EAST TENNESSEE STATE UNIVERSITY
BOARD OF TRUSTEES
NOVEMBER 2019 MEETING

1:15-3:30 pm EST   The Millennium Center
Friday   2001 Millennium Pl
November 15, 2019   Johnson City, TN

ORDER OF BUSINESS

      A.   Discuss pending legal action (if necessary)

XV.   Adjournment

EAST TENNESSEE STATE UNIVERSITY
BOARD OF TRUSTEES

ACTION ITEM

DATE: November 15, 2019

ITEM: Approval of Minutes from September 20, 2019

RECOMMENDED ACTION: Approve

PRESENTED BY: Adam Green
                                       Secretary

The minutes of the September 20, 2019 meeting of the Board of Trustees are included in the meeting materials.

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

> **RESOLVED: The reading of the minutes of the September 20, 2019 meeting of the Board of Trustees is omitted, and the minutes are approved as presented in the meeting materials, provided that the Secretary is authorized to make any necessary edits to correct spelling errors, grammatical errors, format errors, or other technical errors subsequently identified.**

EAST TENNESSEE STATE UNIVERSITY
BOARD OF TRUSTEES

MINUTES

September 20, 2019
Johnson City, Tennessee

The quarterly meeting of the East Tennessee State University Board of Trustees was held at 1:25 p.m. on Friday, September 20, in the Millennium Center on ETSU's main campus in Johnson City, Tennessee. The meeting was also livestreamed for those who could not be in attendance.

I.   Call to Order

Chairman Scott Niswonger called the meeting to order.

In his opening remarks, Chair Niswonger welcomed new trustees – Mr. Kelly Wolfe (appointed by Gov. Bill Lee), Dr. Virginia Foley (faculty representative); and Mr. Cristopher Santana (student representative). He also thanked those, particularly Dr. Dennis Depew, for their leadership and work to host the Northeast Tennessee Southwest Virginia Regional Economic Forum earlier in the month. He encouraged the campus to stay engaged with this work and to help lead this work, which is central to ETSU's mission to improve the lives of the people of this region.

II.   Roll Call

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

> Janet Ayers
> Steven DeCarlo
> Virginia Foley
> David Golden
> Dorothy Grisham
> Linda Latimer
> Chairman Scott Niswonger
> Ron Ramsey
> Cristopher Santana
> Kelly Wolfe

III.   Public Comments

Secretary Green called Connor McClelland before the Board to state his comments. McClelland said he is a member of the Student Government Association and co-founder of Adjunct Action, a group that advocates for increased pay for adjunct

faculty. Adjunct Action remains unwavering in seeking $1,000 per credit hour for adjunct faculty, he stated.

Next, Secretary Green called Dr. Dorothy Drinkard-Hawkshawe before the Board to state her comments. Dr. Drinkard-Hawkshawe stated that would address two issues. First, she indicated that she believed many faculty members are disappointed about Chief of Police Nicole Collins' resignation. Second, Dr. Drinkard-Hawkshawe asked the Board of Trustees to support more funding for the Africana Studies Program to help improve not only race relations in this country, but improve knowledge that will lead to the appreciation of all people who have helped to make the world greater. She hopes Africana Studies will become a department.

IV.   Approval of the Minutes from April 26, 2019

Trustee Ayers made a motion to accept the minutes of the April 26, 2019, Board of Trustees meeting which was seconded by Trustee Grisham and the Board unanimously approved.

V.   Approval of the Minutes from June 17, 2019

Trustee Golden made a motion to accept the minutes of the June 17, 2019, Board of Trustees special called meeting, which was seconded by Trustee Latimer and the Board unanimously approved.

VI.   Approval of Student Trustee

Chair Niswonger stated that the Board of Trustees is required to appoint a non-voting student member to its board in accordance with the FOCUS Act. Dr. Noland introduced Cristopher Santana to the Board. He said Santana was selected through an interview process and is among the best leaders on campus.

Trustee Wolfe made a motion to accept the nomination of Cristopher Santana to the position of Student Trustee. Trustee Latimer seconded the motion and it was approved unanimously by the Board.

VII.   Report from the Finance and Administration Committee

Committee Chair DeCarlo outlined a series of action and discussion items:

- Approved out-of-state tuition for Quillen College of Medicine.
- Conducted its quarterly review of agreements over $250,000
- Heard a presentation on capital budget and facilities.

- Reviewed information from Human Resources on University profiles and trends
- Heard a presentation on ETSU Foundation efforts

VIII. Report from the Academic, Research and Student Success Committee

Committee Chair Latimer stated that minutes for the April Academic, Research and Student Success Committee minutes were approved with edits requested in regards to discussion held on research. Additionally, committee members approved the Letter of Notification (LON) to establish a master of science degree in prosthetics and orthotics program, which led to a discussion on ways Trustees can help ETSU facilitate new program approvals faster. Chair Latimer said this could be a point of discussion in future meetings with fellow LGI governing boards. The committee also received updates on the review process for chairs of excellence and student success initiatives, and held a critical conversation about research and innovation. The committee approved the following action items for consideration by the full Board:

1. **Tenure appointments** – Dr. Bishop, Senior Vice President for Academics, reminded the Board that they had approved promotion and tenure appointments at the April meeting, but since that time, ETSU has hired three faculty members who come with essential experience and credentials and have been reviewed through the process for tenure upon appointment.

   Trustee Wolf made a motion to approve the tenure appointments. Chair Latimer seconded and all members voted in favor of approving the action item.

2. **Student Conduct Rule** – Dr. Michelle Byrd, Dean of Students, provided the following summary of the rule revisions:
   a. Addition of the medical amnesty policy, a resolution provided by the Student Government Association
   b. Changes to sexual misconduct hearing process
   c. Slight changes to violations – adding ammunition to list of items prohibited on campus

   Trustee Foley made a motion that was seconded by Trustee Grisham to approve the code of conduct revisions. Secretary Green led a roll call vote and the action item was unanimously approved.

3. **Approval of LON** – Dr. Bishop said the College of Clinical and Rehabilitative Health Sciences brings forth the LON, which is the first step in the approval process for creating a new academic program. The master's in prosthetics and orthotics will be the first of its kind in Tennessee. She said the program has significant feasibility due to workforce need and limited number of programs currently available.

Trustee Wolf moved to approve the letter of notification. It was seconded by Trustee Ayers and approved unanimously by the Board.

IX.   **Report from the Audit Committee**

Committee Chair Golden outlined two action items listed as part of the consent agenda, the first being the adoption of the compliance charter. Trustee Golden said the university has established a centralized compliance office, which necessitated the adoption of a charter. He noted a small modification made to the materials that were mailed to Board members. Athletic compliance was added to the list of university organizations included in the charter.

The committee reviewed the audit plan for fiscal year 2020 as well as audits completed since April and recommendation log status. The committee also received the report of audit function for fiscal year 2019, which included a quality assurance review (completed every five years) and Internal Audit received the highest assessment. The committee concluded its meeting in executive session.

X.   **Consent Agenda**

With no requests for any items to be removed from the consent agenda, Trustee Grisham moved to approve the consent agenda and Trustee Golden seconded the motion. Trustees unanimously approved the consent agenda. Items that were included on the consent agenda were:

- Minutes from the April 26, 2019, Finance and Administration Committee meeting
- Minutes from the May 29, 2019, Finance and Administration Committee meeting
- Minutes from the April 26, 2019, Academic Research and Student Success Committee
- Minutes from the April 26, 2019, Audit Committee
- Quillen College of Medicine Out-of-State Tuition Revision
- Adoption of the Compliance Charter from Audit Committee
- FY 2020 Annual Audit Plan from Audit Committee

XI.   **Accreditation Update**

Dr. Cheri Clavier, Director of Institutional Effectiveness and ETSU's Accreditation Liaison, provided a brief presentation on ETSU's fifth-year interim report to the Southern Association of Colleges and Schools. ETSU completed its fifth-year interim report to SACSCOC in spring 2019. Comprehensive reviews take place every 10 years (2013 and 2023 for ETSU), but the U.S. Department of Education requires more frequent monitoring, resulting in the fifth-year interim report. ETSU was not selected to do a follow up. Dr. Clavier reported focused on three parts of the review:

1. **Fifth-Year Compliance Certification** – ETSU must comply and respond to around 73 accreditation standards and the fifth-year review looks at a third of them. Dr. Clavier works with individuals across campus to document compliance and the report is submitted to a committee for review. The committee can decide no referral, which is rare, or the second outcome is referral to a separate compliance and reports (C&R) committee. The C&R committee conducts a separate review.
   A. Results – No recommendations or requests for information were issued in many of the areas where historically institutions have difficulty showing compliance. Comments were issued on student achievement, stemming from an update in accreditation standards in 2018, but no follow-up was required. Two referral reports are due in April 2020 to address:
      a. Qualified administrative/academic officers – provide evidence (redacted evaluations) of evaluation policy being implemented
      b. Policies for awarding credit – Show evidence that forms are being used

2. **Impact Report of the Quality Enhancement Plan** – QEP is a process where institutions spend five years increasing student learning or improving environment for student learning. Dr. Clavier submitted a report on ETSU's QEP called "In Top Form."
   A. Results – The QEP report was accepted with positive comments.

3. **Review of Approved Off-Campus Instructional Sites Initiated Since Last Reaffirmation** – This review included the submission of a report and on-site evaluations of off-campus instructional sites initiated since 2013 in Abingdon, Virginia; Asheville, North Carolina; and Kingsport where ETSU nursing and social work programs are offered. The process for this review is different because after a report is established, the review committee visits in person.
   A. Results – Not official until voted on in December; however, there were no recommendations for improvement provided in the results.

Dr. Clavier also provided a brief update on recent discipline-specific accreditation Activities:

1. Accredited programs list available online updated annually
   A. Currently over 60 programs are accredited through professional or discipline specific accrediting bodies
2. The slideshow included a list of recent and upcoming accreditation activities
   B. Four programs are seeking accreditation

At the conclusion of Dr. Clavier's presentation, Dr. Noland commented that it is very rare for an institution to go through a mid-cycle review with no findings or

recommendations. Furthermore, he said it was rare for 22 programs to go through accreditation review in a two-year period with no findings or recommendations. He commended the hard work of Dr. Clavier and others.

XII. Capital Projects and Facilities Update

Mr. Jeremy Ross, Chief Operating Officer, provided an update on select administrative projects including capital construction, planning, and campus safety.

He began with an overview of several philosophical principles that will inform and drive master planning taking place this year. The first concept is archology, which brings together architecture and ecology, focusing on how the built environment should work with the natural environment instead of working against each other. He also pointed out an emphasis on implosion (meeting facility needs by working with existing buildings and facilities) rather than explosion (constructing new buildings to meet the needs).

Mr. Ross provided updates on a series of facilities and projects across campus:

- **Culp Center** – While this building is an example of modern (brutalist) architecture, Mr. Ross pointed out that the current renovations are transforming the monolithic, heavy building into a structure that incorporates curves, shapes, and light – using archology to create beautiful views of surrounding campus. He showed Board members a rendering of their renovated meeting space in the East Tennessee Room.
- **Martin Center for the Arts** – Currently under construction, this facility incorporates curvature in design, lighting features and other principles of archology to bring the outside in and create a welcoming, useful space for the university and the community.
- **Lamb Hall** – More information is to come on the renovation of this building. The University and the State are in ongoing conversations about balancing renovation and additional space.
- **Boulevard Commons** – A donor has contributed $1 million for this space on South Dossett Drive to make it more dynamic, transforming it from a "sea of suburbia" to an area that emphasizes student experience through fire pits, outdoor fitness, plazas, and other engaging opportunities to create community. Designs are in the preliminary stages.
- **Millennium Center** – Recent renovations in this facility enhance computer/cyber programs, complement the Niswonger Digital Media Center and provide opportunities for new students/enrollment growth.
- **Humanities Building** – The architecture on the proposed $72 million aims to bring indoor and outdoor space together.

- **Housing** – A new housing master plan will be presented at a future meeting, Mr. Ross noted. Students were surveyed about what they would like to see outside residence halls and the top answers were swings and outdoor games.
- **Updating of classrooms** – New furniture and updates have enhanced many classroom spaces on campus.
- **Brown Hall** – Outdoor furniture, installation of a food truck, and pressure washing have transformed the courtyard of this building, drawing students, faculty and staff to congregate in the area.
- **Mini-Dome** – Renovations in this facility have made it one of the finest indoor practice facilities. It is utilized by ETSU Marching Band, Clemmer College's sports science program, and other athletics programs.
- **Baseball (Thomas Stadium)** – Thanks to a gift from a donor, the parking lot was paved and more improvements have been proposed, including a $3 million addition to the stadium. Its location is a gateway to the campus.
- **Signage** – Campus signage reflecting new branding has been installed.
- **Former book drops adjacent to Sherrod** – This space was transformed from a rarely used book drop to an outdoor eating area with food truck and seating.
- **Football field house** – Space formerly used to store construction materials was transformed into a field house for football.
- **Gilbreath Hall** – The oldest building on campus received welcoming updates, including new flooring and artwork.
- **Security cameras** – Through a state grant, the University will install improved security cameras.
- **Safety app** – The University is introducing a new "ETSU Safe" app that will be a tool for safety and information on campus.
- **Human Resources** – A strategic plan is currently being developed and compensation is one of the key pieces and aligning efforts with the new budget model.
- **Capital maintenance** – He presented capital maintenance at 7.6% and $73 million funded, which is very close to previous years.

Mr. Ross said now is the time for those with ideas to bring them forward as master planning continues. Trustee Latimer asked Mr. Ross if bike racks are being strategically placed on campus to encourage a connection between campus and the Tweetsie Trail. Mr. Ross said broad conversations with the Johnson City Commission has included bikes, scooters and pedestrian walkways. Zoning and ordinance work are taking place and should provide the mechanisms to make connections, especially as the West Walnut Street transformation moves forward, he added. Dr. Noland asked the Board to encourage partners at the City of Johnson City and Washington County to consider safety improvements along the State of Franklin Road corridor.

XIII. Center for Rural Health Research Update

Dr. Wykoff, Dean of the College of Public Health and Founding Director of the Center for Rural Health Research, provided an update on the steps take thus far, and that are planned, to establish the Center for Rural Health Research following the announcement of the Center by Governor Lee on July 16, 2019. Dr. Wykoff said the Center for Rural Health Research will partner with Ballad Health to put together a world-class center.

- **Logistics** – A transition team is in place to get things started while hiring a fulltime director, coordinator and 4-7 faculty positions. Space has also been allocated.
- **Initial outreach/partnership development** – Dr. Wykoff attends standing meetings with Ballad Health, is meeting with ETSU Health leadership and has met with government officials and staff. He is also reaching out to rural health experts at the state and national levels. The purpose is to be very systematic and thoughtful to make sure that the Center is going to make a real difference to the lives of the people in this state, he noted. In his conversations, Dr. Wykoff is announcing the existence of the Center for Rural Health Research, identifying issues of concern as well as research opportunities in order to build connections and networks.
- **Prioritization** – Dr. Wykoff sated that conversations and outreach have led to the Center focusing on the following six priorities: c
  1. Interrupting inter-generational cycles of poor health
  2. Innovative models of health care delivery
  3. Longitudinal database
  4. Identifying policies
  5. Support to empower local organizations
  6. Focus on rural elderly

Dr. Wykoff expressed his appreciation of the Board's support for the new Center for Rural Health Research. Trustee Foley asked Dr. Wykoff to consider the Clemmer College among his list of collaborators. Trustee DeCarlo asked how funds from the Purdue Pharma lawsuit would be distributed. Dr. Wykoff said it is unknown, but the process could be similar to the tobacco settlements and states would decide how to invest the funds. He said the Center and Ballad Health is well-positioned to make the case that there should be a significant investment in Northeast Tennessee. Dr. Noland added that those who invested the tobacco settlements wisely are still seeing the benefits. He asked Dr. Wykoff and Board members to look at how those funds could best be put to use toward long-term challenges in the state.

XIV. Key Performance Indicators Update

Dr. Michael Hoff provided an update on Key Performance Indicators (KPI) and presented a current dashboard of the KPIs. His presentation began with a series of peer development questions used to help ETSU determine who it is and who it wants to be. He said it is important to focus on competitors and determine peers that are both aspirational and communal. Dr. Hoff said ETSU's peer group is balanced.

- **Key performance indicators (KPI's)** – He stressed that KPI's are not operational indicators. The KPI's for ETSU were established by RPK Group (consultants) and focus on: (1) student experience, (2) diversity and inclusion, (3) employee satisfaction, (4) excellence in teaching, (5) research and grant activity, and (5) regional stewardship.

- **Strategic Dashboard** – Dr. Hoff explained that enrollment growth continues to an ETSU strategic goal. He stressed that while the University has not made as much progress in enrollment growth as it would like that it does not mean ETSU set the wrong goal. He continued to explain that educational attainment has the power to change lives and move the needle in Tennessee. He said ETSU's graduation rate is at almost 50%, which is an outcome of implementing "15 to Finish." There are highlights (retention and graduation rates) and areas in the dashboard that the University will continue working on (applications, enrollment, Great College to Work For score).

At the November Board Meeting, Dr. Hoff will present Trustees with a packet containing more detailed information and benchmarks.

XV. President's Report

In his report, President Noland indicated that presenters throughout each of the meetings have included individuals who may be unfamiliar faces, but are some of the many faces of those who diligently work to ensure the work of the university is completed. President Noland stressed that during the 2019-20 academic year he wants the Trustees to get to know the personalities that comprise the University.

Next, President Noland presented a series of University updates including:

- The introduction of two recent senior leadership hires – Dr. Adam Green, Chief of Staff and Secretary of the Board and Dr. Mark Fulks, University's Chief Legal Counsel
- Fall 2019 enrollment is down 133 students total (within budget confidence intervals). Enrollment grew in the Clemmer College, College of Nursing and College of Public Health.
- The graduation rate is the highest it has ever been at 50%.
- A reminder that the Board governs the University School (K-8th grade). Last year, 48 students earned an ACT score of 30 or higher, which is significant because the graduating class has around 80 students. It is a top 10 high school in Tennessee.
- Rankings and points of interest from the President's Annual Report as well as recent rankings placing ETSU as the Best Online RN to BSN Program in Tennessee and Best Doctor of Nursing (DNP) Program.

- An update on the decentralized budget model and fall-out revenue. Specific highlights included:
  - October revised budgets will be presented to the Board in November
  - Starting hourly pay was increased to $9.20 per hour
  - Adjunct salaries were raised on a college-by-college basis to meet market demands
  - At the November Board Meeting, some colleges will request performance incentives
  - The budget is balanced, funds are going to reserves and investments are being made in faculty
- ETSU has a major regional impact through service hours provided by student organizations, money raised for charities and patient care provided by ETSU Health.
- Enrollment services at ETSU is being transformed. Those changes are necessary because a decreased population of college-age students is on the horizon. A game plan for 2025 is needed now, President Noland said.
- The announcement of Dr. Keith Johnson as Vice President for Equity and Inclusion.

In closing, Dr. Noland provided a look back at accomplishments made the Board of Trustees since 2017. He thanked Trustees for their advocacy, for pushing the University to achieve more and for being present at University events.

XVI. Resolution of Appreciation for Mr. James Powell

Dr. Noland expressed gratitude for Mr. Powell's service to the Board of Trustees and said he has provided scholarships for than 9,000 students. Trustee Golden made a motion to adopt the resolution followed by a second from Trustee Ayers. The resolution was unanimously approved by the Board.

