrepreneurship and experiential learning as engineering programs are being restructured across the country.

Dr. Czuchry was lead author on three prestigious engineering education conference papers. The first two were strategically aligned with the second and third priority above. The third one was seminal work done with a large Fortune 500 company. 1) Czuchry, A., Craig, L., Lampley, J., "Experiential Learning in Teaching Innovative Engineering Entrepreneurship," 2) Czuchry, A., Lampley, J., Craig, L., Karnes, A., "Strategic Alliances May Become Key Success Factors for Enhanced Experiential Learning: A Conceptual Framework for Implementation," 3) Czuchry, A., Sr., Czuchry, A., Jr., "Lean Agility at Scale: A Role for Strategy in Determining Performance."

The Tennessee Chapter of the American Planning Association (TAPA) awarded a team of East Tennessee State University students coached by Drs. Czuchry and Uddin the statewide TAPA Outstanding Student Project Award for 2016. This is an excellent example of the experiential learning component of ETSU's Graduate Program in Technology Based Entrepreneurship. The final presentation of the project was to the TDOT Commissioner John Schroer, several members of his staff, the Mayors of Sullivan County and Kingsport, and several alderman.

Recommendations to Enhance the Effectiveness of the Program

Explore opportunities to implement an undergraduate engineering entrepreneurship class.

East Tennessee State University Allen and Ruth Harris Chair of Excellence in Business

Status of the Chair of Excellence

The primary mission of the Allen and Ruth Harris Chair of Excellence in Business is to help strengthen the linkages between the ETSU College of Business and Technology (CBAT) and the regional business community through public service and assistance for local and regional economic development. The current holder of the Harris Chair is Dr. Allan D. Spritzer, a professor of management. Prior to his appointment to the Harris Chair, Dr. Spritzer served for 18 years as dean of the ETSU College of Business. During this time, he led the school to initial accreditation from AACSB International and he developed strong and continuing working relationships with regional business and governmental leaders.

Impact of Chair of Excellence on ETSU, College, and Programs

The Harris Chair continues to fulfill its mission, positively impacting ETSU, the region and the profession, thereby enhancing the reputation of the University and CBAT, regionally, nationally and worldwide. During 2016-2017, Dr. Spritzer provided active leadership on several volunteer community boards and committees. These include the Johnson City Development Authority (JCDA) for which he serves as treasurer and executive committee member; the Downtown Johnson City Foundation; and the Northeast Tennessee Economic Development Corporation (NETEDC), a division of the First Tennessee Development District. During the reporting year, Dr. Spritzer continued to serve on the Washington County Tax Equalization Board. This five-member board heard numerous citizen appeals following a 40 cent County property tax increase. Other examples of mission-related activities during 2016-2017 include Dr. Spritzer's activities with JCDA and the City of Johnson City to undertake and support revitalization projects in downtown Johnson City, and his involvement in the review and approval of low interest loans for regional business development and expansion funded by the NETEDC. At ETSU, the Harris Chair served on the institution's Academic Portfolio Review Committee, appointed by President Brian Noland. He also served as Hearing Officer for the University in a Tennessee Administrative Procedures Act appeal of a case of alleged sexual misconduct involving two ETSU students.

After sixteen successful years of leadership of AACSB International's three-day annual New Deans Seminar, Dr. Spritzer was honored at the completion of this role. During the reporting year, the Harris Chair continued his volunteer service as AACSB Pre-Accreditation Mentor for the University of Macau (China) business school. Finally, Dr. Spritzer led a professional development session at the 2017 annual Summer Workshop of the Southern Business Administration Association on the topic, "Exit Options for Successful Business Deans."

Recommendations to Enhance the Effectiveness of the Program

The Harris Chair continues to make progress on his goal to increase scholarly contributions.

East Tennessee State University Carroll H. Long Chair of Excellence for Surgical Research

Status of the Chair of Excellence

Announced in 1989, the *Carroll H. Long Chair of Excellence for Surgical Research* is charged with increasing the number of ETSU staff and resident surgeons engaged in scientific research, providing consultation services to researchers in other clinical departments, supporting the teaching activities of the Department of Surgery, and identifying areas of available funding for research projects. Since 1992 Dr. Race L. Kao, Professor of Surgery, has served as the Chair Holder.

Impact of the Chair of Excellence on ETSU, College, and Programs

Heart failure afflicts four million Americans and causes nearly 400,000 deaths each year. Dr. Kao has developed an innovative procedure called cellular cardiomyoplasty by using one's own stem cells to rejuvenate the failing heart and restore cardiac function. He published review paper and research papers during 2016-17. This research has been supported by grants from the National Institutes of Health (NIH) and American Heart Association (AHA).

