

EAST TENNESSEE STATE UNIVERSITY  
BOARD OF TRUSTEES  
ACADEMIC, RESEARCH, AND STUDENT SUCCESS COMMITTEE  
APRIL 2019 MEETING

10:15 – 11:45 am EDT  
Friday  
April 26, 2019

The Millennium Center  
2001 Millennium Pl  
Johnson City, TN

AGENDA

- I. Call to Order
- II. Roll Call
- III. [Approval of the Committee Minutes from February 22, 2019](#)
- IV. [Information Item – Update on University Operations Alignment Initiative](#)  
  
**ACADEMICS: Action Items** (15 minutes)
- V. [Promotion and Tenure of Faculty Members](#)
- VI. [Approval of the Letter of Notification \(LON\) Regarding the Establishment of a Doctorate in Occupational Therapy](#)
- VII. [Approval of the Letter of Notification \(LON\) Regarding the Establishment of a Master of Fine Arts in Digital Media](#)
- VIII. [Academic Calendars for 2020-2021, 2021-2022, and 2022-2023](#)  
  
**STUDENTS: Information Item** (10 – 15 minutes)
- IX. [ETSU Student Student Success and Enrollment Initiatives](#)
  - Multicultural Center: Overview of the Talent, Innovation & Equity (TIE) Grant and the Summer Bridge Plus Programs
- RESEARCH: Information Item**
- X. [Research Metrics and Teaching Profile of ETSU Faculty](#) (15 minutes)
- XI. [Quillen College of Medicine Strategic Improvement Plan](#)

## **GENERAL Information Items**

- XII. Committee Discussions
  - General Discussion
  - Discussion on Strategic Planning
- XIII. Other Business
- XIV. Adjournment

EAST TENNESSEE STATE UNIVERSITY  
BOARD OF TRUSTEES

ACTION ITEM

DATE: April 26, 2019  
ITEM: Approval of the Minutes of February 22, 2019  
COMMITTEE: Academic, Research, and Student Success  
RECOMMENDED ACTION: Approve  
PRESENTED BY: Mr. Nathan Dugger, Deputy Secretary

The minutes of the February 22, 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 February 22, 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 AND STUDENT AFFAIRS COMMITTEE

MINUTES

February 22, 2019  
Johnson City, Tennessee

The East Tennessee State University Board of Trustees Academic and Student Affairs Committee met at 10:15 a.m. on Friday, February 22, 2019, at the Millennium Center.

I. Call to Order

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

II. Roll Call

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

Dr. Linda Latimer, Chair  
Dr. Fred Alsop  
Janet Ayers  
David Golden  
Scott Niswonger, Chair, Board of Trustees

Guests in attendance included: Dr. Bert Bach, Provost and Vice President for Academic Affairs; Dr. Wilsie Bishop, Vice President for Health Affairs; Dr. William Block, Dean, Quillen College of Medicine; Dr. William R. Duncan, Vice Provost for Research; Dr. Susan Epps, Professor, Allied Health Sciences; Dr. Bill Flora, President, Faculty Senate; Dr. Virginia Foley, Associate Professor, Educational Leadership and Policy Analysis; Dr. Mike Hoff, Associate Vice President for Institutional Research and Chief Planning Officer; Dr. Jeff Howard, Associate Vice President for Student Engagement; Dr. Jane Jones, Chief of Staff and Associate Vice President; Dr. Karen King, Chief Information Officer and Senior Vice Provost for Information Technology Services; Dr. Sam Mayhew, Assistant Vice President for Student Affairs; Pam Ritter, Vice President, University Advancement; Dr. Don Samples, Dean, College of Clinical and Rehabilitative Health Sciences; Dr. Joe Sherlin, Vice President for Student Affairs; students Hashem Al Sadah and Aziz; Nathan Dugger, Deputy Secretary; and Ms. Jennifer Hill of University Relations (taking minutes).

III. Approval of the Committee Minutes from November 16, 2018

Trustee Alsop made a motion that the minutes of the November 16, 2018, meeting of the committee be approved and submitted. Trustee Golden seconded the motion and the minutes were unanimously approved.