XVII. Resolution of Appreciation for Dr. David Linville

Dr. Noland thanked Dr. Linville for serving as ETSU's first Secretary of the Board of Trustees. He said Dr. Linville has done an outstanding job shepherding the Board of Trustees through its first two and half years of existence. Trustee Grisham motioned to adopt the resolution. Trustee Latimer seconded the motion and the resolution of appreciation for Dr. Linville was unanimously approved by the Board.

XVIII. Appointment of Chair and Vice Chair and Committee Membership

In compliance with the FOCUS Act and the ETSU Board of Trustees Bylaws, the ESTU Board of Trustees is require to elect a Chair and Vice Chair every two years. Dr. Noland made the recommendation on behalf of the staff to reappoint Trustee Niswonger to a two-year term as Chair and reappoint Trustee Golden to a two-year

term as Vice Chair. Furthermore, he recommended that the composition of the committees Trustees sat in earlier in the day continue.

Trustee Wolfe moved to adopt the appointments and committee membership. It was seconded by Trustee Ramsey and unanimously approved by the Board.

XIX. Other Business

No other business was brought before the Board of Trustees.

XX. Executive Session

The Board of Trustees did not convene in executive session.

XXI. Adjournment

Trustee Ramsey made a motion to adjourn the meeting at 3:15 p.m.

EAST TENNESSEE STATE UNIVERSITY
BOARD OF TRUSTEES

ACTION ITEM

DATE: November 15, 2019

ITEM: October 2019 Revised Budgets

COMMITTEE: Finance and Administration Committee

RECOMMENDED ACTION: Approve

PRESENTED BY: B.J. King
                              Chief Financial Officer

In compliance with Tennessee Code Annotated 49-8-203 (a) (10 (C) ETSU Budget Control policy requires that three budgets be prepared each year and submitted to the Board of Trustees for approval. The university prepares budgets for the one formula funded unit (Main Campus), two non-formula units (College of Medicine and Family Medicine) and one self-funded unit (College of Pharmacy). The three budgets prepared each year are as follows:

1) the proposed budget to fund the fiscal year beginning July 1;
2) the revised fall budget that is prepared after the fall enrollment cycle and financial statement preparation for the prior fiscal year; and
3) the estimated spring budget that is submitted at the same time as the proposed budget for the next fiscal year.

The Board will consider the October 2019 revisions to the 2019-20 budgets for the one formula funded unit, two non-formula units and one self-funded unit. During the June 17, 2019 meeting, the Board of Trustees adopted the proposed 2019-20 budgets for the university. The proposed budgets for the fiscal year are based on the estimates for revenue and expenditures known at the time the budget is prepared. The fall enrollment and adjusted appropriation figures for revenue budgets have been received along with adjustments from fiscal year-end closing that provides for the carryforward of budgets for operational expenses. Details of the original and revised budgets are outlined below.

MOTION: I move that the Board of Trustees adopt the October revisions to the 2018-19 university budget.

>   **RESOLVED: Upon the recommendation of the Finance and Administration Committee, the Board of Trustees approves the university's October revisions to the 2018-19 university budget**

Main Campus October Revised Budget

	Actual 18-19	Original 19-20	October Revised	Increase (Decrease)
Revenue	$ 270,662,400	$ 272,257,100	$ 274,175,200	$ 1,918,100
Expenditures and Transfers				
Instruction	$ 101,238,200	$ 110,711,900	$ 118,692,900	$ 7,981,000
Research	2,975,900	2,949,500	5,309,500	2,360,000
Public Service	2,382,800	2,564,200	2,915,400	351,200
Academic Support	23,227,600	24,400,500	27,356,000	2,955,500
Student Services	26,133,600	26,983,400	26,964,600	(18,800)
Institutional Support	15,660,600	16,641,700	18,908,800	2,267,100
Facilities	24,052,800	17,557,500	18,476,200	918,700
Scholarships	33,008,700	34,580,500	35,736,800	1,156,300
Total before transfers	228,680,200	236,389,200	254,360,200	17,971,000
Debt Service	4,230,800	3,798,800	4,845,500	1,046,700
Non-Mandatory Transfers	8,865,900	5,344,500	4,440,400	(904,100)
Auxiliaries Exp & Tnfrs	25,652,100	26,503,700	26,250,100	(253,600)
Total	$ 267,429,000	$ 272,036,200	$ 289,896,200	$ 17,860,000

FT Unrestricted and Auxiliary Positions	Original 19-20	October Revised	Increase (Decrease)
Faculty	699	711	12
Administration	48	48	0
Maint/Tech/Support	521	519	(2)
Professional Support	526	532	6
Total	1,794	1,810	16

Quillen College of Medicine October Revised Budget

	Actual 18-19	Original 19-20	October Revised	Increase (Decrease)
Revenue	$ 59,912,900	$ 64,896,200	$ 65,248,900	$ 352,700
Expenditures and Transfers				
Instruction	$ 38,041,500	$ 48,843,600	$ 48,079,500	$ (764,100)
Research	1,882,700	4,081,700	4,846,300	764,600
Academic Support	5,802,100	6,972,000	6,652,200	(319,800)
Student Services	1,547,200	1,832,400	1,645,200	(187,200)
Institutional Support	3,303,300	3,116,500	3,031,000	(85,500)
Facilities	5,096,400	6,660,900	6,725,700	64,800
Scholarships	256,700	260,000	260,000	-
Total before transfers	55,929,900	71,767,100	71,239,900	(527,200)
Debt Service	84,600	88,800	88,800	-
Non-Mandatory Transfers	3,516,700	(7,021,600)	(3,587,300)	3,434,300
Total	$ 59,531,200	$ 64,834,300	$ 67,741,400	$ 2,907,100

FT Unrestricted and Auxiliary Positions	Original 19-20	October Revised	Increase (Decrease)
Faculty	154	156	2
Administration	7	7	-
Maint/Tech/Support	113	112	(1)
Professional Support	89	88	(1)
Total	363	363	-

Family Medicine October Revised Budget

	Actual 18-19	Original 19-20	October Revised	Increase (Decrease)
Revenue	$ 16,849,600	$ 17,239,900	$ 17,318,900	$ 79,000
Expenditures and Transfers				
Instruction	$ 11,191,700	$ 11,540,400	$ 11,904,500	$ 364,100
Research	353,300	268,400	273,900	5,500
Academic Support	3,395,100	3,607,100	3,650,500	43,400
Institutional Support	1,629,300	1,706,100	1,669,300	(36,800)
Facilities	339,100	400,000	424,300	24,300
Debt Service	262,900	262,900	262,900	-
Transfer from R&R		(200,000)	(350,000)	(150,000)
Transfer from COM	(444,400)	(350,000)	(400,000)	(50,000)
Total	$ 16,727,000	$ 17,234,900	$ 17,435,400	$ 200,500

FT Unrestricted and Auxiliary Positions	Original 19-20	October Revised	Increase (Decrease)
Faculty	31	31	-
Administration	-	-	-
Maint/Tech/Support	54	53	(1)
Professional Support	25	26	1
Total	110	110	110

Gatton College of Pharmacy October Revised Budget

	Actual 18-19	Original 19-20	October Revised	Increase (Decrease)
Revenue	$ 11,674,200	$ 11,541,800	$ 11,541,800	$ -
Expenditures and Transfers				
Instruction	$ 6,466,700	$ 7,049,200	$ 7,904,910	$ 855,650
Research	149,300	294,100	532,980	238,850
Academic Support	1,331,800	1,462,200	1,637,560	175,430
Student Services	649,600	608,100	714,380	106,360
Institutional Support	452,400	432,900	609,810	176,920
Facilities	493,000	528,400	648,060	119,590
Scholarships	481,400	467,600	467,600	-
Total before transfers	10,024,200	10,842,500	12,515,300	1,672,800
Debt Service	661,000	661,000	661,000	-
Non-Mandatory Transfers	36,600	38,300	38,300	-
Total	$ 10,721,800	$ 11,541,800	$ 13,214,600	$ 1,672,800

FT Unrestricted and Auxiliary Positions	Original 19-20	October Revised	Increase (Decrease)
Faculty	34	34	-
Administration	1	1	-
Maint/Tech/Support	13	14	1
Professional Support	15	15	-
Total	63	64	1

EAST TENNESSEE STATE UNIVERSITY
BOARD OF TRUSTEES

ACTION ITEM

DATE: November 15, 2019

ITEM: Recommendation for Tenure upon Appointment

COMMITTEE: Academic, Research, and Student Success

RECOMMENDED ACTION: Approve

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

Recommendation for tenure upon appointment for the following faculty:

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

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

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

> **RESOLVED: Upon the recommendation of the Academic, Research, and Student Success Committee, the Board of Trustees awards tenure and rank as outlined above effective upon action of the board.**

DEB DUMPHY DNP, APRN, NP-C, FNP-BC

SUMMARY OF QUALIFICATIONS

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

EDUCATION

2013 – 2015	**Duke University** Durham, NC	**Doctor of Nursing Practice**
2008 – 2010	**University of North Georgia** (UNG) Dahlonega, GA	**Post-Master's Family Nurse Practitioner**
2006 – 2007	**North Georgia College and State University (NGCSU)** Dahlonega, GA	**Master of Science in Nursing Education**
1992 – 1996	**University of Texas** (UTA) Arlington, TX	**Bachelor of Science in Nursing**
1988 – 1990	**Bristol Community College** Fall River, MA	**Associate of Science in Management**

MOST RECENT RESEARCH

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

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

Faculty Lead Mentor, UNG IRB #2017-178 HLP
Project Title: *Does an International Medical Mission Trip Enhance Cultural Competence in Healthcare Providers?* Published - Journal of Cultural Diversity, Summer 2019.

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

LICENSES AND CERTIFICATIONS

2019 – Present	Advanced Practice Registered Nurse NP with Certificate of Fitness, Tennessee	License # 25891
2017	Facilitated Learning Online Certification Course	
2017 – Present	Certified Family Nurse Practitioner (FNP-BC)	ANCC #2017000476
2010 – Present	Advanced Practice Registered Nurse (APRN), Georgia	License #169649
2010 – Present	Certified Family Nurse Practitioner (NP-C)	AANP #F0510054
2006 – 2015	International Board Certified Lactation Consultant (IBCLC)	IBCLE #105-21571
2004 – Present	Registered Nurse, Georgia (RN, eNLC)	License #169649
1996 – Present	RN, Texas (inactive)	License #629425
1992 – Present	Basic Life Support Certified (BLS-C)	

HONORS AND AWARDS

2017	Full Tenure, University of North Georgia
2016	Recipient: Healthy Mothers, Healthy Babies Coalition of Georgia, Carolyn Wetzel Continuum Award ("commitment to equity in healthcare for women and children; positive change agent- work place and policy advocacy")
2015	Recipient: 1st Place for Excellence in Research Poster Presentation. International Nursing Association for Clinical Simulation and Learning 14th Annual Conference
2015	Nominated: Outstanding Capstone Project Award. Duke University, School of Nursing, Doctor of Nursing Practice Program
2015	Recipient: Rising Star Research Award. Duke University, School of Nursing, Sigma Theta Tau International Honor Society, Beta Epsilon Chapter
2015	Recipient: Excellence in Nursing Research Award. Sigma Theta Tau International Honor Society, Tau Psi Chapter
2014	Healthy Mothers, Healthy Babies Coalition of Georgia, State-level Recognition
2007	Recipient: Outstanding Master of Science in Nursing Education Student of the Year, NGCSU
2007	Induction: Phi Kappa Phi Honor Society, NGCSU
1998 – 2004	Recipient, Seven-time Spirit Service Award- Baylor Regional Medical Center
1996	Induction: Sigma Theta Tau International Honor Society of Nursing, UTA
1992	Honorable Discharge, South Carolina Army National Guard

PROFESSIONAL EXPERIENCE

2019, May – Present	**Associate Professor, College of Nursing**	East Tennessee State University Johnson City, TN
2018, November – Present	**Contract NP- Dawson Pediatrics**	NP Provider Solutions, LLC Dawsonville, GA

2018, August – 2019, May	**Associate Professor, School of Nursing**	Clayton State University Morrow, GA
2018, February – October (Clinic closed)	**FNP** (part-time clinical practice)	Urgent Med of Toccoa Toccoa, GA
2013, October – 2018, July; and 2007, August – 2010, December	**Associate Professor, Tenured, Student Health Services, NP-C (temp); Graduate Programs Coordinator/ DNP Coordinator/ Family Nurse Practitioner Program Coordinator (previous)**	University of North Georgia Dahlonega, GA
2013, November – 2015, June; and 2010, July – 2012, April	**FNP, Private Practice**	Dawson Pediatrics Dawsonville, GA
2012, August – 2013, October	**FNP, Home Health** Medicare & Chronic Disease	United Health Group, CIP Bethesda, MD
2007, August – 2010, December	**FNP, RN, RLC, IBCLC** Indigent NP Clinic	Appalachian Nurse Practitioner Clinic UNG- Dahlonega, GA
2006, fall – 2008, spring	**Adjunct Nursing Faculty**	North Georgia Technical College Clarkesville, GA
2006, March – 2008, March	**Owner/President, RN, RLC, IBCLC**	North Georgia Lactation Center Dawsonville, GA
2004 – 2008	**Staff Nurse, RN, RLC, IBCLC**, Neonatal Intensive Care Unit (NICU), Lactation Center	Northside Hospital Atlanta, GA
1998, March – 2004, June	**Staff Nurse, Relief Charge Nurse**, **Primary Preceptor, RN-NICU**	Baylor Regional Medical Center Grapevine, TX

SCHOLARSHIP: GRANTS and FUNDING

2019	ETSU College of Nursing, Center for Nursing Research Dissemination Award, $1000.00. To partially support travel to complete graduate education research poster presentation accepted for the 2019 American Association of Colleges of Nursing Faculty Development Conference.

2019	HRSA $2,114,046 (submitted, pending). Grant Writing Team Member: Authored "Sustainability" Section. An Advanced Nursing Education Workforce (ANEW) program grant to create an innovative, collaborative academic-practice partnership titled *Reaching Underserved and Rural areas through Academic Liaison (RURAL)*.
2018	UNG Graduate Studies (successfully funded) $8200.00. Individual Lead Faculty and Faculty Research Mentor for FNP students' international medical mission and implementation of research tools for project, *Does an International Medical Mission Trip Enhance Cultural Competence in Healthcare Providers?*
2017	CVS Health Foundation Grant (successfully funded) $5,000.00. Developed program offering five $1,000.00 scholarships to financially needy FNP students serving the rural north Georgia.
2014	University Presidential Innovation Award (successfully funded) $5000.00; *Innovation in Graduate Program Clinical Simulation at UNG through Integrating Best Practices in Debriefing.*

SCHOLARSHIP: PUBLICATIONS

Dumphy, D., DeSandre, C., Thompson, J. (2019). Family nurse practitioner students' perceptions of readiness and transition into advanced practice. *Nursing Forum*, 1-6. DOI: 10.111/nuf.12336

Dumphy, D., Clark, M., Thompson, J. (2016). A breastfeeding quality improvement project in rural primary care. *Journal of Human Lactation 34*(4), p. 633-641. doi:10.1177/0890334416662240

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

Dumphy, D. (2008). The breastfeeding surgical patient. *AORN Journal 87*(4), p.759-770. doi.org/10.1016/j.aorn.2007.12.028

Dumphy, D. (2007, December/January). Getting ready for the baby: Breastfeeding. *400 Edition*, p.68.

SCHOLARSHIP: TEXTBOOK REVIEWER

Mason, D, Leavitt, J., & Chafee, M. (2012). *Policy and politics in nursing and health care*. Chapter Reviewer.

SCHOLARSHIP: JOURNAL REVIEWER

Nursing Forum, Wiley Online Publications

Health Promotion and Practice, Sage Publications

SCHOLARSHIP: SUBMISSIONS AND PRESENTATIONS

International Organization Presentations

Dumphy, D. *A Rural, Medically Underserved Community Breastfeeding Intervention in Pediatric Primary Care*. Abstract submitted 6/2019 for Live Webinar: International Lactation Consultant Association.

Dumphy, D., Thompson, J. & Clark, M. (2015, November). *A Rural, Medically Underserved Community Breastfeeding Intervention in Pediatric Primary Care.* Poster presentation at the Sigma Theta Tau International Biannual Convention.

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

National Presentation

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

Dumphy, D. (2009). *Clinical Education: The Breastfeeding Surgical Patient.* National Live-Webinar Presenter, United States Lactation Consultants Association.

Local, State and Regional Presentations

Dumphy, D. (2015, November). *A Rural, Medically Underserved Community Breastfeeding Intervention in Pediatric Primary Care.* Podium presentation at the quarterly Southeastern Lactation Consultants Association meeting.

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

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

Dumphy, D. (2008) Poster presenter. *When Only the Bestmilk Will Do!* GANE Annual Conference.

Dumphy, D. (2008) Podium Presenter. *The Near Term Infant in the Term World*. AWHONN, Northeast Georgia Chapter meeting; Gainesville, GA.