Trauma-hemorrhage is the most common cause of morbidity and mortality in immediate survivors of unintentional injuries. Dr. Kao has developed an effective therapy to sustain life and enhance recovery for trauma-hemorrhage. He published peer reviewed papers and research papers during 2016-17. This work also supported by grants from NIH and AHA.

Dr. Kao published four peer reviewed scientific papers plus eight scientific abstracts and/or presentations during 2016-17 with other faculty members, residents and students. Three out of the eight abstracts are award winning abstracts at different scientific meetings. He serves on councils of AHA and on the editorial boards for three journals and invited to serve on another two, is a member of many scientific associations, scientific advisory boards, and boards of directors. He also serves as a reviewer for more than a dozen of scientific journals and review research projects.

Dr. Kao teaches and mentors undergraduate and graduate students, exchange scholars and residents. In addition, he teaches suture workshops for medical students, research for surgical residents, and assists other faculty members in research. His teaching and service are highly significant at the department, college, and university levels. Dr. Kao has submitted one NIH grant during 2016-17.

Recommendations to Enhance the Effectiveness of the Program

Dr. Kao has retired and the recommendations to enhance the effectiveness of the program will be best determined by the new chair holder, Dr. David Williams.

East Tennessee State University

Cecile Cox Quillen Chair of Excellence in Geriatrics and Gerontology

Status of the Chair of Excellence

Ronald C. Hamdy, MD, is the Chair-holder of the *Cecile Cox Quillen Chair of Excellence in Geriatrics and Gerontology*. In the past year he maintained and enhanced the national, international reputation and visibility of the Chair. The Royal College of Physicians, London, invited him to join the Geriatric Medicine, Specialty Examination, Multiple Choice Questions Writing Group. The Council of the Geriatric Medicine Section of the Royal Society of Medicine, London elected him as President-Elect of the Section. He is Editor of the peer-reviewed *Gerontology and Geriatric Medicine Journal* and Editor-in-Chief of the *Journal of Clinical Densitometry (JCD)*. During his tenure Impact Factor of *JCD* increased from 1.2 in 2011 to 3.24 in 2016.

Impact of the Chair of Excellence on ETSU, College, and Programs

Dr. Hamdy is involved in several activities at ETSU. He is changing the format of the Geriatric Medicine Grand Rounds with the goal of developing a repository of recorded Grand Rounds on a wide variety of issues relevant to Geriatric Medicine. These Grand Rounds also will be broadcast at regular intervals to encourage an interactive approach. Electives are also offered to medical students and residents. The Chair runs the Osteoporosis Clinic and DXA Center. The Chair is also involved in the Curriculum Review Process and is a member of the IRB.

The Chair is active in Research. In collaboration with Dr. R. Mohesni (Chemistry) and Dr. Seier (Mathematics) the study on the biodegradation of vitamin D by sunlight has been completed and the statistical analysis started. In collaboration with Dr. A. Clark (Allied Health) the practical work and preliminary statistical analysis on the potential use of the bone mineral density at different sites of the radius to diagnose osteoporosis is complete. In collaboration with Dr. A Kinser and P Cronin (Communication & Performance) a series of papers on the management of aberrant behaviors in patients with dementia is underway. Several educational programs have been developed and favorably received. The Chair continues to develop a self-study, structured, modular case-based program on osteoporosis. A number of educational programs entitled “Successfully navigating old age” specifically geared to the lay public have been held in 2016/2017.

In 2016/2017, the Chair published, in peer-reviewed medical journals, 3 original papers, 2 research papers and 5 editorials. In addition, the final manuscript on the study: *The impact of including BMD/T-scores to the FRAX score to assess fracture risk*, is about to be submitted for publication.

Recommendations to Enhance the Effectiveness of the Program

- Continue/expand the work on biodegradation of vitamin D.
- Expand programs on geriatric medicine, osteoporosis, and dementia.
- Maintain/enhance national and international high profile of the Chair.

East Tennessee State University James H. Quillen Chair of Excellence in Education

Status of the Chair of Excellence

Dr. Aimee Govett, professor of science education in the Department of Curriculum and Instruction (CUAI), serves as the Quillen Chair of Excellence in Education with a focus on STEM (science, technology, engineering, and mathematics) education. Through working closely with the ETSU Center of Excellence in Mathematics and Science Education (CEMSE), they support the advancement of PreK – 20 STEM education through direct services, technical assistance, partnerships, research, leadership, institutes/workshops, and as an information conduit providing standards-based resources to schools, districts, teachers, and community members.

Impact of Chair of Excellence on ETSU, College, and Programs

Dr. Govett hosted a well-attended regional conference, Conference for the Mid-Atlantic Association for Science Teacher Educators (MA-ASTE) at the Edgewater Hotel and Conference Center, Gatlinburg, Tennessee, September 22-24, 2016. The Quillen Chair sponsored nine STEM graduate students to help plan, facilitate and also to act as participants at this conference.