IV. Recommend Bylaw Amendment: Name Change for the Committee

Chair Latimer recommended amending the Bylaws to change the name of the Academic and Student Affairs Committee to Academic, Research, and Student Success Committee to more accurately reflect the committee's responsibilities, particularly in light of the recent Ballad Health merger and the emphasis on student success. Following discussion, Trustee Ayers made a motion to approve the recommendation. Trustee Golden seconded the motion, and the recommendation was unanimously approved.

V. Tenure Appointment with the Rank of Professor in the University Library for Mr. David Atkins

Dr. Bert Bach presented a recommendation to award tenure and the rank of full professor to David Atkins, who joined the university as Dean of University Libraries on Jan. 1, 2019, after serving as department head and professor of Branch Libraries and Collection Logistics at the University of Tennessee at Knoxville. Trustee Golden made a motion to approve the recommendation; this was seconded by Trustee Alsop and unanimously approved.

VI. Tenure Appointment with the Rank of Professor in the Department of Rehabilitative Health Sciences for Dr. Jeff Snodgrass

Dr. Bach presented a recommendation to award tenure and the rank of full professor to Dr. Jeff Snodgrass in the Department of Rehabilitative Health Sciences. Dr. Snodgrass came to ETSU from Milligan College, where he was Chair and Professor of the Department of Healthcare Administration and Occupational Therapy. Trustee Ayers made a motion to approve the recommendation; this was seconded by Trustee Golden and unanimously approved.

VII. Academic Action Notifications for the Period of August 1, 2018, through December 31, 2018

Dr. Bach presented a listing of academic actions submitted to the Tennessee Higher Education Commission (THEC), which included the establishment of a new

certificate program and new concentration and termination of older concentrations, name changes for programs/concentrations, program/concentration name changes, and change in the delivery mode of an existing program. He also presented a listing of academic action notifications to be submitted to the Board of Trustees. This listing primarily consists of updates to programs and changes in program admission requirements. Dr. Bach recommended approval of these notifications with the correction of one typographical error. No motion was required.

#### VIII. Graduate Medical Education's Annual Institutional Review, Executive Summary

In the absence of Dr. David Linville, Associate Vice President for Health Affairs, Mr. Nathan Dugger called the committee's attention to the executive summary in the meeting packet providing information on the Annual Institutional Review of Graduate Medical Education. He noted that this is presented to the Board for review as part of the accreditation component. Chair Latimer noted that committee members could review the report.

#### IX. THEC Quality Assurance Funding Results and Overall Impact to ETSU

Dr. Mike Hoff delivered a presentation (PowerPoint slides included in meeting packet) on ETSU's results in the THEC Quality Assurance Funding Review. He stated that faculty create quality, and ETSU is doing a better job as indicated by its highest numbers ever in the 2015-2020 review cycle, going from 88 points in 2015-16 to 91 in 2017-18. The university received high marks in all categories; ETSU remained at or above levels from the previous year in the general education assessment, academic programs, institutional satisfaction studies and focus populations, and was down one point each in the major field assessment and adult learner success categories. Dr. Hoff noted that in academic programs, the university is working to achieve accreditation on a couple of programs. He pointed out that in satisfaction studies, ETSU benefits from its partnership with its own Applied Social Research Laboratory and is able to conduct four surveys per year; the university used the PEG Alumni Survey, which surveys alumni of all generations, and ETSU's alumni affinity score is up two points and is only one point from the overall university average. In speaking of the adult learner success category, Dr. Hoff noted that while the male population does not persist to graduation as well as the female population, ETSU is going in a good direction and is looking at success initiatives that would help both adult learners and incoming freshmen. Dr. Hoff's presentation outlined next steps in all of the review categories. In discussion, Trustee Golden expressed concern about the traditional terminology of "adult learners," because all college-age students are adults. Trustee Alsop questioned whether the university had been impacted by the Tennessee Reconnect program, and Dr. Hoff replied that it had not; he stated that while there was initially a lot of interest in the program, it has not yet yielded the hoped for results.

## X. Other Business

### A. Agenda Items for Upcoming Meetings

Chair Latimer stated that two permanent agenda items for the committee going forward will be Strategic Discussion and Enterprise Risk Management (ERM). These agenda items will address matters assigned specifically to the committee. Following discussion, it was also determined that agenda items on Academics, Research, and Student Success will be added in the future.