TEACHING

UNG Scholarship of Teaching and Learning (SoTL)

2015 – 2016   SoTL Academy: developing a team SoTL project aimed at decreasing role transition anxiety in senior Family Nurse Practitioner students

University System of Georgia, Doctor of Nursing Practice Consortium Program Development

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

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

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

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

2019   NURS 5200 Research for Advanced Nursing   Course Coordinator
NURS 6630 Health Promotion of Adults and Families

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

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

2018	NURS 6150 Instructional Design and Teaching Strategies for Nursing Education (online)	Course Coordinator
	NURS 7207 Rural Primary Care V (hybrid)	
	NURS 7221 Rural Primary Care Project (hybrid)	Lead Research Mentor
2017	NURS 7105 Rural Primary Care IV (hybrid)	Course Coordinator
	NURS 7130 Advanced Nursing Research	
	NURS 7005 Rural Primary Care III (hybrid)	Course Coordinator
	NURS 7003 Advanced Nursing Essentials (hybrid)	
	NURS 7207 Rural Primary Care V (hybrid)	
	NURS 7221 Rural Primary Care Project	Lead Research Mentor
2016	NURS 7105 Rural Primary Care IV (hybrid)	Course Coordinator
	NURS 6031 Advanced Health Assessment	Course Coordinator

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

Guest Lecturer and/or Guest Simulation Faculty

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

New Course Development

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

Major Program/Course Revisions

2019	NURS 5200 Research for Advanced Nursing
2018	NURS 5100 Theory for Graduate Nursing Practice
2018	NURS 6670 Advanced Practice Roles in Society
2017-18	NURS 7207 Rural Primary Care V (FNP student final clinical practicum)
2016	NURS 7105 Advanced Health Assessment
2016	NURS 7105 Rural Primary Care IV
2015	NURS 6031 Advanced Health Assessment
2014	NURS 7005 Rural Primary Care IV
2014	Chaired initial implementation of high-fidelity patient simulation in MS Program

2013	Committee member, Graduate Programs Curriculum Revision (Nursing Education and Family Nurse Practitioner Programs core and concentration course/curriculum revision)

Faculty Mentor for Graduate Research Projects

2018	NURS 7221 Rural Primary Care Projects

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

2017	NURS 7221 Rural Primary Care Projects

- *Reduction of Moderate Cardiovascular Disease Risk Factors in Adults through Community Based Intervention Programs*
- *Feeding Method and Education in Military Families*

2016	NURS 7221 Rural Primary Care Projects

- *Electronic Cigarettes: A Literature Review*
- *Downsizing Future Generations*

2015	NURS 7221 Rural Primary Care Project

- *Assessing Adherence of Pediatric Health Care Providers in Northeast Georgia to Infant Vitamin D Supplementation Recommendations*

2015	NURS 7332 Nurse Educator Project

- *Simulation in Obstetrics: Engaging the Team in Interprofessional Practice*

2014	NURS 7221 Rural Primary Care Projects, co-faculty

- *Psychosocial Impact of BRCA 1 and BRCA 2 Genetic Testing*
- *Attention Deficit Hyperactivity Disorder Treatment: Plate vs. Pill*

SERVICE ACTIVITIES

Membership in Professional Organizations

2016 – Present	American Association of Nurse Practitioners (AANP) Network for Research	Member
2016 – 2018	National Donor Family Council	Member
2016 – 2018	National Kidney Foundation	Member
2015 – Present	Sigma Theta Tau International, Beta Epsilon (Duke)	Member
2015 – 2017	Georgia Nurse Leaders Coalition	Member
2015 – 2017	Academic Advisory Committee on Nursing	Associate Member
2015	United Advanced Practice Registered Nurses of Georgia	State Director-at-Large
2014 – Present	Sigma Theta Tau International, Tau Psi Chapter (UNG)	President (2015 – 2017) President-elect (2014 – 2015)
2014 – 2018; 2007 – 2008	Healthy Mothers, Healthy Babies Coalition of GA	Member; Public Affairs Committee (2007-2008)

2014 – 2016	International Nursing Association for Clinical Simulation & Learning	Member
2013 – Present	National Organization of Nurse Practitioner Faculties	Member
2010 – Present	AANP	Member
2007 – 2018	Georgia Association for Nursing Education	Member, Nominating Committee (2008)
2007 – 2018	National League for Nursing	Member

International Service

2015	Sigma Theta Tau International	Delegate

National Service

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

University System of Georgia Service

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

East Tennessee State University Service

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

Clayton State University Service

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

University of North Georgia Service

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

Other Community Service

2017 – 2018	Partners for Belize, Medical Missions in Central America	Volunteer FNP- 2 Missions
2016 – 2018	St. Luke's Religious Education & University Campus Ministry	Volunteer
2016 – 2018	Lifelink of Georgia, Transplant Advocacy Group	Volunteer
2016	120th Boston Marathon, co-raised >$9000.00 for JDMGS	Official Finisher, Charity
2015 – Present	Joe Dumphy Memorial Golf Scholarship, Inc. (JDMGS) >$48,000 in college scholarships awarded	President, 501c3 Executive Board
1990 – Present	5K/10K/15K/Half/Marathon/Triathlon Charities	Charity Supporter/Participant

Trena M. Paulus, Ph.D.
Department of Family Medicine
East Tennessee State University

PROFESSIONAL EXPERIENCE

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

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

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

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

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

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

Instructor, Walden University, Educational Technology Master's Specialization, 2000-2003
Designed, developed and taught Integrating Technology into the Curriculum, an online advanced seminar for Master's and Doctoral students. Designed, developed and taught Course Development and Delivery Utilizing Technology, an intensive laboratory course offered during summer session residency at Indiana University's Bloomington campus.

Consultant, Refugee Transitions, San Francisco Bay Area, 2001
Assisted with grant writing for the Newcomer Families Computer Learning Project, identifying corporate and private foundation funding. Developed the curriculum to teach ESL and computer literacy skills to newly arrived refugee families.

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

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

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

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

English Instructor, United States Peace Corps, Sefako Secondary School, Lesotho, 1992-1994
Instructed over 200 secondary school students in English language and literature, focusing on grammar, reading comprehension and writing skills. Directed and expanded school library program, assisted students in obtaining scholarships, procured funding for school and community development projects, and tutored adults in basic English skills.

EDUCATION

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

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

Franklin College
Degree:	Bachelor of Arts, 1991
Majors:	English and Philosophy
Minor:	History
Honors:	Wayne Coy Public Service Award, Selsor Award for Outstanding English Major, McGuire Award for Outstanding Philosophy Major

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INVITED WORKSHOPS, PLENARIES, AND PUBLIC LECTURES

1. Paulus, T. (July, 2020). Using social media, software, mobile apps and other digital tools to support qualitative research. *15ᵗʰ Annual Qualitative Research Summer Intensive*. Chapel Hill, NC.
2. Paulus, T. (July, 2020). Analyzing online conversations: A research framework. *15ᵗʰ Annual Qualitative Research Summer Intensive.* Chapel Hill, NC.
3. Paulus, T. (May, 2020). Qualitative research with digital tools. *Second Language Research Methods Workshop.* Penn State University, State College, PA.
4. Paulus, T. & Lester, J.N. (January, 2020). *Digital tools 2020: Frontiers in qualitative research.* Plenary presentation for *The Qualitative Report 11ᵗʰ Annual Conference,* Ft. Lauderdale, FL.
5. Paulus, T. (December, 2019). Research methods for analyzing online conversations. *International Institute for Qualitative Methodology Master Class Webinar Series*, presented via GoToMeeting.
6. Paulus, T. (September, 2019). *Nurturing the researchers of tomorrow: Teaching research methods. A Sage MethodSpace Live webinar panel*, presented via Zoom.
7. Lester, J.N. & Paulus, T. (April, 2019). ATLAS.ti across the research process. Professional development pre-conference workshop at the *American Educational Research Association Annual Meeting*. Toronto, Canada.
8. Paulus, T. (March, 2019). *Using social media to understand patient experiences.* Workshop for Adelphi Values, Boston, MA.
9. Paulus, T. (February, 2019). *Digital tools for qualitative research*. Plenary presentation at Purdue University's Power Fridays. West Lafayette, IN.
10. Paulus, T. (July, 2018). Using social media, software, mobile apps and other digital tools to support qualitative research. *15ᵗʰ Annual Qualitative Research Summer Intensive*. Chapel Hill, NC.
11. Paulus, T. (July, 2018). Analyzing online conversations: A research framework. *15ᵗʰ Annual Qualitative Research Summer Intensive.* Chapel Hill, NC.
12. Paulus, T. (March, 2018). Exploring digital tools for qualitative research. Pre-conference workshop for the *American Association of Applied Linguistics* annual meeting. Chicago, IL.
13. Paulus, T. (July, 2017). Using ATLAS.ti across the research process. *The Corvallis ATLAS.ti Summer Workshop Series.* Corvallis, OR.
14. Paulus, T. & Lester, J. (May, 2017). Digital tools for qualitative research. Pre-Conference workshop for the *Thirteenth International Congress of Qualitative Inquiry*. Urbana, IL.
15. Paulus, T. (April, 2017). Methods for conducting research interviews. Presentation to the *University Libraries Faculty Research Interest Group.* University of Tennessee. Knoxville, TN.
16. Paulus, T. (April, 2017). *Digital tools and discourse analysis.* Presentation to the advanced data analysis in qualitative research graduate course at Kansas State University, via Zoom.
17. Paulus, T. (October, 2016). *Introduction to ATLAS.ti.* Workshop for University of Georgia. Athens, GA.
18. Paulus, T. (September, 2016). *Introduction to ATLAS.ti*. Workshop for California State University-San Bernadino. San Bernadino, CA.
19. Paulus, T. (July, 2016). Digital tools for qualitative research. *13ᵗʰ Annual Qualitative Research Summer Intensive.* Chapel Hill, NC.
20. Paulus, T. (July, 2016). Analyzing learning conversations: A research framework. *13ᵗʰ Annual Qualitative Research Summer Intensive.* Chapel Hill, NC.
21. Paulus, T. & Atkins, D. (May, 2016). *Qualitative research & the library.* Presentation to the University of Georgia libraries professional development and research committee. Athens, GA.
22. Paulus, T. (February, 2016). Digital tools for qualitative research. *International Institute for Qualitative Methodology Master Class Webinar Series*, presented via GoToMeeting.
23. Paulus, T. (November, 2015). Digital tools for qualitative research. Keynote speaker for the *Interdisciplinary qualitative research work group* at Morgan State University, presented via Adobe Connect.
24. Paulus, T. (October, 2015). Digital tools for qualitative research. Plenary speaker and workshop facilitator for *Eagle QuaRC's Fourth Annual Fall Symposium* at Georgia Southern University, Statesboro, GA.
25. Paulus, T. (August, 2015). *Using social media to understand patient experiences.* Workshop for Adelphi Values, Boston, MA.

26. Paulus, T., Lester, J. & Warren, A. (July, 2014). A critical review of conversation analysis and discursive psychology applications in computer-mediated communication contexts: Methodological implications. Plenary presentation for the *Microanalysis of Online Data Symposium*, York University, Department of Sociology, England.
27. Paulus, T., Woodside, M. & Ziegler, M. (July, 2014). Opportunities and challenges: The role of dialogic meaning-making in collaborative qualitative research. Workshop for the *Summer Research Seminar on Collaborative Research with Community Partners* at the University of Cincinnati, Cincinnati, OH.
28. Paulus, T. & Lester, J. (January, 2014). The art and craft of digital tools for qualitative research. Featured technology presentation at *The Qualitative Report Fifth Annual Conference.* Ft. Lauderdale, FL.
29. Paulus, T. (April, 2014). Digital tools for qualitative data collection. Invited presentation at the *Fifth Annual Patient-Reported Outcomes (PRO) Consortium*. Silver Spring, MD.
30. Paulus, T. (March, 2014). *Digital tools for qualitative research*. Invited presentation and workshop for the University of Tasmania School of Business, Hobart, Tasmania, Australia.
31. Paulus, T. (October, 2013). Using ATLAS.ti for discourse analysis of online interactional data. Invited speaker for the *ATLAS.ti Community of Practice Webinar series*, presented via GoToMeeting.
32. Paulus, T. (October, 2013). Listening between the lines: The micro-analysis of everyday talk. Presentation for the Office of the Provost's *Mic/Nite Pecha Kucha*. University of Tennessee, Knoxville, TN.
33. Woods, M. & Paulus, T. (July, 2013). *Qualitative data analysis software programs: Apples and oranges, or grapes on the same bunch?* Office of Information Technology, University of Tennessee, Knoxville, TN.
34. Paulus, T. (January, 2013). Ethics and online research. Invited presenter for *Micro-Analysis of Online Data Symposium*, Radboud University, Nijmegen, the Netherlands.
35. Paulus, T. & Lester, J.N. (January, 2013). ATLAS.ti for discourse analysis work. Invited presenter for *Micro-Analysis of Online Data Symposium*, Radboud University, Nijmegen, the Netherlands.
36. Paulus, T. & Lester, J.N. (October, 2012). Using digital tools across the research process. Invited presentation for *Tennessee Board of Regents Qualitative Research Conference*, presented via Google Hangouts.

GRANT ACTIVITY

1. Accepted February 2019. *Developing evidence-based messages for low-income African American parents to limit sugar-sweetened beverage intake among their young children*. Robert Wood Johnson Foundation. Cotwright, C.J., Birch, L. & Hall, J. co-primary investigators. Paulus, T.M., qualitative research senior advisor, $300,000.
2. Declined May 2016. *Creating a dialogic social media interface: Enabling the dialogic potential in computer-mediated and social media contexts.* National Science Foundation. Kent, M., Miles, J. & Paulus, T.M., co-primary investigators, $943,999.
3. Declined December 2013. *Comparative discourse analysis of suffering and exclusion: The construction of authoritative and marginalized social identities.* National Science Foundation. Brown, M., Lester, J.N., Paulus, T.M. & Presser, L., co-primary investigators, $401,396.
4. Declined November 2012. *SOAR: small online activity and reflection groups to promote student learning in the biological sciences.* National Science Foundation. Lester, J.N., Cousins, A. B., Paulus, T.M., & Adesope, O., co-primary investigators, $199,999.
5. Completed May 2011. *Improving online teaching & learning: University of Michigan-Flint professional development program.* Paulus, T.M., consultant and project director, $7,560.
6. Completed December 2010. *Challenge, create, connect: University of Tennessee College of Nursing faculty development program.* Paulus, T.M. consultant and project director, $1,250.
7. Completed May 2009. *Online facilitation and community building basics: College of Nursing faculty development program.* Paulus, T.M., consultant and project director, $6,500.
8. Completed August 2009. *Implementation and evaluation of an e-learning faculty development program.* Tennessee Nurse's Foundation. Myers, C. principal investigator, $2,500.
9. Completed August 2009. *Evaluating an e-learning faculty development program.* Sigma Theta Tau. Mixer, S. & Wyatt, T., principal investigators, $1,000.
10. Declined August 2009. *E-teacher scholarship program and professional development workshop*. U.S. Department of State. Paulus, T.M. & Pfaffman, J., co-principal investigators, $145,738.

11. Declined November 2009. *SOAR: Small online argument and reflection groups to promote conceptual change.* National Science Foundation. Paulus, T.M. & Spence, M., co-principal investigators, $199,880.
12. Declined October 2008. *SOAR: Small online argument and reflection groups to promote conceptual change.* National Science Foundation. Paulus, T.M. & Spence, M., co-principal investigators, $149,257.
13. Declined September 2007. *SOAR: Small online argument and reflection groups to promote conceptual change.* National Science Foundation. Jahns, L. & Paulus, T.M., co-principal investigators, $129,031.
14. Completed January 2007. *Promoting healthy, happy UT graduates: Combating stress and the freshman 15.* University of Tennessee Office of Research. Jahns, L. & Paulus, T.M., co-principal investigators, $237,005.
15. Completed November 2006. *Investigating the web pen pals project: What students and teachers have to say about designing, facilitating and engaging in online spaces for "critical talk" about young adult literature.* National Council of Teachers of English. Groenke, S. & Paulus, T.M., co-principal investigators, $20,000.
16. Completed November 2004. *Increasing learner interaction through computer-mediated communication.* University of Tennessee Project ImPACT Technology Infusion Grant. Paulus, T.M. & McCallum, S., principal investigators, $6,035.

SCHOLARSHIP

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

Books

1. Paulus, T.M. & Lester, J.N. (Under contract for 2020). *Doing qualitative research with digital tools.* Thousand Oaks, CA: Sage Publications.
2. Paulus, T.M. & Wise, A. (2019). *Looking for insight, transformation and learning in online talk.* New York, NY: Routledge.
3. Paulus, T.M., Lester, J.N. & Dempster, P. (2014). *Digital tools for qualitative research.* London, UK: Sage Publications.

Co-editor of special journal issues

1. Paulus, T.M., Evers, J.C. & de Jong, F. (2018). Reflecting on the future of qualitative data analysis software. *The Qualitative Report 23*(13).
2. Paulus, T.M., Jackson, K. & Davidson, J. (2017). Digital tools for qualitative research: Disruptions and entanglements. *Qualitative Inquiry 23*(6).
3. Stommel, W., Paulus, T.M. & Giles, D. (2017). The microanalysis of online data. *Journal of Pragmatics 115*.

Articles published in refereed journals

1. Bower, K., Lewis, D.C. & Paulus, T. (Under review). Combining rigor and creativity through the use of ATLAS.ti 8 for Mac: Growing a narrative metaphor of generativity from LGBT older adult life stories. *Qualitative Research.*
2. Warren, A. & Paulus, T. (2019). Postgraduate students' use of stories and personal experience to accomplish epistemic positioning in online discussion forums. *Classroom Discourse.* DOI: 10.1080/19463014.2018.1562357
3. Paulus, T., Pope, E., Woolf, N. & Silver, C. (2019). "It will be very helpful once I understand ATLAS.ti": Teaching ATLAS.ti with the Five-Level QDA method. *International Journal of Social Research Methodology.* DOI: 10.1080/13645579.2018.1510662
4. Paulus, T., Warren, A., & Lester, J. (2018). Using conversation analysis to understand how agreements, personal experiences, and cognition verbs function in online discussions. *Language@internet, 15*, Article 1.
5. Roulston, K., Pope, L., Paulus, T. & deMarrais, K. (2018). Students' perceptions of learning about qualitative inquiry in online contexts. *American Journal of Distance Education 32* (3), 290-201.
6. Paulus, T., Evers, J. & de Jong, F. (2018). Reflecting on the future of QDA software: Special issue of *The Qualitative Report. The Qualitative Report 23*(13), Article 1.
7. Jackson, K., Paulus, T. & Woolf, N. (2018). The Walking Dead genealogy: Unsubstantiated

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

8. Paulus, T. & Roberts, K. (2018). Crowdfunding a "real-life superhero": The construction of worthy bodies in medical campaign narratives. *Discourse, Context & Media 21,* 64-72.

9. Roulston, K., deMarrais, K. & Paulus, T. (2017). Journeys to teaching qualitative research methods online. *LEARNing Landscapes 11*(1), 217-232.

10. Paulus, T., Jackson, K. & Davidson, J. (2017). Digital tools and qualitative research: Disruptions and entanglements. *Qualitative Inquiry 23*(6), 751-756.

11. Matza, L.S., Chung, K.C., Kim, K.J., Paulus, T.M., Davies, E.W., Stewart, K.D., McComsey, G.A. & Fordyce, M.W. (2017). Risks associated with antiretroviral treatment for Human Immunodeficiency Virus (HIV): Qualitative analysis of social media data and health state utility valuation. *Quality of Life Research 26*(7), 1785-1798.

12. Giles, D., Stommel, W., & Paulus, T. (2017). The microanalysis of online data: The next stage. *Journal of Pragmatics 115,* 37-51.

13. Stommel, W., Paulus, T. & Atkins, D. (2017). "Here's the link:" Hyperlinking in service-focused chat interaction. *Journal of Pragmatics 115*, 56-67.

14. Lubke, J., Britt, G., Paulus, T. & Atkins, D. (2017). Hacking the literature review: Opportunities and innovations to improve the research process. *Reference & User Services Quarterly 56*(4), 285-295.

15. Paulus, T. & Bennett, A. (2017). 'I have a love-hate relationship with ATLAS.ti': Integrating qualitative data analysis software into a graduate methods course. *International Journal of Research and Method in Education 40*(1), 19-35.

16. Paulus, T., Woods, M., Atkins, D., & Macklin, R. (2017). The discourse of qualitative data analysis software (QDAS): Reporting practices of ATLAS.ti and NVivo users with implications for best practices. *International Journal of Social Research Methodology 20*(1), 35-47.

17. Woods, M., Paulus, T., Atkins, D., & Macklin, R. (2016). Advancing qualitative research using qualitative data analysis software? Reviewing potential vs. practice in published studies using ATLAS.ti and NVivo, 1994-2013. *Social Science Computing Review 34*(5), 597-617.

18. Davidson, J., Paulus, T.M. & Jackson, K. (2016). Speculating on the future of digital tools for qualitative research. Anniversary issue of *Qualitative Inquiry* 22(7), 606–610.

19. Paulus, T. & Lester, J. (2016). ATLAS.ti for conversation and discourse analysis. *International Journal of Social Research Methodology 19*(4), 405-428.

20. Britt, G. & Paulus, T. (2016). "Beyond the four walls of my building": A case study of #Edchat and the power of connectedness. *American Journal of Distance Education, 30*(1), 48-59.

21. Acuff, L. & Paulus, T. (2016). Narrative inquiry in diabetes research: Illuminating the psychosocial aspects of diabetes. *PLAID Journal 2*(1) 50-59.