Total grant funding awarded since tenure as Quillen Chair is \$4,283,101. Dr. Govett has been Co-Principal Investigator on three National Science Foundation (NSF) grants (“Science First”; “Northeast Tennessee Robert Noyce Scholarship Program” and “Virtual Ecology: An Inquiry-Based Online Learning Environment”) as well as one THEC funded grant (“Incorporating Active Learning into Life Sciences Teaching”). Dr. Govett has three pending NSF Grant Proposals: (1) NSF Robert Noyce Teacher Scholarship Grant entitled “Noyce East Tennessee STEM Teacher Recruitment (NETSTR)”-Funding requested \$ \$1,192,668; submission date: August 29, 2017. (2). NSF CAREER grant entitled “Integrated Watershed Dynamics: bridging the gap between water hydrology and public health” – Funding requested \$510,000, Submitted July 15, 2017. (3) NSF ITEEST grant entitled “Sustained Technology Intervention in a Rural and Underserved Population (STIR-UP)”- Funding requested \$300,000; submission date August 8, 2018.

The Quillen Chair has supported local after-school and summer STEM projects by providing facilities, materials, and graduate students in addition to assisting with grant writing (CCLI – 21st century Community Learning Centers (CCLI and Insight Team) and Lottery for Education: Afterschool Programs -LEAPs).

Through the Quillen Chair, Dr. Govett has hosted two ETSU Mathematics Teacher Candidates to the TMTA and (MT)² Teachers Conference, held in Nashville, Tennessee in November 2016. As a recruiting effort for the Master of Arts in Teaching Program, she has visited 21 classrooms in various departments with recruitment material on the ETSU Main Campus (Chemistry; Biology; Physics; Mathematics; and Technology Engineering). This has yielded an increase in the number of STEM Teacher candidates.

Recommendations to Enhance the Effectiveness of the Program

Dr. Govett will continue to submit proposals at the national and state levels for funding of STEM related projects to benefit both ETSU and the surrounding community. She will continue hosting graduate students for attendance and submission of research proposals at professional STEM conferences. Dr. Govett will continue to teach and serve the CUAI department in the Clemmer College of Education as the program coordinator and advisor for the Teacher Academy for the Master of Arts in Teaching degree.

East Tennessee State University LeeAnne Brown Chair of Clinical Excellence

Status of the Chair of Excellence

The *LeeAnne Brown Chair of Clinical Excellence* was established as part of the first clinical genetics service developed in the region with the mission to serve all patients of all ages, in all subspecialties with inherited disorders/ genetic conditions. Major areas of practice are Perinatal, Neonatology, Pediatrics, Adults, Prenatal/Ob-Gyn, Oncology, Genetics and Genomics.

Dr. MJ Hajianpour, the current chair holder and chief, Division of Medical Genetics, is a Professor of Medical Genetics, Department of Pediatrics.

Impact of the Chair of Excellence on ETSU, College, and Programs

Dr. Hajianpour has been involved in the field of medical genetics for over 25 years. He came to ETSU from the University of Iowa, department of Pediatrics/ Medical Genetics where he was an associate professor of Medical Genetics, providing clinical genetics and clinical cytogenetics services. He was the associate director of the Molecular and Cytogenetics Laboratory and director of the clinical cytogenetics Fellowship program, which was established by him. He was previously serving in southern California, providing medical genetics services to community physicians and hospitals including Children's Hospital of Los Angeles.

Dr. Hajianpour is planning to establish in the next 5-10 years, a comprehensive genetic program in East Tennessee, and neighboring areas of Virginia and Kentucky. Other than clinical services, the program will later provide fellowship training program in clinical genetics and molecular genetics/ cytogenetics. The related Genetic Diagnostic and Research laboratories will follow. Clinical research, case reports and publication are always part of the program.

The center is assigned as one of the follow-up sites for the State's Newborn Screening Program. Dr. Hajianpour is currently a member of the Genetics Advisory Committee (GAC) for the State of Tennessee.

It is also in the plan to provide genetic services to the rural areas through TeleGenetics. The satellite clinics will be started if needed.