### B. Open Discussion

Chair Latimer opened the floor for general discussion. Some of the items discussed included:

- **Budget.** Trustee Alsop noted that the campus is waiting to see Gov. Bill Lee's budget to learn about possible capital outlay for such projects as a new humanities building and the Lamb Hall renovation, as well as funding for STEM initiatives.
- **Enterprise Risk Management.** Trustee Golden defined ERM as a deliberate assessment of the risks in each operational silo of an organization and a ranking of all the risks across those silos to determine the most important things on which to focus. He noted that the Audit Committee is driving this process for the Board, and the items coming out of it will be distributed among the committees. He commended the audit director and the university committee for their work in this process.  
Some of the ERM risk items this committee may address include student success, attraction and retention of qualified faculty and staff, and succession planning. In discussion that ensued regarding the funding required for staffing, Chair Latimer requested that Dr. William Block and Dr. Wilsie Bishop identify a point person who could provide regular reports to the committee regarding the vision, goals, strategy, metrics and timeline that would be established by the committee.
- **Communication.** Trustee Alsop noted that silos exist on campus, where those in one college or department are unaware of the exceptional programs and activities in another college/department. Chair Latimer and Trustee Golden also noted instances in which recent visits to campus by nationally known speakers did not receive mentions in some regional newspapers. Committee members questioned how to grow awareness of the excellent things happening on campus and what ETSU means to the region.
- **Research.** Chair Latimer said the committee needs to break down research and get a greater clarification and understanding of ETSU's grant activity. She stated that vision, goals, strategy, metrics and timelines are needed. Trustee Ayers suggested benchmarking ETSU's research activity against top

research institutions. Chair Latimer suggested partnerships with other universities and private industry.

- **Student Assessments of Instruction (SAIs).** In response to a question from Board Chair Scott Niswonger regarding student satisfaction measurements that were referenced in the presentation on THEC Quality Assurance Funding, Dr. Hoff noted that SAIs are administered at the end of each semester. Discussion ensued on the uses of the resulting SAI data.
- **Civics testing for graduating seniors.** Trustee Niswonger suggested that ETSU create and implement a civics test to be administered to seniors prior to graduation, similar to one required in the state of Florida.
- **Corporate partnerships.** Trustee Niswonger discussed corporate partnerships that have enabled other universities to expand academic programs and offset tuition, and suggested that similar efforts could take ETSU into the future.

There being no further business, Chair Latimer adjourned the meeting at 11:35 a.m.



EAST TENNESSEE STATE UNIVERSITY  
BOARD OF TRUSTEES

INFORMATION ITEM

DATE: April 26, 2019

ITEM: Update on University Operations Alignment Initiative

COMMITTEE: Academic, Research, and Student Success Committee

PRESENTED BY: Dr. Wilsie Bishop  
Senior Vice President for Academics

Dr. Bishop will provide an update of the work anticipated and completed since the committee's last meeting with respect to the university's operations alignment initiative Dr. Noland introduced at the Board of Trustees meeting in February.

EAST TENNESSEE STATE UNIVERSITY  
BOARD OF TRUSTEES

ACTION ITEM

DATE: April 26, 2019

ITEM: Promotion and Tenure of Faculty Members

COMMITTEE: Academic, Research, and Student Success Committee

RECOMMENDED ACTION: Approve

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

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

**MOTION: I move that the Academic, Research, and Student Success Committee recommend adoption of the following Resolution by the Board of Trustees:**

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



**East Tennessee State University  
Office of the President**

PO Box 70734 Johnson City, TN 37614-1710 | P 423-439-4211 | F 423-439-4004

April 10, 2019

David Linville, MD, EdD  
Secretary to the ETSU Board of Trustees

Dr. Linville,

I recommend the Board of Trustees award tenure and/or promotion to the faculty indicated on attachment A. Those listed below are recommended as exceptions permitted by ETSU policy. Attachment B provides numbers of ETSU faculty with tenure and by professorial rank in fall 2018.