22. Paulus, T., Lester, J. & Warren, A. (2016). Applying conversation analysis methods to online talk: A literature review. *Discourse, Context & Media 12,* 1-10.

23. Yamagata-Lynch, L. & Paulus, T. (2015). Enacting collective design intentions in an online graduate level introductory instructional technology course. *International Journal of Designs for Learning 6*(1), 26-53.

24. Matza, L.S., Chung, K.C., Kim, K.J., Paulus, T., Davies, E.W., Stewart, K.D., McComsey, G.A. & Fordyce, M. (2015). Health state utilities of risks associated with antiretroviral treatment for human immunodeficiency virus (HIV). *Value in Health 18*(7), A590.

25. Gabriel, R. & Paulus, T.M. (2015). Committees and controversy: Consultants in the construction of education policy. *Educational Policy 29*(7), 984-1011.

26. Lester, J.N., Scherff, L. & Paulus, T.M. (2015). The ideological dilemmas inherent in informal learning spaces: A discourse analysis of preservice teacher talk. *The Qualitative Report 20*(6), Article 10.

27. Lester, J.N. & Paulus, T.M. (2015). "I'm not sure I even know": Therapists' tentative constructions of autism. *The Review of Disability Studies: An International Journal 11*(3). Retrieved from http://rdsjournal.org/index.php/journal/article/view/513.

28. Giles, D., Stommel, W., Paulus, T., Lester, J. & Reed, D. (2015). The micro-analysis of online data: Methodological developments. *Discourse, Context & Society 7*, 45-51.

29. Paulus, T. & Varga M. (2015). "Please know that you are not alone with your pain": Community member responses to bids for membership in online grief support groups. *Death Studies 39*(10), 633-640.

30. Varga, M.A. & Paulus, T.M. (2014). Grieving online: Newcomers' constructions of grief in an online support group. *Death Studies, 38*(7), 443-449.
31. Lester, J.N. & Paulus, T.M. (2014). "That teacher takes everything badly": Discursively reframing non-normative behaviors in therapy sessions. *International Journal of Qualitative Studies in Education, 27*(5), 641-666.
32. Ziegler, M., Paulus, T.M. & Woodside, M. (2014). Understanding informal group learning in online communities through discourse analysis. *Adult Education Quarterly, 64*(1), 60-78.
33. Paulus, T.M., Lester, J.N., Britt, V. (2013). Constructing hopes and fears: A discourse analysis of introductory qualitative research texts. *Qualitative Inquiry, 19*(9), 637-649.
34. Paulus, T.M. & Lester, J.N. (2013). Making learning ordinary: Ways undergraduates display learning in a CMC task. *Text & Talk, 33*(1), 53-70.
35. Paulus, T.M., Phipps, G., Harrison, J. & Varga, M.A. (2012). Re-envisioning instructional technology research in higher education environments: A content analysis of a grant program. *Journal of Computing in Higher Education, 24*(3), 164-181.
36. Lester, J.N. & Paulus, T.M. (2012). Performative acts of autism. *Discourse & Society, 23*(3), 259-273.
37. Lester, J.N. & Paulus, T.M. (2011). Accountability and public displays of knowing in an undergraduate computer-mediated communication context. *Discourse Studies,13*(6), 671-686.
38. Myers, C.R., Wyatt, T.H., Mixer, S.J., Paulus, T.M., & Lee, D.S. (2011). Making the move to blended learning: Reflections on a faculty development program. *International Journal of Nursing Education Scholarship 8*(1), Article 20.
39. Lee, D., Paulus, T.M., Loboda, I., Phipps, G., Wyatt, T., Myers, C. & Mixer, S. (2010). Instructional design portfolio: A faculty development program for nurse educators learning to teach online. *TechTrends, 54*(6), 20-28.
40. Halic, O., Lee, D., Paulus, T.M., & Spence, M. (2010). To blog or not to blog: Student perceptions of blog effectiveness for learning in an undergraduate course. *Internet and Higher Education, 13,* 206-213.
41. Arnold, N. & Paulus, T.M. (2010). Using a social networking site for experiential learning: Lurking, modeling and community building. *Internet and Higher Education, 13,*188-196.
42. Paulus, T.M., Woodside, M., & Ziegler, M.F. (2010). "I tell you, it's a journey, isn't it?" Understanding collaborative meaning-making in qualitative research. *Qualitative Inquiry, 16*(10), 852-862.
43. Paulus, T.M. & Spence, M. (2010). Using blogs to identify misconceptions in a large undergraduate lecture course. *TechTrends, 54*(5), 62-68.
44. Paulus, T.M., Myers, C., Mixer, S., Wyatt, T., Lee, D. & Lee, J. (2010). For faculty, by faculty: A case study of a faculty development program for learning to teach online. *International Journal of Nursing Education Scholarship, 7*(1), Article 13.
45. Halic, O., Greenberg, K., & Paulus, T. (2009). Language and academic identity: A study of the experiences of non-native English-speaking international students. *International Education, 38*(2), 74-94.
46. Woodside, M., Ziegler, M., & Paulus, T. (2009). Understanding school counselor internships from a communities of practice framework. *Counselor Education and Supervision, 49*(1), 20-38.
47. Paulus, T.M., Payne, R. & Jahns, L. (2009). "Am I making sense here?": What blogging reveals about undergraduate student understanding. *Journal of Interactive Online Learning, 8*(1). Retrieved from http://www.ncolr.org/jiol/issues/PDF/8.1.1.pdf.
48. Paulus, T.M. (2009). Online but off-topic: Establishing common ground in small learning groups. *Instructional Science, 37*(3), 227-245.
49. Paulus, T.M., Woodside, M., & Ziegler, M. (2008). Extending the conversation: Qualitative research as dialogic collaborative process. *The Qualitative Report*, *13*(2), 226-243.
50. Paulus, T.M & Phipps, G. (2008). Approaches to case analyses in synchronous and asynchronous environments. *Journal of Computer-Mediated Communication, 13,* 459-484.
51. Paulus, T.M. & Scherff, L. (2008). "Can anyone offer any words of encouragement?" Online dialogue as support mechanism for preservice teachers. *Journal of Technology and Teacher Education, 16* (1), 113-136.
52. Groenke, S. & Paulus, T.M. (2007). The role of teacher questioning in promoting dialogic literary inquiry in computer-mediated communication. *Journal of Research on Technology in Education, 40* (2), 141-164.
53. Paulus, T.M., Woodside, M. & Ziegler, M. (2007). "Determined women at work": Group construction of narrative meaning. *Narrative Inquiry, 17* (2), 299-328.

54. Paulus, T.M. (2007*). CMC modes for learning tasks at a distance. *Journal of Computer-Mediated Communication, 12*(4) 1322-1345.

55. Scherff, L & Paulus, T.M. (2006). Encouraging ownership of online spaces: Support for preservice English teachers through computer-mediated communication. *Contemporary Issues in Technology and Teacher Education*, *6*(4), 354-373.

56. Ziegler, M., Paulus, T.M. & Woodside, M. (2006). "This course is helping us all arrive at new viewpoints, isn't it?" Making meaning through dialogue in a blended environment. *Journal of Transformative Education,* 4 (4), 302-319.

57. Paulus, T.M., Horvitz, B. & Shi, M. (2006). "Isn't it just like our situation?" Engagement and learning in an online story-based environment. *Educational Technology Research & Development, 54* (4), 355-385.

58. Paulus, T.M. & Roberts, G. (2006). Learning through dialogue: Online case studies in educational psychology. *Journal of Technology and Teacher Education, 14* (4), 731-754.

59. Ziegler, M., Paulus, T.M. & Woodside, M. (2006). Creating a climate of engagement in a blended learning environment. *Journal of Interactive Learning Research, 17* (3), 295-318.

60. Woodside, M., Paulus, T.M. & Ziegler, M. (2006). The experience of helping: Capturing the voices of human service students. *Human Service Education, 25* (1), 9-26.

61. Paulus, T.M. (2006). Challenge or connect? Dialogue in online learning environments. *Journal of Computing and Higher Education, 18* (1), 3-29.

62. Paulus, T.M. (2005). Collaborative and cooperative approaches to online group work: The impact of task type. *Distance Education, 26* (1), 109-123.

63. Paulus, T.M., Bichelmeyer, B., Malopinsky, L., Perreia, M. & Rastogi, P. (2005). Power distance and group dynamics of an international project team: A case study. *Teaching in Higher Education, 10* (1), 43-55.

64. Paulus, T.M., Horvitz, B., Shi, M., Yildiz, S., & Siegel, M. (2004). Instructional Systems Technology Core Working in Teams, a WisdomTools Scenario. *UTechTrends, 48* (4), 60-61.

65. Paulus, T.M. & Ziegler, M.F. (2004). Four keys to structuring online discussions for meaningful learning. *Perspectives: The New York Journal of Adult Learning, 3* (1), 45-47.

66. Pawan, F., Paulus, T.M., Yalcin, S. & Chang, C. (2003). Online learning: Patterns of engagement and interaction among in-service teachers. *Language Learning & Technology*, *7* (3), 119-140.

67. Egbert, J., Paulus, T.M., & Nakamichi, Y. (2002). The impact of CALL instruction on classroom computer use: A foundation for rethinking technology in teacher education. *Language Learning & Technology, 6* (3), 108-126.

68. Turton, D., Paulus, T.M., & Brantner-Artenie, D. (2000). Attending to learning styles in academic tasks. *Teachers of English to Speakers of Other Languages (TESOL) Journal, 9* (4), 31-32.

69. Paulus, T.M. (1999). The effect of peer and teacher feedback on student writing. *Journal of Second Language Writing*, *8* (3), 265-289.

Contributions to books and edited volumes

1. Paulus, T. & Lester, J. (In press). Using software to support qualitative data analysis. Invited chapter for S. Delamont & M. Ward (Eds). *Handbook of qualitative research in education*, 2nd edition. Edward Elgar Publishers.

2. Paulus, T. (In press). ATLAS.ti qualitative data analysis software. In B. Frey (Ed.) *The SAGE encyclopedia of educational research, measurement and evaluation.* Thousand Oaks, Sage.

3. Paulus, T. M. (2018). An interview with Professor Trena Paulus. In Lester, J. N., & O'Reilly, M. *Applied conversation analysis: Social interaction in institutional settings* (pp. 185-186). Thousand Oaks, CA: Sage.

4. Paulus, T. & Varga, M.A. (2017). A discourse analysis case illustration: The construction of grief in an online support group. In N. Woolf & C. Silver (Eds.) *Qualitative analysis using ATLAS.ti: The Five Level QDA Method* (pp. 166-178). London, UK: Sage Publications.

5. Wise, A. & Paulus, T. (2016). Analyzing online learning discussions. In C. Haythornthwaite, R.J. Andrews, J. Fransman, & M. Kazmer (Eds.) *The SAGE handbook of e-learning research, 2nd edition* (pp. 270-290). London, UK: Routledge.

6. Ziegler, M., Paulus, T.M. & Woodside, M. (2015). Informal learning as group meaning-making: Visible talk in online communities. In O. Mejiuni, P. Cranton & O. Taiwo (Eds.) *Measuring and analyzing informal*

learning in the digital age (pp. 180-196). Advances in Higher Education and Professional Development Book Series. ICI Global.

7. Cagiltay, K., Bichelmeyer, B. A., Evans, M.A. & Paulus, T.M. & J.S. An (2009). Collaboration among multicultural virtual teams. *Encyclopedia of distance learning: International computer-based learning 2nd edition* (pp. 306-313). Hershey, PA: Idea Group.

8. Paulus, T.M. (2004). Collaboration or cooperation? Analyzing small group interactions in educational environments. In T.S. Roberts (Ed.) *Computer-supported collaborative learning in higher education* (pp. 100-124). Hershey, PA: Idea Group, Inc.

9. Paulus, T.M. (2003). The Web of professional development. In J. Egbert (Ed.) *Becoming contributing professionals* (pp. 97-106). TESOL Professional Development in Language Education Series, Volume 1. Alexandria, VA: TESOL.

Recent national and international conference presentations

1. Matza, L.S., Paulus, T.M., Garris, C.P., Van de Velde, N., Chounta, V. & Deger, K.A. (October 2019). Qualitative thematic analysis of social media data to assess perceptions of route of administration for antiretroviral treatment among people living with HIV. *IDWeek 2019: Advancing Science, Improving Care.* Washington, DC. Presented by Garris.

2. Wise, A.F. & Paulus, T. (July 2018). Characterizing digital contexts of collaborative learning: An updated classification of computer-mediated communication. *International Conference of the Learning Sciences,* London, England. Presented by Wise.

3. Warren, A. & Paulus, T. (July 2017). Storytelling in formal online learning experiences. *15th International Pragmatics Conference*, Belfast, Northern Ireland. Presented by Warren.

4. Roulston, K., Pope, E., Paulus, T. deMarrais, K. (May 2017). "That kind of structure makes me study hard": Students' perceptions of learning about qualitative inquiry in online contexts. *Thirteenth International Congress of Qualitative Inquiry.* Urbana, IL.

5. Paulus, T. & Pope, E. (May 2017). Strategies for teaching digital tools for qualitative research in a fully online format. *Thirteenth International Congress of Qualitative Inquiry.* Urbana, IL.

6. Roulston, K., Paulus, T. & deMarrais, K. (May 2017). "I have lots of thoughts…" Examining qualitative concepts in students' discussions of qualitative methods. *Thirteenth International Congress of Qualitative Inquiry.* Urbana, IL.

7. deMarrais, K., Paulus, T. & Roulston, K. (May 2017). Qualitative pedagogy and instructional design in online contexts. *Thirteenth International Congress of Qualitative Inquiry.* Urbana, IL.

8. Lester, J. & Paulus, T. (May 2017). New materialisms and digital tools in qualitative research. *Thirteenth International Congress of Qualitative Inquiry.* Urbana, IL.

9. Paulus, T. & Lester, J. (May 2017). Creating a qualitative researcher identity with social media. *Thirteenth International Congress of Qualitative Inquiry.* Urbana, IL.

10. Paulus, T. & Pope, E. (May 2017). Teaching ATLAS.ti with Five-Level QDA. *Thirteenth International Congress of Qualitative Inquiry.* Urbana, IL.

11. Stommel, W., Paulus, T. & Atkins, D. (September 2016). "Here's the link": Hyperlinking in service-focused chat interaction. *Microanalysis of Online Data Symposium*. Manchester, England. Presented by Stommel.

12. Paulus, T., Woolf, N. & Jackson, K. (August 2016). The walking dead: The resurrection of unsubstantiated QDAS critiques and our failure to put them to rest. *KWALON Conference on QDA Software*. Rotterdam, the Netherlands.

13. Paulus, T., Woods, M., Atkins, D. & Macklin, R. (May 2016). When worlds unite: Creating a complex team process across two QDAS programs, three disciplines, four researchers and 15 time zones. *Twelfth International Congress of Qualitative Inquiry.* Urbana, IL.

14. Paulus, T. (May 2016). The construction and use of digital tools for qualitative research: Challenges on the horizon. Session organizer and discussant. *Twelfth International Congress of Qualitative Inquiry.* Urbana, IL.

15. Paulus, T., Roulston, K., deMarrais, K. & Pope, E. (May 2016). Teaching and learning qualitative research at a distance. *Twelfth International Congress of Qualitative Inquiry.* Urbana, IL.

16. Pope, E., Paulus, T., Roulston, K. & deMarrais, K. (May 2016). Learning about qualitative research online: Student and faculty perspectives. *Twelfth International Congress of Qualitative Inquiry.* Urbana, IL.

17. Roulston, K., Paulus, T. & deMarrais, K. (April 2016). Putting qualitative pedagogy to work online: Students' responses and perceptions. *American Educational Research Association.* Washington, DC. Presented by Roulston & deMarrais.
18. Paulus, T., & Jackson, K. (January 2016). The future of qualitative data analysis software: Moving beyond 'outsider' critiques towards a thoughtful research agenda. *The Qualitative Report Seventh Annual Conference.* Fort Lauderdale, Florida.
19. Roulston, K., Demarrais, K. & Paulus, T. (January 2016). The future of qualitative inquiry: Qualitative pedagogy at a distance. *The Qualitative Report Seventh Annual Conference.* Fort Lauderdale, Florida.
20. Matza, L.S., Chung, K.C., Kim, K.J., Paulus, T.M., Davies, E.W., Stewart, K.D., McComsey, G.A. & Fordyce, M.W. (November 2015). Health state utilities of risks associated with antiretroviral treatment for human immunodeficiency virus (HIV). *International Society for Pharmacoeconomics and Outcomes Research (ISPOR) 18th Annual European Congress.* Milan, Italy. Presented by Matza.
21. Paulus, T., Warren, A., & Lester, J. (November 2015). Applying conversation analysis methods to digital discourse: A review of the literature. *Approaches to Digital Discourse Analysis.* Valencia, Spain.
22. Paulus, T., Lester, J. & Warren, A. (July 2015). The use of conversation analysis methods in studies of computer-mediated communication: A literature review. *Microanalysis of Online Data Symposium*. Zurich, Switzerland.
23. Paulus, T. & Atkins, D. (May 2015). Best practices for reporting the use of data analysis software in qualitative research. *Eleventh International Congress of Qualitative Inquiry.* Urbana, IL.
24. Paulus, T., Lester, J. & Warren, A. (May 2015). Conversation analysis methods for understanding online talk. *Eleventh International Congress of Qualitative Inquiry.* Urbana, IL.
25. Paulus, T., Davidson, J. & Jackson, K. (May 2015). Conclusion to the ICQI digital tools strand. *Eleventh International Congress of Qualitative Inquiry.* University of Illinois, Urbana, IL.
26. Paulus, T.M., Lester, J.N., Reed, D., Stommel, W., & Giles, D. (June 2014). Orders of interaction in undergraduate blog conversations: IRE meets CMC. *International Conference on Conversation Analysis*. UCLA, Los Angeles, CA. Presented by Lester.
27. Lester, J.N. & Paulus, T.M. (May 2014). Data playground: A discursive psychological approach to the study of autism in online talk. A Day of Critical & Post-structural Psychology. *Tenth International Congress of Qualitative Inquiry,* Urbana, IL.
28. Paulus, T.M. (May 2014). The paperless literature review. *Tenth International Congress of Qualitative Inquiry,* Urbana, IL.
29. Paulus, T.M. & Bennett, A. (May 2014). CAQDAS for instructor-student collaboration in graduate level methods courses. *CAQDAS 2014 Conference: Past, Present & Future, 25 years of CAQDAS.* Surrey, England.
30. Woods, M., Paulus, T.M., Atkins, D. & Macklin, R. (May 2014). A comparison of reporting practices in the use of ATLAS.ti and NVivo. *CAQDAS 2014 Conference: Past, Present & Future, 25 years of CAQDAS.* University of Surrey, Horsley Park, Surrey, England.
31. Paulus, T.M. (April 2014). CAQDAS tools for teaching qualitative methods: Beyond data analysis. *American Educational Research Association.* Philadelphia, PA.
32. Britt, G., Johnston, J., Gabriel, R., Marone, V. & Paulus, T.M. (January 2014). Collaborative mentoring: The discourse analysis research team. *The Qualitative Report Fifth Annual Conference.* Fort Lauderdale, Florida.
33. Paulus, T.M., Woods, M., Atkins, D. & Macklin, R. (September 2013). Who is using ATLAS.ti and how? A content analysis of reported uses of software in published studies. *ATLAS.ti User Conference 2013: Fostering Dialog on Qualitative Methods.* Berlin, Germany.
34. Paulus, T.M. & Lester, J.N. (September 2013). Using ATLAS.ti for a conversation/discourse analysis study of blogging in an educational context. *ATLAS.ti User Conference 2013: Fostering Dialog on Qualitative Methods.* Berlin, Germany.
35. Paulus, T.M. & Bennett, A. (September 2013). Teaching qualitative research methods with ATLAS.ti: Beyond data analysis. *ATLAS.ti User Conference 2013: Fostering Dialog on Qualitative Methods.* Berlin, Germany.
36. Milam, R., Yates, T., Klamm, K. & Paulus, T.M. (January 2013). Course innovation: A graduate course on digital tools for qualitative research. *The Qualitative Report Fourth Annual Conference.* Fort Lauderdale, Florida.