Recommendations to Enhance the Effectiveness of the Program

- Expand publicity to include mailing, media programs and news releases (on-going).
- Dr. Hajianpour to travel and meet other medical facilities and physicians in the area
- Improve dissemination via dedicated ETSU websites. Improve means of communication.
- Add Genetic Counselor (s)/ Genetic Nurse Practitioner (s), Genetic Nurses (s), as the services expand in different areas of medical genetics, such as Prenatal Genetic, Cancer Genetics (A Genetics Nurse is hired. Interviews for Nurse Practitioner in progress).
- Add Medical Geneticist/ Biochemical/ Metabolic Geneticist as the program expands.
- Participate in clinical research in cooperation with existing programs: In-process.
- Follow the guidelines by the State of Tennessee Genetic Advisory Committee in expanding genetic services in East Tennessee in order to be qualified for additional funding by the State (The State funding is increased close to 100% for the next 3-year contract starting 7/2017 for our expanded genetic services).
- Starting Regional Genetic Conditions Database, with future Statewide, Nationwide and world-wide expansion: In progress.

East Tennessee State University Paul Dishner Chair of Excellence in Medicine

Status of the Chair of Excellence

Established in 1989, the primary focus of the Dishner Chair of Excellence in Medicine is to enhance research efforts in the Quillen College of Medicine. Dr. Koyamangalath Krishnan, the current chair holder since 2006, is a Professor of Medicine, Department of Internal Medicine. He is also Director of Scholarship for the Internal Medicine Residency and Fellowship Programs and leads the Oncology research efforts. In this role, the Chair has worked to support the departmental research activities, enhance collaborative research, supervise student learning in research, and enhance institutional recognition.

Impact of the Chair of Excellence on ETSU, College, and Programs

Dr. Krishnan has been involved with laboratory and patient-centered research in a collaborative manner and is actively involved in providing opportunities and mentoring for trainees in the Department of Medicine and in the College of Medicine. The published papers reflect collaboration with the Department of Pediatrics in the Quillen College of Medicine, the Gatton College of Pharmacy and Department of Family Medicine. The main focus of the Chair holder's laboratory research has been the study of mechanisms of cancer preventive drugs and thus contributing to the mechanistic development of these promising chemopreventives for clinical study. Current research focus in the laboratory is on understanding the anti-cancer mechanisms of promising cancer preventive drugs like tocotrienols, statins and metformin. Unique mechanisms of action of tocotrienols, statins and metformin have been identified in the laboratory including modulation of the ceramide and sphingolipid synthesis, transport and distribution by tocotrienols and metformin. His research efforts have led to several positive developments, including improvement in the publication quality in the Department of Internal Medicine, fostering a multidisciplinary effort in Vitamin E research.

Recently a state of the art image analyzer acquired through endowed funds was opened out to the research community as a core facility of the Department of Medicine. The In- Vivo Xtreme Imaging System (Bruker BioSpin Corp., Billerica, MA) is an optical and X-ray small animal imaging system that can noninvasively view and measure the levels of optically tagged molecules in a live animal.

Recommendations to Enhance the Effectiveness of the Program

Expand publicity to include news releases and improve dissemination via dedicated ETSU websites detailing opportunities and activities. Build a University wide collaborative cancer research group with particular emphasis on cancer prevention efforts. Identify and provide scholarship and research opportunities to internal medicine residents and fellows and medical students in the College of Medicine. Continue to work on mechanism based laboratory research on promising cancer preventive drugs like tocotrienols and metformin.

East Tennessee State University

Wayne G. Basler Chair of Excellence for the Integration of the Arts, Rhetoric, and Science

Status of the Chair of Excellence

The *Wayne G. Basler Chair of Excellence for the Integration of the Arts, Rhetoric, and Science* was established in 1994-95 and is named for an individual who had supported the university over many years. It is a rotating position held for one semester per academic year, allowing a number of individuals from a variety of fields to participate over time to bring together faculty and students from across the sciences, the arts, and the humanities.

Chair Holders typically teach two courses in their discipline, present four public lectures or performances, and participate in instructional and research activities across the College of Arts and Sciences. Holders of the Basler Chair are selected 12 to 18 months in advance of coming to ETSU by a standing Basler Chair Selection Committee in the College of Arts and Sciences through nominations from the faculty based on how the individual would contribute to the interdisciplinary nature of the position.

Impact of Chair of Excellence on ETSU, College, and Programs

The Basler Chair of Excellence has been filled every year since 1996 with internationally-acclaimed scholars in fields ranging from art, music and theatre to mathematics, biology and astronomy, and history and broadcasting.

In spring 2017, Dr. Karl Hasenstein, Endowed Professor and Regents Professor of Sciences in the Department of Biology at the University of Louisiana at Lafayette served as our Basler Chair. He is a world-renowned gravitational plant biologist with wide-ranging interests in the sciences and arts. Dr. Hasenstein taught special topics classes in Astrobiology, he delivered four public lectures, and he interacted with faculty and students in a number of departments.

Recommendations to Enhance the Effectiveness of the Program

The rotating nature of the Basler Chair allows us to bring scholars from many fields to campus. As noted previously it is often difficult to attract outstanding scholars for a full semester. We will continue to consider both semester-long and shorter-term appointments.