**Recommended as Exceptions**

**Dr. Eric Beaumont**

**Biomedical Sciences**  
Quillen College of Medicine

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

Prior to coming to ETSU Dr. Eric Beaumont was research assistant professor in the department of surgery at the University of Montreal. He is the principal investigator on a recently-awarded NIH R01 grant of 2.5 million dollars, which will support his ongoing research on afferent mechanisms of vagal neuromodulation therapy. This research promises to have immediate translation to the clinic and treatment for heart failure progression. Dr. Beaumont is also the principal investigator for other current grants totaling \$500,000, and he has been principal or co-investigator on completed grants totaling more than 1.5 million dollars. He has co-authored 43 refereed publications and 60 abstracts. He has presented at numerous symposia and conducted seminars for Harvard University, the University of Louisville and other institutions. Dr. Beaumont is an associate editor for *Restorative Neurology and Neuroscience*. He is a co-organizer of ETSU's first and second annual Heart-Brain Research Retreat and a member of the university's research and mentoring committee.

**Ms. Julie Bowers**

**Health Sciences**  
College of Public Health

Exception: Promotion to associate professor without the terminal degree

Ms. Julie Bowers began her service to ETSU in 1989, when she was hired as full-time temporary faculty. She received a tenure-track appointment in 1993 and earned tenure in 1998. Her primary assignment is teaching a variety of subjects based on the department's needs at any given time, thereby freeing up lab time for faculty involved in bench research. She is also



responsible for student recruitment and serves the department, college and university through committee work and other activities. Ms. Bowers' teaching evaluations are consistently among the best in the Department of Health Sciences and the College of Public Health. She is a recipient of the college's best teaching award and of ETSU's "students' choice" teaching award. Dean Randy Wykoff wrote in an annual evaluation that "Ms. Bowers is one of the most effective and most highly appreciated teachers in the college. Her student assessments of instruction are among the highest in the college, despite very heavy teaching loads. I would encourage her to strongly consider applying for promotion to Associate Professor."

**Mr. Stephen Hendrix**

**Computing**

College of Business and Technology

*Exception:* Awarding tenure without the terminal degree

Mr. Stephen Hendrix joined the Department of Computing in 2013 during a time when it sought to expand its service to other departments in the College of Business and Technology. Early in his appointment he taught a management information systems course taken by business students, as well as upper-level courses in information systems computing. Mr. Hendrix has designed and taught healthcare information technology courses that enhance the department's relationship with industry partners and represent a growth area for the department. His performance as a teacher is exceptional, as evidenced by winning the College of Business and Technology's outstanding teaching award in 2015. In addition to his teaching responsibilities Mr. Hendrix has authored two peer-reviewed publications and made several presentations at professional meetings. He has served on numerous department, college, and university committees, is vice president of the Faculty Senate, and frequently shares his expertise with community groups, especially schools.

**Dr. Shawn Hollinger**

**Pediatrics**

Quillen College of Medicine

*Exception:* Promotion to associate professor prior to completing the minimum years in rank

Before coming to ETSU Dr. Shawn Hollinger was Chief Fellow of Neonatal-Perinatal Medicine at the University of Ottawa. He now serves as course director for 4<sup>th</sup>-year medical students in the Quillen College of Medicine's Department of Pediatrics. In 2018 he was recognized by the Caduceus Club as the College of Medicine's outstanding faculty member in Pediatrics, having been nominated twice previously. Dr. Hollinger's service to the region includes being the director of the regional neonatal transport team, the acting medical director of the Neonatal Intensive Care Unit at Niswonger Children's Hospital (2016), and serving on several mortality review teams locally and statewide. In 2015 Dr. Hollinger helped form CONNECT, a NICU support group through which parents meet twice a month to share, perform crafts, and learn about general NICU issues. He has co-authored three publications and given numerous presentations at local, regional, national, and international meetings.