37. Paulus, T.M. & Varga, M. (January 2013). Online groups as research context: Ethical dilemmas. *The Qualitative Report Fourth Annual Conference.* Fort Lauderdale, Florida.
38. Lester, J.N., Paulus, T.M. & Dempster, P. (January 2013). Reflexivity, transparency and collaboration with digital tools. *The Qualitative Report Fourth Annual Conference.* Fort Lauderdale, Florida.
39. Larson, M., Yamagata-Lynch, L., & Paulus, T.M. (October 2012.) A design education dilemma: Distinguishing between learning outcomes at the Master's & Doctoral levels. *Association for Educational Communications and Technology International Convention.* Louisville, Kentucky.
40. Paulus, T.M. & Lester, J.N. (May 2012). Discourses of technology use for qualitative research. *International Congress on Qualitative Inquiry.* Urbana, Illinois.
41. Paulus, T.M. & Lester, J.N. (April 2012). Technology-supported qualitative inquiry: Beyond data analysis software. *American Educational Research Association.* Vancouver, British Columbia.
42. Scherff, L., Lester, J.N. & Paulus, T.M. (April 2012). Constructing a third space: A discourse analysis of preservice teacher-student talk. *American Educational Research Association.* Vancouver, British Columbia.
43. Lester, J.N. & Paulus, T.M. (March 2012). Using discursive psychology to understand institutional talk in computer-mediated communication environments at an American university. *Discourse and Rhetoric Group 25th Anniversary Conference.* Loughborough University, England.

HONORS, AWARDS AND MEDIA COVERAGE

2019   Indiana University School of Education News: Paulus uses qualitative research to study online conversations. August 15, 2019. https://education.indiana.edu/news-events/_news/2019/jul-dec/2019-08-15-trena-paulus.html
2019   Spotlight on a new text: Treating online talk as a source of qualitative data: A research guide by Trena M. Paulus. Newsletter article for the American Educational Research Association Qualitative Research Special Interest Group. Summer 2019.
2018   Interview with Dr. Trena Paulus, an expert on using ATLAS.ti to gain insights from naturally-occurring conversations in online spaces. Newsletter article for the ATLAS.ti Research blog. Appeared October 25, 2018 at: https://atlasti.com/2018/10/25/interview-with-dr-trena-paulus-an-expert-on-using-atlas-ti-to-gain-insights-from-naturally-occurring-conversations-in-online-spaces/.
2018   Methods for analyzing online conversations online profile for the Indiana University Center for Computer-Mediated Communication. Appeared October 26, 2018. Available in the news archives at: https://ccmc.ils.indiana.edu/index.php?page=NewsArchives#paulus
2018   Neal R. Norrick Special Issue Award for "The Microanalysis of Online Data (MOOD)" in the *Journal of Pragmatics*
2017   Association of Educational Communication & Technology Division of Distance Learning Distance Education Best Practice Award (with Lisa Yamagata-Lynch and Craig Howard, University of Tennessee)
2015   Certified Professional Trainer for ATLAS.ti data analysis software
2014   Affiliate, Center for Computer-Mediated Communication, Indiana University
2014   Visiting Scholar, University of Tasmania
2012   Faculty Development Leave, University of Tennessee
2009   Faculty Fellow, Innovative Technology Center, University of Tennessee
2009   Office of Research QUEST Scholar of the Week, University of Tennessee
2009   Spotlight on Innovative Faculty, University of Tennessee
2006   Helen B. Watson Outstanding Research Award, University of Tennessee

RECENT PROFESSIONAL SERVICE

2017   Academic planning committee, International Institute for Qualitative Methodology, 16th Qualitative Methods Conference
2016   Co-organizer of the KWALON Conference (Reflecting on the future of Qualitative Data Analysis (QDA) Software: Chances and Challenges for Humanities, Social Sciences and Beyond), Erasmus University, Rotterdam, the Netherlands

2013-2016	Founding member of the Micro-analysis of Online Data Network (MOOD). Organized symposia at Radboud University (2013), University of York (2014), University of Zurich (2015), and Salford University (2016)
2014-2017	Co-coordinator of the digital tools strand of the International Congress of Qualitative Inquiry annual conference

EAST TENNESSEE STATE UNIVERSITY
BOARD OF TRUSTEES

CONSENT AGENDA ITEMS

DATE: November 15, 2019

ITEM: Consent Agenda

RECOMMENDED ACTION: Approve

PRESENTED BY: Adam Green
                               Secretary

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

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

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

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

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

EAST TENNESSEE STATE UNIVERSITY
BOARD OF TRUSTEES

ACTION ITEM

DATE: November 15, 2019

ITEM: Approval of Minutes from September 20, 2019

COMMITTEE: Audit Committee

RECOMMENDED ACTION: Approve

PRESENTED BY: Rebecca A. Lewis, CPA
                               Chief Audit Executive

The minutes of the September 20, 2019 meeting of the Audit 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 September 20, 2019 meeting of the Audit Committee of the Board of Trustees is omitted, and the minutes are approved as presented in the meeting materials, provided that the Secretary is authorized to make any necessary edits to correct spelling errors, grammatical errors, format errors, or other technical errors subsequently identified.**

EAST TENNESSEE STATE UNIVERSITY
BOARD OF TRUSTEES
AUDIT COMMITTEE

MINUTES

September 20, 2019
Johnson City, Tennessee

The East Tennessee State University Board of Trustees Audit Committee met at 8:30 a.m. on Friday, September 20, 2019 at the Millennium Center.

I. **Call to Order**

David Golden, Vice-Chairman of the ETSU Board of Trustees and Chairman of the Audit Committee, called the meeting to order at 8:28 a.m.

II. **Roll Call**

Board of Trustees Secretary Adam Green led the roll call. Committee members in attendance were

David Golden, Chair
Dorothy Grisham

Other Board of Trustee members present were: Dr. Virginia Foley and Cristopher Santana.

III. **Approval of Minutes of the Audit Committee April 26, 2019**

The minutes for the April 26, 2019 Audit Committee meeting were reviewed. Trustee Grisham made a motion for approval, and Chairman Golden seconded the motion. The minutes were unanimously approved.

IV. **Adoption of Compliance Charter**

Chairman Golden introduced Ms. Ashley Leonard, compliance counsel for ETSU. Ms. Leonard explained that the newly formed Compliance Office that is part of the Office of University Counsel recently developed a charter in order to outline such things as its purpose, mission, authority, organizational oversight, professional standards, responsibilities, and how it coordinates with other functions on campus. The proposed Charter is similar to the one for the ETSU Department of Internal Audit. Chairman Golden noted that the most current draft of the charter now lists

ETSU Intercollegiate Athletics as a collaboration group on campus. The proposed charter has been reviewed by the Compliance Office, Internal Audit, and the Office of the President. Chairman Golden made a motion for approval, and Trustee Grisham seconded the motion. The Compliance Charter was adopted.

President Noland commented on how fortunate ETSU was in being able to recruit Ms. Leonard, and he also commended her for the staff that had been hired to work with her. He thanked the Audit Committee and staff for their guidance and support in creating this compliance unit.

V.   Annual Audit Plan for FY 2020

The audit plan for fiscal year 2020 has been completed. It includes carryover audits that were not completed by June 30, 2019 as well as some required audits, special requests, and investigations. Ms. Lewis explained that after those audits are determined, her office performs an analysis of risk-based audits that should be included in the plan. This already has been shared with Trustee Golden and President Noland due to the fact that FY 2020 began prior to the September committee meeting. Chairman Golden made a motion for approval, which included a ratification for the work already completed. Trustee Grisham seconded the motion. The audit plan was unanimously approved.

VI.   Audit Work Performed April through August 2019

From April to August 2019, the Department of Internal Audit completed five audits and two investigations. Three of those audits – an Executive Level Audit of Vice President for Academic Affairs, an audit of NACHA web transactions data security, and a timekeeping audit of the Families First program – had little or no findings.

An audit of third-party servers did note some concerns that are being addressed Due to the nature of Information Technology, the law allows for the entity conducting the audit to issue a limited official-use report that is sent to the department; a general purpose report was included in the audit committee materials.

An audit of ETSU's Department of Art and Design also took place. This audit stemmed from an investigation that occurred involving the department's Slocumb Galleries (*also on the Sept. 20 Audit Committee agenda to be discussed*). The audit of the department had three findings, with the most significant being that the visual resource center was charging for printing but the funds were not being deposited. These funds were used to pay for various expenses by the department. Ms. Lewis noted that some of these expenses would have been appropriate. However, other times expenses were paid for items that violated university policy.

Responding to a question from Trustee Grisham regarding the policy on deposits, Ms. Lewis explained that deposits of $500 or more must be deposited the same day and

within three days if the amount is less than $500. In the case of the Department of Art and Design, the money never was deposited. The audit staff were able to account for some of the money; however, Chairman Golden noted there was no evidence of fraud.

The Slocumb Galleries investigation began when a check from the Medical Education Assistance Corporation made payable to ETSU for the purpose of an artwork project for the Department of Pediatrics did not get deposited into the university bank account. Rather, the check was deposited into a student organization account. The investigation found that the director withdrew money from the student organization account to pay the artists of the project as well as other expenses not related to this project. This resulted in a comprehensive review of Slocumb Galleries. While there was no evidence of fraud, there were clear internal control weaknesses. Trustee Grisham asked if employees would be receiving training on proper procedures. Ms. Lewis indicated that training is being provided to staff.

The second investigation involved the university's Little Bucs and Child Study Center operations. There were concerns over the financial stability of both, particularly the Child Study Center. The audit team also completed a review of compliance with Department of Human Services (DHS) rules and regulations. Multiple violations were identified, with the most significant being supervision of children, safety, background checks, and sign-in/sign-out sheets.

A copy of the completed Audit Heat Map was presented to the committee.

VII. Recommendation Log Status as of August 31, 2019

The Internal Audit team has completed several follow-up reviews of prior recommendations. In all of the reviews, corrective actions have been taken (color coded as blue), or current actions are progressing in a timely fashion or are not yet due (color coded as green).

VIII. Report of Audit Functions for FY 2019

The format of the annual report from Internal Audit has been changed to reflect a more user-friendly format. The report shows completed audits and audit hours by functional area, which showed the majority of staff time being spent on Financial Management and Institutional/Academic Support. Audits in progress are also noted. Some key performance indicators have been added to reflect a comparison of the last two fiscal years. Chairman Golden expressed his appreciation to Ms. Lewis and her staff for the great report and for achieving the highest opinion with their recent Quality Assessment Review (QAR).

IX. Internal Audit Employee Profile

According to Ms. Lewis, the Board of Trustees must annually approve the salaries of those individuals working in the Department of Internal Audit. A table of salaries, along with the professional certifications and years of service, was provided in the meeting materials. Trustee Grisham made a motion for approval, and Chairman Golden seconded the motion. The profiles were unanimously approved.

X.   Internal Audit Operating Expenses

A copy of the operating budget for Internal Audit was presented to the committee. Chairman Golden asked Ms. Lewis to let the committee know if unforeseen circumstances were to arise and budget resources were not available for her and her team to do the work they need to do. Trustee Grisham followed up and told Ms. Lewis that the committee stands with her and wants her to have what she needs to do her job.

XI.   Other Business

There were no other business items. The committee meeting concluded at 8:45 a.m. and the committee moved into Executive Session.

EAST TENNESSEE STATE UNIVERSITY
BOARD OF TRUSTEES

ACTION ITEM

DATE: November 15, 2019

ITEM: Approval of Minutes from September 20, 2019

COMMITTEE: Academic, Research, and Student Success

RECOMMENDED ACTION: Approve

PRESENTED BY: Adam Green
                                   Secretary

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

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

> **RESOLVED: The reading of the minutes of the September 20, 2019 meeting of the Academic, Research, and Student Success Committee is omitted, and the minutes are approved as presented in the meeting materials, provided that the Secretary is authorized to make any necessary edits to correct spelling errors, grammatical errors, format errors, or other technical errors subsequently identified.**

EAST TENNESSEE STATE UNIVERSITY
BOARD OF TRUSTEES
ACADEMIC, RESEARCH, AND STUDENT SUCCESS COMMITTEE

MINUTES

September 20, 2019
Johnson City, Tennessee

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

I.   Call to Order

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

II.   Roll Call

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

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

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

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

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

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

        Dr. Wilsie Bishop, Senior Vice President for Academics, presented to the committee the Letter of Notification (LON) as the first step in the approval process for the proposed Master of Science in Prosthetics and Orthotics. Dr. Bishop stated there are no other master's level orthotics and prosthetics programs in Tennessee or the Appalachian region surrounding ETSU, and very few at public institutions throughout the United States. She said this program, along with the doctoral degree program in Occupational Therapy that is currently in the review process, will expand the services offered by the College of Clinical and Rehabilitative Health Sciences.

Dr. Bishop explained that following Committee and Board approval, the LON will go to the Tennessee Higher Education Commission (THEC) for review. Upon the completion of THEC's review process, President Noland be notified. Assuming that that the THEC recommendations are positive, the ETSU Board of Trustees should vote for final approval of the program in September 2020.

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

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

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

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

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

President Noland provided information and context for such a conversation explaining that in the 1980s the bulk of program start-up costs were paid for by the state. In contrast, today's program start-up costs are covered by institutional resources. He said that state structures are still geared toward the operating parameters of the 1980s. He reiterated that the boards of small private schools have the ability to approve programs, but that part of the state's focus is avoiding unnecessary duplication of academic programs. He suggested the idea of an expedited path to approval of "mission-germane" programs, such as those in the health sciences. He also noted that the Department of Computing now has a cybersecurity concentration because the university has the flexibility to approve concentrations. Dr. Noland also reminded the committee that THEC set a precedent for changing academic approval authority four years ago when it ceded approval of associate degrees and certificates at the community college level to the Tennessee Board of Regents.

Committee members reiterated their willingness to advocate for the university with THEC regarding this issue. Chair Latimer suggested asking that the issue of academic program approval processes be placed on the agenda of the next Board of Trustees Member Training that THEC organizes on a regular basis. She stated that she believes the other institutions' board members may agree. Committee members requested background information and statistics from the university in preparation for discussions with THEC, and President Noland said the university would provide a document with policy background and talking points.

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

V. Out-of-Cycle Tenure Actions

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

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

VI. Revised Student Code of Conduct Rule

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

- A resolution by the Student Government Association recommending the addition of a Medical Amnesty process within the Student Conduct Rule. Dr. Byrd said this would "allow for discretion in exempting students who call for help for (other) students who are impaired to potentially not be charged with drug- or alcohol-related policies." She said this is consistent with medical amnesty policies that other states in the South and nationwide are moving toward.
- Requirements associated with sexual misconduct hearing processes, rights, and responsibilities as outlined by Tennessee Public Chapter 980. Dr. Byrd said this would ensure due process for all individuals involved, and one of the biggest changes is allowing students to be represented by counsel when appearing before the university judicial board. Some of the changes are things the university has already been doing and will continue to do, such as providing training for the judicial board on an annual basis.

- Recommendations stemming from a Student Conduct review team, suggesting slight amendments and an addition to the list of violations. Dr. Byrd noted there are some slight changes that provide additional clarity to alcohol and drug violations as described in the packet. She noted one new policy relates to the possession of ammunition on campus and allows the university to address such cases as ammunition visible inside vehicles or residence hall rooms when no reasonable explanation is provided.

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

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

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

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

VIII. Chairs of Excellence Update

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

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

IX. ETSU Student Success Update

Dr. Joe Sherlin, Vice President for Student Life and Enrollment, delivered a presentation updating the Committee on four major reviews supporting the

institution's student success agenda, which have been underway since November 2018.

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

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

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

X.   Memorandum of Understanding with Ballad Health

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

Chair Latimer stated that the former Coordinating Council with Mountain States frequently cancelled meetings. President Noland added that partnership goes two ways and proposed that each meeting of the Academic, Research, and Student Success Committee include an agenda item to review highlights of council meetings

so that members could ensure that the meetings are occurring and have a sense of the pace and scale of activity. Committee members concurred.

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

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

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

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

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

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

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

There being no further discussion, Chair Latimer adjourned the meeting at 11:33 a.m.

EAST TENNESSEE STATE UNIVERSITY
BOARD OF TRUSTEES

ACTION ITEM

DATE: November 15, 2019

ITEM: Approval of the Minutes of September 20, 2019

COMMITTEE: Finance and Administration Committee

RECOMMENDED ACTION: Approve

PRESENTED BY: Nathan Dugger
                               Associate Secretary

The minutes of the September 20, 2019 meeting of the Finance and Administration 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 September 20, 2019 meetings of the Finance and Administration 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
FINANCE AND ADMINISTRATION COMMITTEE

MINUTES

September 20, 2019
Johnson City, Tennessee

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

I.   **Call to Order**

        Finance and Administration Committee Chairman Steve DeCarlo called the meeting to order at 9:51 a.m.

II.   **Roll call**

        Deputy Board Secretary Nathan Dugger called the roll and informed Chairman DeCarlo that a quorum was present. Trustees in attendance were:

        Steve DeCarlo
        Dorothy Grisham
        Scott Niswonger
        Kelly Wolfe
        Cristopher Santana (non-voting student member)

III.   **Approval of the Finance and Administration Committee Minutes of April 26, 2019**

        The Finance and Administration Committee Minutes of April 26, 2019, were approved as submitted, with Trustee Niswonger making the motion to approve and Trustee Grisham seconding. The motion passed unanimously.

IV.   **Approval of the Finance and Administration Committee Minutes of the Special Called Meeting on May 29, 2019**

        The Finance and Administration Committee Minutes of the Special Called Meeting on May 29, 2019, were approved as submitted, with Trustee Niswonger making the motion to approve and Trustee Grisham seconding. The motion passed unanimously.

V.   **Quillen College of Medicine Out-of-State Tuition Revision**

Dr. King presented a request for reduction in out-of-state tuition for Quillen College of Medicine beginning in Fall 2020. Currently, out-of-state students pay in-state tuition of $32,834 and an additional out-of-state tuition of $34,087 for a total tuition cost of $66,921. The out-of-state tuition is an additional cost of 104% of the in-state tuition.

The College proposes lowering the out-of-state component to 30% of in-state. If this had been implemented for Fall 2019, out-of-state students would pay an out-of-state fee of $9,850. The total cost of out-of-state would be $42,684 at the current fee rate. The College would retain the 30% additional fee for out-of-state moving forward. Should fees increase for Fall 2020, an out-of-state student would pay the in-state tuition plus out-of-state tuition calculated at 30% of the in-state.

King explained that tuition and fees only amount to 10% or less of Quillen's budget each year, so the implementation of this request would be negligible to the budget. She emphasized that it will help Quillen draw in a more diverse student body and allow the College to recruit more students from neighboring areas in North Carolina, Virginia, and Kentucky.

Dr. Bill Block, Dean of Quillen College of Medicine, underscored the importance of the impact the revision would have on Quillen's regional recruiting.

A discussion ensued about possible growth of Quillen College of Medicine and whether this tuition revision might help generate that growth.

Trustee Niswonger asked Dr. Block about his thoughts on the growth of the College. Dr. Block stated that he would be interested in growth and that he has requested that the Medical Student Education Committee analyze the current class size and what it could be. However, at this time, these discussions are in the exploratory phase as he does not yet have a commitment from faculty or clinical partners to increase the class size. Currently, the class size is 72 and there are approximately 2,000 applications per year (of which approximately 750 are in-state applicants).

Dr. Block emphasized that the out-of-state tuition revision would allow the College to take a regional approach to recruit, remain competitive, as well as help keep student debt in check, which is something the College's accrediting body considers.

Trustee Wolfe made a motion that the board approve the revision to the Quillen College of Medicine's Out-of-State Tuition as outlined in the meeting materials. Trustee Grisham seconded the motion, and it passed unanimously.

VI.   **Quarterly Reports on Agreements $250,000 or greater**

Dr. King provided the committee with a list of contracts and purchase orders that exceed $250,000, covering the time period of April-June 2019.

In addition, she explained to the Committee that with their approval, she will no longer report the State Building Commission (SBC) projects on this list in the future, as the SBC projects are approved through a state process and they were not presented to the Board in the past.

Trustee Grisham made a motion to approve the list, and Trustee Wolfe seconded the motion. The motion passed unanimously.

VII. **Capital Projects and Facilities Update**

Mr. Jeremy Ross, Chief Operating Officer, provided an update on select administrative projects including capital construction, planning, and campus safety.

Since this is a master planning year, he began with an overview of several philosophical principles that inform and drive planning. The first concept is archology, which brings together architecture and ecology, focusing on how the built environment should work with the natural environment instead of working against each other. He also pointed out an emphasis on implosion (meeting facility needs by working with existing buildings and facilities) rather than explosion (constructing new buildings to meet the needs).

Mr. Ross gave updates on the following:

- **Culp Center**: While this building is an example of modern (brutalist) architecture, Mr. Ross pointed out that the current renovations are transforming the monolithic, heavy building into a structure that incorporates curves, shapes, and light – using archology to create beautiful views of surrounding campus.
- **Martin Center for the Arts**: Currently under construction, this facility incorporates curvature in design, lighting features and other principles of archology to bring the outside in and create a welcoming, useful space for the university and the community.
- **Lamb Hall**: More information is to come on the $22 million renovation of this building. The University and the State are in ongoing conversations regarding how much of this project should be implosion and explosion.
- **Boulevard Commons**: A donor has contributed $1 million for this space to make it more dynamic, transforming it from a "sea of suburbia" to an area that emphasizes student experience through fire pits, outdoor fitness, plazas, and other engaging opportunities to create community.

- **Housing strategy (relating to Boulevard Commons)**: The University is currently looking at the entire housing master plan, including an approximate $50 million renovation over 10 years.
- **Millennium Center**: Exciting renovations of space in this facility enhance computer/cyber programs and complement the Niswonger Digital Media Center and provide opportunities for new students/enrollment growth.
- **Humanities Building**: The architecture has moved along, but the state level is asking for more planning/design data; the University has data consultants to justify the spaces needed.
- **Updating of classrooms**: New furniture and updates have enhanced many classroom spaces on campus.
- **Brown Hall**: Outdoor furniture, installation of a food truck, and pressure washing have transformed the courtyard of this building, drawing students, faculty and staff to congregate in the area.
- **Mini-Dome**: Renovations of this facility have made it a fine indoor practice facility that is utilized by ETSU Marching Band, Clemmer College's sports science program, and other athletics programs.
- **Baseball field**: Thanks to a gift from a donor, the parking lot was paved and more improvements are in the works for this facility, which is located at the gateway to the campus.
- **Signage**: Campus signage reflecting new branding has been installed.
- **Former book drop adjacent to Sherrod**: This space was transformed from a rarely used book drop to an outdoor eating area with food truck and seating.
- **Football field house**: The University utilized space formerly used to store construction materials for needed space for football.
- **Gilbreath Hall**: The oldest building on campus received welcoming updates, including new flooring and artwork.
- **Security cameras**: Through a state grant, the University will install improved security cameras with analytics.
- **Safety app**: The University is also introducing a new communication app that will be a tool for safety and information on campus.
- **Capital maintenance**: He presented our capital maintenance, at 7.6% and $73 million funded.

Trustee Niswonger thanked Mr. Ross for his presentation and suggested that he give this report annually to update the committee. He also asked Mr. Ross to provide more specifics on the timeframe and budget of two of the current projects including:

1. **Martin Center for the Arts**: Mr. Ross addressed some structural issues that had occurred during construction of the Martin Center, noting that that the Tennessee Board of Regents and the architect and engineering firms are still in discussion about payment for those issues. In the meantime, the structural issues have been resolved, and the Martin Center is slated to open in April 2020.

2. **Culp Center**: The entire renovation is set to be completed in 2020 and is currently under budget and on time. Mr. Ross said that since they are under budget, they are in the enviable position of discussing possible additions to the original project such as renovations to the Ballroom.

VIII. Profiles and Trends in Human Resources

Ms. Lori Erickson, Assistant Vice President for Human Resources, presented information about the Office of Human Resources and trends and profiles of the university's employment data. The presentation included an overview of trend size and type of workforce, salary information, employee satisfaction, and next steps.

- **Trend size and type of workforce**: Ms. Erickson presented the categories of employees at ETSU (as reported to the Integrated Postsecondary Education Data System), noting that there has been some growth in some categories and decline in others over the past five years. Growth has occurred among faculty, which can be partially attributed to the growth of the nursing program. Staff support has grown proportionately. Currently, full-time faculty provide 66% of all instructional hours. ETSU does rely on some adjuncts to provide the diversity of academic programs that the students demand.

- **Salary information**: At ETSU, 64% of expenditures go toward salaries and benefits. Ms. Erikson showed peer faculty salary comparisons, with ETSU ranking 17th of 20 "peer institutions" for faculty salaries. Ms. Erickson noted that the salaries on this chart are not adjusted for geographical location, and thus, can be misleading. She also pointed out that ETSU faculty salaries have gone up by 9.5% since 2012-2013, demonstrating ETSU's commitment to investing in salaries to try to grow them. For staff salaries, ETSU was last among the 20 "peer institutions." However, the percentage of change for ETSU's staff salaries since 2012-2013 was 12.7%. Ms. Erickson again emphasized that the "peer institutions" to which ETSU is compared are misleading because they are not the institutions that we would traditionally consider peers. She noted that a consultant will be working with the University to provide a better list of peer institutions for future comparisons. She also noted that in the past year, the University increased its minimum pay from $8.61/hr. to $9.25/hr. so that a family of four is no longer under the poverty line.

- **Employee satisfaction**: Ms. Erickson reported that ETSU's turnover for the current year is 11.3%, which is higher than the historical turnover rate of 7.6%. She noted that the higher turnover rate can be attributed to Baby Boomers retiring from the workforce, adding that the University is/will lose a lot of institutional knowledge and is doing succession planning to offset this. She also noted that ETSU's turnover rate is low compared to private industry and that ETSU employee longevity is impressive, with almost half of the workforce with at least 10 years of service and more than 100 employees with more than 30 years of

service. In addition, according to the "Great Colleges to Work For" survey, ETSU's average score is up over a five-year period. The only category that experienced decline is "Facilities," which Ms. Erickson said can be directly attributed to the renovation of the Culp Center. The University expects that score will move up substantially when renovations are complete.

- **HR Next Steps**: The Office of Human Resources is developing its first-ever strategic plan. Goals include providing better service from hiring to benefits and professional/development training. Ms. Erickson also noted that the university would be working with a compensation consultant and also is implementing a Business Partner Model, focusing on recruitment of employees.

At the conclusion of Ms. Erikson's report, a discussion ensued about how to recruit a diverse workforce and draw people to the area. Trustee Niswonger pointed out that the $9.25/hr. minimum was low and this could have an effect on retention. Trustee Wolfe asked if there was a way to increase that amount. Mr. Ross said they were looking into ways to continue to improve salaries. Mr. Ross and Ms. Erikson pointed out that part of that effort is capitalizing on the region's assets, including lifestyle, schools, low cost of living, tuition benefit and more.

IX.   **Foundation Overview**

Dr. King presented an overview of the ETSU Foundation, including changes in investment managers, investment performance, expenditures and transfers to the University, and the recently launched comprehensive campaign.

- **Change in investment managers**: Dr. King explained that after splitting the Foundation's portfolio between two different investment managers, the Foundation realized that one investment manager was performing better and that the cost of the investments was lower. Therefore, in Spring 2019, the Foundation decided to consolidate into one firm – Goldman Sachs in Atlanta.
- **Investment performance & Expenditures and Transfers to the University**: Dr. King informed the Committee that the Foundation Board approved a 2/3/4 earnings distribution for FY19 and FY20. Trustee Niswonger commented that the approach was very conservative. Dr. King noted that ETSU Foundation was one of the few institutions nationwide who were generating spend dollars during 2007 and 2008. She noted that FY19 required distribution was $2.8M to the Endowment and $876,000 to the Unrestricted Fund, totaling $3.7 million. FY20 distribution will be $2.9M to the Endowment and $900,000 to the Unrestricted Fund, totaling $3.8M. Trustee Niswonger noted that this sounded right. Chairman DeCarlo also asked if the Foundation was allowed to take on debt, commenting that it was a good time to do so. Dr. King explained the process of the state's bonding authority, TSSBA, taking bonds to market.

- **Comprehensive Campaign**: Dr. King noted that the University launched its comprehensive campaign this year and indicated that members of the Committee and Board would be getting a campaign notebook from her office.

  As part of the discussion, Dr. King also introduced members of the ETSU Advancement staff, complementing them for their significant role in the growth the Foundation has seen.

  Chairman DeCarlo asked how often the Foundation presentation would be made to the Finance Committee. The consensus was that an annual presentation at the September meeting would be ideal.

X.   Adjournment

Chairman DeCarlo adjourned the meeting at 11:36 a.m.

EAST TENNESSEE STATE UNIVERSITY
BOARD OF TRUSTEES

ACTION ITEM

DATE: November 15, 2019

ITEM: Policy Development and Administrative Rulemaking

COMMITTEE: Finance and Administration Committee

RECOMMENDED ACTION: Approve

PRESENTED BY: Mark Fulks
                                 University Counsel

Dr. Mark Fulks will present the new Policy Development and Administrative Rulemaking policy for East Tennessee State University. The policy formalizes the existing policy process while creating an informal policy office (the office of university compliance) to work with originators and sponsors on shepherding policies through the process. The public comment period for this proposed policy ran from September 30, 2019, through October 9, 2019, and Academic Council and University Council approved the proposed policy in their October meetings.

This new policy complies with the Board of Trustees' delegation of authority to the President and the university's shared governance model. The policy also expressly states compliance with Tennessee's Uniform Administrative Procedures Act when promulgating administrative rules.

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

    Policy Development and Administrative Rulemaking

Policy Development and Administrative Rulemaking	
Responsible Official: University Counsel	Responsible Office: Office of University Compliance

Policy Purpose

This policy provides the university-wide procedure for the development, revision, and review of all university policies and procedures. This policy also provides the authority for East Tennessee State University to promulgate administrative rules under the Tennessee Uniform Administrative Procedures Act.

Policy Statement

All written policies and procedures or administrative rules submitted for review and approval by the East Tennessee State University Board of Trustees or its President must be developed or revised in a transparent, collaborative, and efficient manner. University policies and procedures or administrative rules must be clearly written, accessible to the university community, and periodically reviewed.

Authority: Tenn. Code Ann. §§ 4-5-202, 4-5-206, and 4-5-211

Definitions

Academic Council: An advisory body to the Provost that reviews, recommends, or approves university policies that affect academic issues.

Administrative Rule: Any ETSU regulation, standard, statement, or document of general applicability that is not a policy that describes the procedure or practice requirements of an agency; or implements, prescribes, or interprets an enactment of the general assembly or congress or a regulation adopted by a federal agency. Administrative rule includes the establishment of a fee, the amendment or repeal of a prior rule, and ETSU statements that relate to the discipline or housing of students. Administrative rule does not include general policy statements that are substantially repetitious of existing law or ETSU statements that relate to admission, graduation, or curriculum of ETSU students.

Approval Date: The date the Board of Trustees or President approves a policy.

Comment Period: A 14 calendar day period during which students, employees, and others may comment on a proposed new policy or revised policy or procedure.

Effective date: The date a policy or procedure goes into effect. Unless otherwise stated, the effective date will be when the office of university compliance posts the policy on the university webpage, thereby providing notice to the university community.

Emergency policy: A temporary memorandum policy enacted by the President when extraordinary circumstances require immediate action.

Originator: The person(s) assigned to draft and develop a policy or procedure.

Policy Template: A standardized guidance document with a proper outline and format for policies and procedures.

Procedures: Specific methods and processes for implementing university policies.

Office of University Compliance: For purposes of this policy, the Office of University Compliance is the university department responsible for offering guidance to a policy originator, ensuring a legal review of draft policies occurs and reviewing policies for accuracy, clarity, and consistency as well as ensuring compliance with this policy and procedure. This office is located in the Office of University Counsel.

Sponsor: A member of the Academic Council or University Council responsible for a policy.

Stakeholder: University units or positions that are particularly impacted by a university policy and procedure. Stakeholders may include faculty senate, staff senate, student government association, or other operational stakeholders.

Substantive Revision: Changes that alter the intent, scope, meaning, or application of a university policy or procedure.

Technical Correction: A change that does not alter the intent, scope, meaning, or application of a university policy or procedure. For example, job titles, department names, responsible personnel, grammatical errors, format revisions, hyperlink updates, policy renumbering and changes in statutory or regulatory citations.

Unit Rule: A written directive that applies to a specified academic, administrative, or other unit of the university and governs a process that is unique to that unit. Unit rules may be referred to by various names which include but are not limited to as department rule, department guideline, department policy, by-law, charter, regulation, handbook, standard operating procedure or statement of standards.

University Council: An advisory body to the President.

University Policy: A guiding principle that addresses the governance or internal management inherent in carrying out the mission of the university that does not affect private rights, privileges, or procedures available to the public. Unless a policy explicitly states otherwise, it is binding on all students, faculty, and staff.

Policy History

Effective Date:
Revision Date:

A. Policy and Procedure Approval Process

    1. Policy Requests

        a. Any student or university employee may submit a written or verbal request to develop a new university policy or procedure or revise an existing policy or procedure by submitting the request to a sponsor for the university.

        b. The sponsor may assign an originator to draft or revise the proposed new or revised policy or procedure and notify the Office of University Compliance of the appointment.

        c. The Office of University Compliance begins monitoring the progression of the policy development or revision and works with the originator and sponsor to progress the policy or procedure to completion.

    2. Policy Drafting

        a. Originator Responsibilities

            (1) The originator is the primary drafter and reviewer of a new or revised policy or procedure.

            (2) The originator contacts the Office of University Compliance for the policy template. The originator periodically consults with the Office of University Compliance throughout the drafting and approval process.

            (3) For policies to be approved by the President, the originator and all reviewers must use the edit and track ("track changes") feature on draft policy documents so that those reviewing the draft policy can readily identify all changes and comments to the draft.

                a) The Office of University Compliance, in consultation with the sponsor, may waive this requirement if the policy revision constitutes a substantial rewrite of the policy or procedure.
                b) If a waiver is authorized, the draft must include comments explaining differences and similarities with the existing policy.
                c) Waivers should be limited to substantial rewrite and where use of the edit and track feature would create a document lacking clarity.

            (4) Microsoft Word's "track changes" function must not be used for policies or procedures that go before the Board of Trustees.

                a) Use lines ("strikethrough" function) through all language to be deleted.
                b) Underline any added language to indicate the changes being made.

            (5) The originator must include stakeholders impacted by the policy or procedure in the

drafting process.

    (6) Once the originator has completed a draft, the originator sends the policy draft to the Office of University Compliance.

b. Office of University Compliance Responsibilities

    (1) The Office of University Compliance reviews the policy for clarity and ensures consistency with other policies and procedures. The Office of University Compliance also ensures the university's legal counsel conducts a legal review of the policy draft.

    (2) Once the policy review has been completed by the originator and Office of University Compliance, the Office of University Compliance submits the policy and procedures for public comment.

3. 14-day Comment Period

a. The Office of University Compliance advertises the proposed or revised policy and procedure for a 14-day comment period.

b. The President or their designee may extend the comment period for extraordinary circumstances.

c. When a policy or procedure is posted for a 14-day review, all Academic Council and University Council members have a responsibility to encourage their respective colleagues and staff to review and comment on the new or revised policy.

d. Upon completion of the 14-day comment period, the Office of University Compliance provides all received comments to the originator.

e. Within 30 calendar days of receiving all comments, and in cooperation with the Office of University Compliance, the originator evaluates all comments and revises the policy or procedure as needed.

f. The originator and Office of University Compliance submits the draft policy to the sponsor. A short joint memorandum summarizing the comments received, revisions made, and any remaining legal or other issues accompanies the draft.

4. Academic Council or University Council Review and Approval

a. The sponsor or their designee present the draft policy or procedure to Academic Council or University Council for review.

    (1) Academic Council reviews all draft policies and procedures that are specifically academic in nature, including but not limited to policies and procedures related to faculty, promotion and tenure, academic freedom, catalogs, curriculum, and research.

    (2) University Council reviews all other draft policies and procedures.

b. After reviewing the draft, Academic Council or University Council may make one of the following recommendations:

    (1) Approve the policy and procedure and forward it to the President or Board of Trustees, as appropriate, for review and approval.

    (2) Return the policy and procedure to the originator for further work, with instructions on the changes needed.

    (3) Reject the policy and procedure.

5. Presidential and Board of Trustees Review and Approval

a. The President or the Board of Trustees approve the new or substantively revised policy and procedure as submitted, request revisions, or reject the policy or procedure.

b. Neither the President nor the Board of Trustees need to approve a technical correction of a policy or procedure.

6. Posting of an Approved Policy or Procedure

a. The President's Office notifies the Office of University Compliance when the President or Board of Trustees approves a policy or procedure.

b. The Office of University Compliance posts the approved policy or procedure on the Policy website and notifies the university community.

B. Time Considerations

1. The Originator, Sponsor, President, and Board of Trustees may review and take any action on a proposed new or revised policy or procedure at anytime.

2. The timing of the review and approval process for new or revised policies rests exclusively with the Board of Trustees or President. However, both entities should provide sufficient time for:

a. Stakeholders in the university community to provide comments regarding the proposed policy or procedure; and

b. Meeting publication deadline dates of university issued handbooks or manuals.

C. Policy and Procedure Technical Corrections

1. The Board of Trustees has delegated to the President the authority to enact technical corrections, as defined in the Definitions.

2. The originator may recommend technical corrections to the sponsor. The originator provides a tracked version of the policy and procedure to the sponsor.

3. The sponsor provides the Office of University Compliance a tracked version of the proposed technical correction. The Office of University Compliance reviews the proposed technical correction to determine if the change is technical or substantively alters the policy or procedure.

   a. If there is a disagreement between the originator and Office of University Compliance as to whether a revision constitutes a technical correction, the matter is evaluated by the sponsor and President.

   b. The President has the final authority on whether the revision constitutes a technical correction.

4. If the Office of University Compliance determines that the proposed technical correction does not substantively alter the policy or procedure, the Office of University Compliance posts the corrected policy on the university policy page.

5. The approval of technical corrections to a policy does not constitute the enactment of a new or revised policy, and it does not change the approval or effective dates of such policies.

D. Emergency Policy

1. When the President determines that emergency policy action is required, the President may enact new policies, revise existing policies, or suspend existing policies.

2. When the President takes emergency policy action, the President issues a written memorandum outlining:

   a. the reasons emergency action is required;

   b. any applicable emergency procedures;

   c. the anticipated duration of the emergency policy; and

   d. if applicable, any other policies that will be affected by the enactment of the emergency policy.

3. The President may issue this emergency policy without prior consent or approval of any university unit. However, when an emergency policy has been issued, the President must notify Academic Council and University Council.

4. Emergency policies do not require a 14-day comment period.

5. Once enacted, the Office of University Compliance immediately publishes the emergency policy on the university policy website. The Office of University Compliance also sends an email notice to the university community regarding the emergency policy.

6. Following issuance of the emergency policy, the President presents the policy to the Board of Trustees at the first available opportunity.

7. After consulting with the President, the Board of Trustees has the authority to affirm, modify or rescind the emergency policy.

8. The emergency policy must be in effect only for the duration of the emergency, not to exceed one year.

E. Unit Rules

1. Given the size, complexity, and numerous academic, administrative, and other units of the university, it is necessary for units to develop unit-specific rules, as defined in the Definitions. Unit rules and procedures provide additional detail to employees to efficiently and effectively operate within respective university units.

2. Unit rules must be consistent with the intent and purpose of university policy and relevant law.

3. Recommendations for new or revised unit rules go through the unit's established procedures for addressing new rules.

4. Senior administrators are responsible for ensuring the distribution of new unit rules and procedures to all employees in the department.

5. A new unit rule that is properly adopted based on individual units' adoption processes is binding on all employees and students within the relevant unit for which it is developed.

F. Policy Review and Maintenance

1. Sponsors are responsible for reviewing and addressing the policy needs of their respective departments.

2. The Office of University Compliance maintains the policy website or manual as well as a policy archive.

3. The Office of University Compliance coordinates the regular review of university policies. Whenever possible, a policy is reviewed every five years after it becomes effective and every five years after that. The sponsor reviews policies to assess whether policies remain:

   a. in compliance with applicable laws, regulations, etc.;

   b. consistent with other university policies;

   c. current with policy format, personnel, positions, and entity information; and

   d. relevant to the needs of the university and its mission.

G. Obsolete Policy or Procedure

1. A student, staff member, or faculty member who believes a university policy is no longer needed may recommend to the Office of University Compliance that the policy is removed.

2. The Office of University Compliance informs the sponsor of the recommendation.

3. A sponsor reviews the recommended deletion with the university's legal counsel.

4. Following a legal review, the sponsor presents a written recommendation to Academic Council or University Council that a policy or procedure should be deemed obsolete. The written recommendation includes the reasons the sponsor believes the policy is obsolete.

5. Academic Council or University Council approves or denies the recommendation and notifies the Office of the President. If the deletion is approved, the Office of the President notifies the Office of University Compliance.

6. When notified of a policy deletion, the Office of University Compliance removes the policy from the university policy website and sends an email to all university community members notifying of the deletion.

H. Administrative Rulemaking Requirement

1. When required, the University enacts an administrative rule consistent with Chapter 1360- 01- 02, Filing of Rules pursuant to Title 4, Chapter 5, of the Tennessee Uniform Administrative Procedures Act.

2. On July 1 of every year, the University submits a list of all adopted policies to the chair of the Tennessee senate and house government operations committees, including a summary of the policy and the university's justification for adopting a policy instead of promulgating a rule.

Procedure History
Effective Date:
Revision Date:

Related Form(s)

Scope and Applicability

Primary: Governance, Academic, Students, Employment
Secondary: Information Technology, Health and Safety, Business and Finance, Operations and Facilities, Communications & Marketing, Advancement

EAST TENNESSEE STATE UNIVERSITY
BOARD OF TRUSTEES

ACTION ITEM

DATE: November 15, 2019

ITEM: Revisions to the FY 2019-2020 Audit Plan

COMMITTEE: Audit Committee

RECOMMENDED ACTION: Approval

PRESENTED BY: Rebecca A. Lewis, CPA
                                Chief Audit Executive

Ms. Lewis will provide a listing of additions and deletions to the fiscal year 2019-2020 audit plan since the last meeting.

Additions

FWA 20-05 – Investigation concerns received by Internal Audit
FWA 20-06 – Investigation concerns received by Internal Audit

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

> **RESOLVED: The revisions to the Audit Plan for 2019-2020 are approved as presented in the meeting materials.**

EAST TENNESSEE STATE UNIVERSITY
BOARD OF TRUSTEES

INFORMATION ITEM

DATE: November 15, 2019

ITEM: Stacked Credential Pathways: ETSU Nursing

PRESENTED BY: Wendy Nehring
                         Dean, College of Nursing

Dr. Nehring will provide an overview of the history of the College of Nursing's innovative accelerated LPN-BSN program. She will detail the origins of the program, it's growth in the past year, and future plans. This program serves as an example of University and college level efforts to meet emerging workforce needs across the State of Tennessee.

Stacked Credential Pathways: Nursing
Wendy M. Nehring, Dean

COLLEGE *of* NURSING
EAST TENNESSEE STATE UNIVERSITY

Accelerated LPN to BSN Administration

Dr. Melessia Webb, EdD, RN
Associate Dean
Undergraduate Programs

Ms. Tabitha Quillen, MSN, RN
Director, Post-Licensure Programs
Undergraduate Programs

Ms. Kacie Hauldren, MSN, RN
LPN to BSN Coordinator
Undergraduate Programs

Journey to Innovation

- Statewide tour to Community Colleges and Tennessee Colleges of Applied Technology (TCATs) to recruit for RN-BSN program in summer 2017.
- Strong student demand for LPN-BSN program easily accessible and affordable was finding from tour. Told on tour and confirmed with needs assessment.
- Dr. Webb and Ms. Quillen developed a hybrid accelerated program with 23 hours of articulation credit based on LPN program and four semesters in length in consultation with Ms. Hauldren who was at the Elizabethton TCAT LPN program at the time. She is now with ETSU.

Journey to Innovation - 2

- Worked with THEC to obtain site codes.
- Only public university in Tennessee to offer an LPN-BSN program.
- Applications came in the first day students could apply.
- First cohort was Fall 2018 with 59 students across three sites.
- Site liaisons identified for each site.

Accelerated LPN-BSN Program in cooperation with TCATs

• F2018: Johnson City, Crossville, and Nashville

Accelerated LPN-BSN Program in cooperation with TCATs

• F2018: Johnson City, Crossville, and Nashville
• S2019: Erlanger Hospital

Accelerated LPN-BSN Program in cooperation with TCATs

- F2018: Johnson City, Crossville, and Nashville
- S2019: Erlanger Hospital
- Su2019: Shelbyville

Accelerated LPN-BSN Program in cooperation with TCATs

- F2018: Johnson City, Crossville, and Nashville
- S2019: Erlanger Hospital
- Su2019: Shelbyville
- F2019: Sevierville and Newbern

Accelerated LPN-BSN Program in cooperation with TCATs

- F2018: Johnson City, Crossville, and Nashville
- S2019: Erlanger Hospital
- Su2019: Newbern and Shelbyville
- F2019: Sevierville
- S2020: planned Vanderbilt Health System and Pulaski

Accelerated LPN-BSN Program in cooperation with TCATs

- F2018: Johnson City, Crossville, and Nashville
- S2019: Erlanger Hospital
- Su2019: Newbern and Shelbyville
- F2019: Sevierville
- S2020: planned Vanderbilt Health System and Pulaski
- Four additional sites planned; Athens, Ripley, McMinnville, & Livingston

Today…

- Inquiries about the program continue to come in at a large volume. This summer I was told there were 1000 inquiries per week.

- Inquiries have come from as far away as South Korea.

- 94 students enrolled in this program this fall which is just short of the number we enroll in the traditional BSN program here on main campus.

- There are 261 students enrolled currently in the program.

- 178 applications have currently been submitted for Spring 2020. 78 are from the Crossville area.

- Provide THEC with summary of outcomes each semester.

- The state is experiencing a nursing shortage, especially in rural areas and we are addressing a workforce need. Researchers have proven that BSNs provide better care and LPNs want to improve their opportunities.

EAST TENNESSEE STATE UNIVERSITY
BOARD OF TRUSTEES

INFORMATION ITEM

DATE: November 15, 2019

ITEM: Strategic Plan Progress Update and KPI Review

PRESENTED BY: Dr. Mike Hoff
                                   Chief Planning Officer

Oversight of the implementation of the university strategic plan is a primary role of the Board of Trustees. In order to facilitate that role, the Board will receive regular updates on the strategic plan and accompanying metrics. Dr. Mike Hoff will provide an update to the strategic plan with a focus on reviewing the institution's performance relative to the Key Performance Indicators agreed upon in November 2018. Student success is improving but we still struggle with enrollment. Additionally, this presentation will include a deep-dive on research metrics. This presentation will also provide detail about the university's performance in the Tennessee Outcomes Based Funding Formula for the current year. As background these are the agreed upon KPIs and we have attached the materials shared previously, including the KPI dashboard.

   I.   Student Experience
             Applications
             Enrollment by level and type

   II.   Diversity
             Gender and Race/Ethnicity
                Enrollment
                Graduation Rates
                Staff/Faculty

   III.   Empowering Employees
             Great Colleges to Work For – Favorable Percent
             Voluntary Staff Turnover Rate

   IV.   Excellence in Teaching
             Graduation Rate
             Faculty Size by Type
             Student-to-Faculty Ratio

V. Research and Grant Activity
   Value of Proposals Submitted
   Awards Received
   Value of Research Expenditures
   Total Value of Research and Sponsored Programs Activity

VI. Regional Stewardship
   Total Service Hours
   Patient Encounters
   Total Funds Raised
   Percent Alumni Giving

EAST TENNESSEE STATE UNIVERSITY
BOARD OF TRUSTEES

INFORMATION ITEM

DATE: November 15, 2019

ITEM: Update on Access and Success TRIO Programs

PRESENTED BY: Joe Sherlin
                                   Vice President for Student Life and Enrollment

                                   Ronnie Gross
                                   Executive Director, TRIO Programs

Dr. Ronnie Gross, Director of TRIO Programs, will provide an update of the TRIO programs. The Federal TRIO Programs (TRIO) are strategically designed outreach and student services programs designed to identify and provide services for individuals from disadvantaged backgrounds. TRIO includes seven programs targeted to serve and assist low-income individuals, first-generation college students, and individuals with disabilities to progress through the academic pipeline from middle school to post-baccalaureate programs. Staff's presentation to the board will focus on describing program intervention strategies, program services and student performance outcomes.

TRIO
Frequently Asked Questions

What are TRIO Programs?
- Federally funded by the U.S. Department of Education
- At least two-thirds of participants must qualify as low-income and first generation
- Low-income – family taxable income for a family of four is $38,625 add or subtract $6,480 for each individual
- First-Generation – neither parent has attained a baccalaureate degree
- Designed to serve middle and high school students, college students, adults, and veterans

Why do TRIO Programs work?
- Structurally integrated into college campuses
- Intensive, individualized programming
- Well-established, consistent funding source (50+ year history)
- Non-bureaucratic (direct service to students)
- Relationship-driven services: A majority of TRIO Programs professionals faced and overcame similar barriers facing their students

Are TRIO Programs really effective?
- An estimated 5 million TRIO students have graduated from college
- TRIO protects the federal investment in student financial aid
- TRIO has helped reduce federal student loan default rates by helping low-income Americans understand their financial aid obligations
- TRIO is cost-effective
- TRIO participants predominately attend four-year colleges and are less likely to attend proprietary or two-year schools

What distinguishes TRIO Programs?
- Provide opportunity and break the cycle of poverty
- Integration into the higher education system
- Provide tools and orientation to move individuals to economic independence
- Serve to improve higher education and make it more reflective of society
- TRIO Programs are focused on the attainment of a college degree, not artificial assistance or support

TRIO Upward Bound

- 967 projects serving 70,914 students nationally - $355.5 million
- Prepare high school students for higher education
- Academic instruction in literature, composition, mathematics, foreign languages, and laboratory sciences on Monday nights during the school year and six weeks during the summer
- Tutoring, counseling, mentoring, cultural enrichment, career work-study programs, and education or counseling services designed to improve students' financial and economic literacy

ETSU TRIO-UPWARD BOUND

BACKGROUND - First funded in 1983, the ETSU Upward Bound Johnson City (UBJC) program serves 104 low-income, first-generation students from Cloudland, Elizabethton, Hampton, Happy Valley, Johnson County, Unaka and Unicoi County high schools. First funded in 1999, the ETSU Bristol Upward Bound (UBB) program serves 52 students from Science Hill, Sullivan Central, and Sullivan East high schools. First funded in 2007, the ETSU Kingsport Upward Bound (UBK) program serves 52 students from Dobyns-Bennett, Sullivan North, Sullivan South and Tennessee High secondary schools. Upward Bound helps young students prepare for higher education. Participants receive instruction in literature, composition, mathematics, and science after school on college campuses on Monday nights and during the summer. ETSU hosts three Upward Bound programs (Johnson City, Bristol, and Kingsport). The three programs combine to serve 208 students from 14 high schools in Carter, Johnson, Sullivan, Unicoi, and Washington counties.

SERVICES - Weekly visits with students in their schools during academic year; Monthly grade-specific informational sessions during the academic year on campus; Six-week summer residential program; Preview curriculum during summer residential component; Bridge Program, Career Work-Study Program; Individualized tutoring; On-line tutoring; Academic advice and assistance; Assistance in completing college admission, financial aid, and scholarship applications; Assistance in preparing for college entrance examinations (ACT); Exposure to college campuses as well as cultural events, academic programs, and other sites or activities not usually available to disadvantaged youth; Guidance on secondary re-entry or entry to other programs leading to a secondary school diploma or its equivalent; Economic and financial literacy programming; Mentoring; & Personal and career counseling

TARGET SCHOOLS - UB Bristol – Science Hill High, Sullivan Central High, Sullivan East High; **UB Johnson City -** Cloudland, Elizabethton, Hampton, Happy Valley, Johnson County, Unaka and Unicoi County high schools; **UB Kingsport –** Dobyns-Bennett High, Sullivan North High, Sullivan South High, Tennessee High

TRIO Upward Bound Math Science

- 212 projects serving 13,184 students nationally - $67.6 million
- Prepare high school students for higher education
- Students who have demonstrated interest and capacity to pursue academic programs and careers in mathematics and science

ETSU TRIO-UPWARD BOUND Math Science (UBMS)

BACKGROUND - First funded in 2012, the ETSU UBMS program serves 62 students from Cloudland, Elizabethton, Hampton, Happy Valley, Johnson County, Unaka and Unicoi County high schools. Upward Bound Math Science helps prepare high school students for postsecondary education programs that lead to careers in the fields of math and science. UBMS students have demonstrated interest and capacity to pursue academic programs and careers in mathematics and science. Participants receive instruction and tutoring in literature, composition, mathematics, and science after school and during the summer.

SERVICES - Academic advice and assistance, Advanced math and science course offerings, Assistance in completing college admission and financial aid and scholarship applications, Assistance in preparing for college entrance examinations Bridge Program, Career Work-Study program, Exposure to college campuses as well as cultural events, academic programs, and other sites or activities not usually available to disadvantaged youth, Guidance on secondary reentry or entry to other programs leading to a secondary school diploma or its equivalent, Individualized tutoring,
Mentoring programs, Monthly Academic Grade-Specific academic sessions during the academic year, On-line tutoring, Personal and career counseling, STEM courses, workshops, and seminars, Six-week summer residential program

TARGET SCHOOLS - Cloudland, Elizabethton, Hampton, Happy Valley, Johnson County, Unaka and Unicoi County high schools

2018-2019 UB/UBMS Participant Outcomes
- 93.0% 2.5 GPA or higher
- 65.6% proficient in English AND Mathematics
- 100% of seniors have completed a rigorous curriculum and have graduated from high school
- 76.2% enrolled in a postsecondary education program
- 53.25% of the 2012 cohort obtained a bachelor's degree

TRIO-UPWARD BOUND OTHER PERFORMANCE MEASURES
Over sixty-two percent (62.4%) of the ETSU Upward Bound Bridge students have graduated from college.

(National six-year graduation rate range for this demographic = 13%)

TRIO Student Support Services

- 1,069 projects serving 202,880 students nationally - $322.6 million
- College undergraduates – low-income, first generation and/or students with disabilities to stay in college until they earn a baccalaureate degree

ETSU TRIO-STUDENT SUPPORT SERVICES

BACKGROUND - The ETSU Student Support Services program (SSS) began in 1976. For the 2019-20 fiscal year, the SSS program received a $336,234 grant from the U.S. Department of Education to serve 225 students. The program provides eligible students with peer tutoring, mentoring, academic and career coaching, personal counseling, and college survival skills. The program provides students with the academic help needed to get the most out of their classes by offering individual tutoring in general education core classes. The SSS program has two unique components named **NEXUS** and **FOCUS.**

NEXUS is a component of the ETSU SSS program designed to assist traditional-aged freshmen in adjusting to ETSU. Students must meet the same qualifications as those needed to qualify for SSS. Services are especially geared for the needs of new traditional-aged freshmen. **NEXUS** recognizes and respects individuals for their uniqueness while appreciating the common concerns new college students' experience.

FOCUS is a component of the ETSU SSS program designed to help sophomore, junior, senior, transfer, and nontraditional freshmen students make meaningful career decisions, succeed academically, and stay focused on the goal of earning a college degree. Services for eligible students include career, personal, and academic counseling, job shadowing, career peer mentoring, individual peer tutoring, personality assessments, resume assistance, and graduate school admission application assistance. The program is committed to helping students achieve their academic and career goals.

SERVICES - Individual Peer Tutoring, one-to-one, in General Education Core Courses, Financial and Economic Literacy, Difference Education Panel sessions, Graduate School Admission Application Assistance, Peer Career Mentoring, Personal and Career Counseling, Educational and Cultural activities

TRIO-SSS CAMPUS PARTNERS - Admissions , Adult, Commuter, and Transfer Services, Center of Excellence for Early Childhood Learning & Development, Center for Academic Achievement, College of Business and Technology, Counseling Center, Department of Literature and Language, Disability Services, Financial Aid, Housing and Residence Life, Multicultural Center, New Student and Family Programs, Registrar, Roan Scholars Program, Undergraduate Student Success, University Advisement, University Career Services, Veterans Affairs

TRIO-SSS COMMUNITY PARTNERS - First Tennessee Bank (Robert Davis & Jason Story), Johnson City Community Theatre (Amelia Pearson), Johnson City Transit, Northeast State Community College TRIO Programs (Virginia Reed), Pellissippi State Community College

TRIO Programs (Venetia Williams), Tusculum University TRIO Programs (Jeanne Stokes and Rachael Barnett), Walters State Community College

TRIO-SSS GRANT PERFORMANCE MEASURES

Over ninety percent (88.89%) of project year 2018-19 participants were enrolled in Fall 2019

Over ninety-five percent (95.87%) of 2018-19 participants were in good academic standing

Over sixty percent (60.42%) of the 2012-13 cohort have graduated

<p style="text-align:center">TRIO Veterans Upward Bound</p>

- 62 projects serving 8,157 veterans nationally - $18.35 million
- Short-term remedial and pre-college courses for military veterans to help them to successfully transition to post-secondary education
- Secure support from Veterans Administration, veterans associations, scholarships from TRIO professional associations, and various state and local agencies that serve veterans

<p style="text-align:center">ETSU TRIO-VETERANS UPWARD BOUND</p>

BACKGROUND - Started in 1980, the ETSU Veterans Upward Bound program serves 125 low-income, first-generation military veterans from Carter, Greene, Hawkins, Johnson, Sullivan, Unicoi and Washington counties in Tennessee; and Scott and Washington counties in Virginia. The ETSU Veterans Upward Bound program provides short-term remedial courses and pre-college preparatory courses for veterans to help them successfully transition into postsecondary education. Veterans learn how to secure support from available resources such as the Veterans Administration, veterans associations, and various state and local agencies that serve veterans. Main office – VA campus Classes offered at main campus and ETSU at Kingsport (Allendale)

SERVICES - Assistance with financial aid and college admissions applications, College exploration and college survival, Mentoring, Personal and career counseling, HiSET instruction, Pre-college instruction

CAMPUS AND COMMUNITY PARTNERS

<u>**Community Organizations**</u> - James H. Quillen VA Mountain Home Medical Center (VAMC), VAMC Health Services (Social Workers), VAMC Domiciliary Administration, VA Vocational Rehabilitation and Employment (VR&E), VAMC Homeless Office, Johnson City Vet Center, Eight Local US Army Armories, Northeast Tennessee County Veterans Service Office, Sullivan County Public Library, Carter County Public Library, Unicoi County Public Library, Hawkins County Library System, American Job Centers, Smokey Mountain Tennessee Reconnect Community Grant, Johnson City and Kingsport Salvation Army, Northeast Tennessee Employment Offices, AB&T, Tennessee Vocational Rehabilitation and Employment, Johnson City Manna House, Northeast Tennessee Workforce Board

<u>**Local Postsecondary Institutions**</u> -

<u>East Tennessee State University</u>
Admissions, Advisement Resources Career Center, Bill Gatton College of Pharmacy, Bursar, Center for Academic Achievement, Center for Adult, Commuter and Transfer Students, Continuing Medical Education and Professional Development, Counseling Center, Disability Services, ETSU Kingsport Center at Allandale, Financial Aid, New Student & Family Programs, Physics Department, Registrar, Registration, Scholarship Office, Student Affairs, Student Health Services, Testing Center, TRIO Student Support Services, University Advisement, Veterans Affairs, Veterans Standing Committee

King University - Admissions, Disability Services, Financial Aid, Registrar, Student Affairs, Veterans Affairs

Northeast State Community College - Admissions, Disability Services, Financial Aid, ETSU Transfer Office, Registrar, Student Affairs, TRIO Student Support Services, Veterans Affairs

Tennessee College of Applied Technology (TCATs) - Admissions, Financial Aid, Registrar, Student Affairs

Walters State Community College - Admissions, Disability Services, Financial Aid, Registrar, Student Affairs, Veterans Affairs

TRIO-VUB GRANT PERFORMANCE MEASURES

Over eighty percent (83.3%) of the ETSU Veterans Upward Bound students who have completed the project are currently enrolled

Over fifty percent (58.3%) of the ETSU Veterans Upward Bound students who have completed the project or have graduated from college

(National college graduation rate for this demographic group = 18%)

TRIO Educational Talent Search

- 473 projects serving 309,905 students nationally - $158.2 million
- Early intervention informational program
- Grades 6-12
- In addition to counseling, participants receive information regarding admission requirements, various financial aid programs and scholarships

ETSU TRIO-EDUCATIONAL TALENT SEARCH

BACKGROUND - The ETSU Educational Talent Search (ETS) grant, first funded in 1998, serves 600 students enrolled in 6th - 12th grades in Hawkins, Johnson and Sullivan counties. The program helps educationally disadvantaged middle school and high school students prepare for and enter post-secondary education. Educational Talent Search provides career exploration and planning, academic assistance, workshops and individual counseling sessions for financial aid, scholarship information, ACT preparation, and college exploration. The program also arranges college campus visits as well as educational and cultural trips.

SERVICES - Academic advice and assistance, Assistance in completing college admission and financial aid and scholarship applications, Assistance in preparing for college entrance examinations, Exposure to college campuses as well as cultural events, academic programs, and other sites or activities not usually available to disadvantaged youth, Guidance on secondary reentry or entry to other programs leading to a secondary school diploma or its equivalent, Mentoring programs, Personal and career counseling

TARGET SCHOOLS - Bluff City Middle, Bulls Gap Middle, Church Hill Middle, Holston Valley Middle, Johnson County Middle, Rogersville Middle, Sullivan North Middle, Surgoinsville Middle, Cherokee High, Johnson County High, Volunteer High, Sullivan East High, Sullivan North High

TRIO-ETS GRANT PERFORMANCE MEASURES

Objective 1: 98.3% of non-senior secondary participants continue in school for the next academic year, at the next grade level. 519/528 = 98.3%

Objective 2: 97.2% of seniors graduated. 71/73 = 97.2%

Objective 3: 91.8% of seniors completed a rigorous secondary school program of study. 67/73 = 91.8%

Objective 4: 88.7% of graduate enrolled in an institution of higher education by the fall semester immediately following high school graduation 63/71 = 88.7%

Objective 5: 47.6% of graduates completed a program of postsecondary education within six years. Results for Class of 2012   20/42 = 47.6%

TRIO Educational Opportunity Centers (EOC)

- 140 projects serving 193,530 adults nationally - $47.8 million
- Adults who want to complete a secondary school diploma or equivalent; to enter or re-enter a program of postsecondary education
- Information and individual assistance with the college admission process and the financial aid application process

ETSU TRIO-EDUCATIONAL OPPORTUNITY CENTER

BACKGROUND - The ETSU Educational Opportunity Center (EOC) program, first funded in 2002, serves 1,000 adults in Carter, Greene, Hawkins, Johnson, Sullivan, Unicoi and Washington counties in northeast Tennessee. EOC primarily serves displaced or underemployed workers. The program is designed to help people to select and enroll in a college with a suitable financial aid program.

The EOC program provides counseling and information on college admissions to qualified adults who want to enter or continue a program of post-secondary education and for those who need assistance in obtaining a secondary degree equivalent. An important objective of EOC is to counsel participants on financial aid options and to assist in the application process. Advisors meet with participants in locations throughout the target area. All services provided by the EOC are free to qualified participants.

SERVICES - Academic advice and assistance, Assistance in completing postsecondary admission and financial aid applications, Assistance in preparing for college entrance examinations, Career information, Coordination with nearby postsecondary institutions and agencies, Exposure to college campuses, Economic and Financial literacy, Guidance on secondary reentry or entry to other programs leading to a secondary, school diploma or its equivalent, Information on postsecondary educational opportunities, Mentoring programs, Personal and career counseling

COMMUNITY PARTNERS

Community Organizations - Bristol Public Library, Elizabethton/Carter County Public Library, Johnson City Public Library, Hawkins County Library System, Kingsport Public Library, Sullivan County Library System, YWCA Bristol, YMCA Kingsport, Vocational Rehabilitation, American Job Centers (Johnson City, Kingsport, Greeneville, Elizabethton, and Rogersville) , Adult Education , Hope House – Kingsport, Oasis Women's Ministry in Kingsport' Unicoi County Detention Center, Johnson City Day Reporting Center, Smoky Mountain Tennessee Reconnect Community, Local High Schools, Department of Human Services offices, Bristol Housing Authority, Kingsport Housing Authority, Sullivan County Health Department, The Summit – Bristol, Branch House in Blountville, Sullivan County Justice Center, Foster Care agencies, Northeast Tennessee Workforce Board

Area TRIO Projects - ETSU VUB, Tusculum University TRIO, ETSU SSS and UB

Local Postsecondary Institutions - Tennessee College of Applied Technology (TCAT) – Elizabethton, TCAT – Morristown (branches in Surgoinsville & Greeneville), WSCC – Greeneville

CAMPUS PARTNER OFFICES - Admissions; Financial Aid – collaborate during orientations, fee payment week, Financial Aid night, FAFSA workshops and direct referrals; Undergraduate Student Advisement – Registration Days events; Multicultural Center – FAFSA workshops; ETSU at Kingsport – office space, referrals; Families First - referrals

TRIO-EOC GRANT PERFORMANCE MEASURES
Objective 1 81.8% of participants received a secondary school diploma or its equivalent during the project year. 176/215 = 81.8%

Objective 2 85.2% of graduates applied for financial aid during the project year.
588/690 = 85.2%

Objective 3 76.7% of graduates applied for college admission during the project year.
529/690 = 76.7%

Objective 4 53.9% of graduates enrolled in a postsecondary education program.   362/671 = 53.9%

TRIO Ronald McNair Postbaccalaureate Achievement Program
- 187 projects serving 5,242 students nationally - $47.8 million
- College undergraduates – low-income, first-generation or from underrepresented groups in graduate education to consider careers in college teaching as well as prepare for doctoral study

ETSU TRIO-RONALD McNAIR
POST-BACCALAUREATE ACHIEVEMENT

BACKGROUND - The ETSU Ronald McNair Program Post-Baccalaureate Achievement Program was established in 1990 to encourage low-income and first generation college students or those from under-represented groups in graduate education to achieve academic excellence at the undergraduate level and to pursue doctoral studies. The McNair program received a $277,356 grant from the U.S. Department of Education to serve 29 participants. The ETSU McNair Program will consider any student with interests in a field in which a Ph.D. is possible. Participants in the ETSU McNair program prepare for entry into and successful completion of doctoral degrees through a variety of program services, including mentored research experience, educational travel, and skill enhancement seminars.

SERVICES
Academic Counseling, Educational Travel, Financial Aid assistance, Graduate Admissions assistance, Mentoring, Personal and Career Counseling, Research Internships with an ETSU faculty mentor, Research Opportunities, Seminars and other Scholarly Activities designed to prepare for doctoral studies

McNAIR FACULTY MENTORS/FACILITATORS - Dr. Ginni Blackhart, Psychology; Dr. Michael Briggs, Language and Literature, Dr. Gerald Deehan, Psychology, Dr. Myra Elder, Veterans Affairs; Dr. Cerrone Foster, Biological Sciences; Dr. Stephen Fritz, History; Dr. Gary Henson, Physics; Dr. Scott Honeycutt, Language and Literature; Dr. Rico Ignace, Physics; Dr. Thomas Laughlin, Biological Sciences; Dr. Kelly Moore, Psychology; Dr. Diana Morelen, Psychology; Dr. Jonathan Peterson, Health Sciences; Ms. Meagan Stark, TRIO - Student Support Services

CAMPUS PARTNERS - Academic Advising, Behavioral Health and Wellness Clinic, Biomedical Sciences, Boland Undergraduate Research Symposium, Campus Recreation, Career Services, Center for Academic Achievement, Counseling Center, DP Culp University Center (ID OFFICE), Dining Services, Financial Aid, Graduate Studies, Honors College, Housing and Residence Life, Information Technology, Institutional Effectiveness, Institutional Review Board, Library, Multicultural Center, Parking Services, Research and Sponsored Programs, Scholarship Office, Teaching Learning Center, Testing Center, Undergraduate Student Success Specialist, University Advisement Center

TRIO-McNAIR GRANT PERFORMANCE MEASURES

100% of the 2017-18 McNair students participated in research and scholarly activities

50% of the 2017-18 graduating seniors enrolled in graduate school

100% of the 2016-17 McNair graduates were still enrolled in the fall of 2018

Since October 1, 2017, four McNair graduates earned their Ph. D.

2019-20 TRIO PROGRAMS FINANCIAL CONTRIBUTION TO THE ETSU COMMUNITY

$ 10,000	Faculty Mentor Supplies and Travel
$ 188,342	Indirect cost recovery
$ 512,351	Tuition and Admission Fees, Housing and Meals
$ 251,426	Part-time staff
$ 962,119	

TRIO Program	Served	Amount	Indirect Cost
Educational Opportunity Center	1,000	$ 264,534	$ 19,595
Educational Talent Search	600	$ 352,483	$ 25,806
Ronald McNair	29	$ 289,837	$ 18,988
Student Support Services	225	$ 336,234	$ 24,906
Upward Bound Bristol	52	$ 287,537	$ 15,912
Upward Bound Johnson City	104	$ 520,238	$ 28,943
Upward Bound Kingsport	52	$ 287,537	$ 16,012
Upward Bound Math Science	62	$ 287,816	$ 16,175
Veteran's Upward Bound	125	$ 299,574	$ 22,005
	2,249	$2,925,790	$ 188,342

1989-2019 ETSU TRIO PROGRAMS
Northeast Tennessee Impact

- **42,455   Individuals funded to serve**

- **$46,639,080   U.S. Department of Education funding**

ETSU TRIO Programs

Board of Trustees Meeting
November 15, 2019

TRIO Programs

TRIO Programs

- Federally Funded by the U.S. Department of Education
- At least two-thirds of participants must be low-income and first generation
- Low-income – family taxable income for a family of four is $38,625 add or subtract $6,480 for each individual
- First-Generation – neither parent has attained a baccalaureate degree
- TRIO Programs are designed to serve middle and high school students, college students, adults and veterans

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ETSU TRIO Programs

- ETSU hosts nine TRIO projects
- ETSU is one of seventeen universities in the U.S. to host nine or more TRIO Programs
- ETSU is one of five universities in the U.S. to host all seven of the different types of TRIO Programs
- $2,925,790 to serve 2,249 individuals in the northeast Tennessee region
- $188,342 indirect cost recovery from TRIO funding

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ETSU Upward Bound

- Three grants (Johnson City-1983; Bristol-1999; and Kingsport-2007) 208 students in 14 high schools from Carter, Johnson, Sullivan, Unicoi and Washington counties – $1,095,312
- On-line and individual tutoring
- Academic, Career and Personal Counseling
- Summer Six-Week Residential Program
  - Career Work-Study Internship and Bridge program
- Educational/Cultural trips
- ACT preparation
- Economic and Financial Literacy
- Individual and Family Financial Aid Assistance

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ETSU Upward Bound Math Science

- Serves 62 students from seven high schools in Carter, Johnson and Unicoi counties help students recognize and develop their potential to excel in math and science and to encourage them to pursue postsecondary degrees in math and science, and ultimately careers in the math and science profession fields (first funded in 2012) – $287,816
- Advanced math and science classes
- On-line and individual tutoring
- Academic, Career and Personal Counseling
- Summer Six-Week Residential Program
  - Career Work-Study Internship and Bridge program
- Educational/Cultural trips
- ACT preparation
- Economic and Financial Literacy
- Individual and Family Financial Aid Assistance

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ETSU Upward Bound and Upward Bound Math Science

<u>2018-2019 Participant Outcomes</u>

- 93.0% 2.5 GPA or higher
- 65.6% proficient in English <u>AND</u> Mathematics
- 100% of seniors have completed a rigorous curriculum and have graduated from high school
- 76.2% enrolled in a postsecondary education program
- 53.25% of the 2012 cohort obtained a bachelor's degree

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ETSU Student Support Services

- Serves 225 students - $336,234 annually (first funded in 1976)
- Individual peer tutoring
- Peer mentoring
- Academic and career coaching
- College survival skills & cultural enrichment programming
- Financial literacy
- Personal and career counseling
- Difference-education panel discussions

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ETSU Student Support Services

2018-19 Participant Outcomes

- 88.89% Fall to Fall Retention
- 95.87% Academic Good Standing
- **60.42% Six- Year Graduation Rate**

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ETSU Veterans Upward Bound

- Serves 125 veterans from Carter, Greene, Hawkins, Johnson, Sullivan, Unicoi, and Washington counties in Tennessee and Scott and Washington counties in Virginia - $299,574 annually (first funded in 1980)
- Short-term remedial and pre-college courses for military veterans to successfully transition to postsecondary education
- Secure support from Veterans Administration, veterans associations, scholarships from TRIO professional associations, and various state and local agencies serving veterans

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ETSU Veterans Upward Bound

2017-2018 Participant Outcomes

- 65% showed academic improvement on standardized tests
- 75% were retained and completed the educational program
- 83.3% of program completers enrolled in postsecondary educational program
- 58.3% of program completers graduated from a postsecondary educational program

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ETSU Educational Talent Search

- Serves 600 students in Hawkins, Johnson, and Sullivan counties - $352,483 annually (first funded in1998)
- Eight middle schools and five high schools
- Middle school – Goal setting, career awareness, note-taking skills, study skills, test-taking skills, four-year high school plan preparation, college campus visits, and educational/cultural trips
- High School - Academic assistance; ACT preparation; career exploration and planning workshops; individual counseling for financial aid; college campus visits; and educational/cultural trips

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ETSU Educational Talent Search

2017-2018 Participant Outcomes
- 98.3% promotion rate
- 100% high school graduation rate
- 91.8% complete rigorous curriculum requirements
- 88.7% enrolled for postsecondary admission
- 47.6% six-year graduation rate

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ETSU EOC

- Serves 1,000 adults in Carter, Greene, Hawkins, Johnson, Sullivan, Unicoi, and Washington counties - $264,534 annually (first funded in 2002)
- Academic advice; career information; information on postsecondary educational opportunities and student financial aid assistance; assistance completing applications for college admissions, testing and financial aid; coordination with nearby postsecondary institutions and agencies

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ETSU EOC

2017-2018 Participant Outcomes

- 81.8% received a secondary school diploma or equivalent
- 77% applied for postsecondary admission
- 85% completed the FAFSA
- 54% enrolled in postsecondary education
- 59.9% continued enrollment in postsecondary education
- 40 EOC participants completed postsecondary education

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ETSU McNair

- Serves 29 students - $289,837 annually (first funded in 1991)
- Faculty-mentored research experience
- Graduate school visits/ Research presentation travel
- Skill enhancement seminars

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ETSU McNair

2017-2018 Participant Outcomes

- 100% of program participants successfully completed research internship
- 85% of participants who graduated with bachelor's degrees matriculated into graduate programs
- Since October 1, 2017, seven students earned master's degrees, and four students earned a Ph.D.

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TRIO PROGRAMS POTENTIAL FINANCIAL IMPACT ON ETSU COMMUNITY

$ 188,342	Indirect cost recovery
$ 10,000	Faculty Mentor Supplies
$ 512,351	Tuition and Admission Fees, Housing and Meals
$ 251,426	Part-time staff
$ 962,119	Annually

(Source: 2019-2020 TRIO program total budgeted amounts)

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1989-2019 ETSU TRIO PROGRAMS (R. Gross)

Northeast Tennessee Impact:

- **42,455 individuals funded to serve**

- **$46,639,080 in U.S. Department of Education funding**

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