**Dr. Kason O'Neil**

**Sport, Exercise, Recreation, and Kinesiology**

Clemmer College

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

Dr. Kason O'Neil brings a wealth of experience in kinesiology, sports management, and physical education to his work at ETSU, having taught at the University of Virginia and Bridgewater

College, as well as being a youth sports program director, coach, and physical education teacher. He teaches a wide variety of undergraduate and graduate courses at ETSU. Dr. O'Neil has co-authored 15 refereed publications and 2 abstracts and made nearly 40 presentations at national, regional, and local conferences. He is co-coordinator of the measurement and evaluation interest group of the Society of Health and Physical Educators and is state physical education division coordinator of the Tennessee Alliance for Health, Physical Education, Recreation, and Dance. Dr. O'Neil serves on numerous university, college and department committees, including the Faculty Senate and the General Education Advisory Council.

**Brandi M. Eveland-Sayers**

**Sport, Exercise, Recreation, and Kinesiology**

Clemmer College

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

Dr. Brandi Eveland-Sayers comes to ETSU having taught at Middle Tennessee State University, the University of South Florida, the American Public University System, and King University. She now serves as her department's undergraduate coordinator for exercise science and its internship coordinator, and she is frequently a mentor or reader for undergraduate research projects and graduate committees. She has co-authored six refereed publications and six abstracts and has participated in 13 conference presentations. She is also a co-investigator on an \$11,000 activity grant from the Up and At 'Em organization. Dr. Eveland-Sayers is actively involved in community projects related to fitness and sports and serves on numerous department and college committees.

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

Sincerely,



Brian Noland  
President

Attachments

Copies:

Bert C. Bach  
Wilsie S. Bishop  
Human Resources



Promotion and Tenure Recommendations for 2019-2020			
College/Faculty Name	Department	Proposed Rank <sup>1</sup>	Location of Tenure <sup>2</sup>
<b>Arts and Sciences</b>			
Beeler, Robert	Mathematics & Statistics	Professor	
Ernenwein, Eileen	Geosciences		Geosciences
Hirsch, Jameson	Psychology	Professor	
Honeycutt, Scott	Literature & Language	Associate	Literature & Language
Joyner, Timothy	Geosciences	Associate	Geosciences
Kornweibel, Karen	Literature & Language	Professor	
Lewis, Christina	Mathematics & Statistics	Associate	Mathematics & Statistics
Moore, Joe	Music	Associate	Music
Nandi, Arpita	Geosciences	Professor	
Parker, Herbert	Theatre & Dance	Professor	
Porter, Kelly	Art & Design	Associate	Art & Design
<b>Business and Technology</b>			
Emma, Todd	Digital Media	Professor	
T Hendrix, Stephen	Computer & Information Sciences		Computer & Information Sciences
Hoque, Mohammad	Computer & Information Sciences	Associate	Computer & Information Sciences
Hounshell, Jonathan	Digital Media	Professor	
Livingston, James	Digital Media	Associate	Digital Media
<b>Clemmer College</b>			
PT Eveland-Sayers, Brandi	Sport, Exer, Recreation, & Kinesiology	Associate	Sport, Exer, Recreation, & Kinesiology
Foley, Virginia	Educ Leadership Policy Analysis	Professor	
Lowery, Andrea	University School		University School
PT O'Neil, Kason	Sport, Exer, Recreation, & Kinesiology	Associate	Sport, Exer, Recreation, & Kinesiology
Preswood, Erica	University School		University School
<b>Library</b>			
Adebonojo, Leslie	Library Administration	Professor	
<b>Medicine</b>			
Abercrombie, Caroline	Medical Education	Associate	
PT Beaumont, Eric	Biomedical Sciences	Professor	Medicine
Chatelain, Ryan	Surgery	Associate	
Duffoure, Michelle	Biomedical Sciences	Professor	
Gilbert-Green, Jacalyn	Family Medicine	Associate	
Hayman, James	Biomedical Sciences	Professor	
P Hollinger, Shawn	Pediatrics	Associate	
Jaishankar, Gayatri	Pediatrics	Professor	
McIntyre, Leigh	Family Medicine	Associate	
McKenzie, Tamra	Surgery	Associate	
Shah, Darshan	Pediatrics	Professor	
Stoltz, Amanda	Family Medicine	Associate	
Yakubenko, Valentin	Biomedical Sciences	Associate	Medicine
<b>Nursing</b>			
Haddad, Lisa	Nursing Graduate Programs		Nursing Graduate Programs
Lazear, Janice	Nursing Graduate Programs		Nursing Graduate Programs
Marek, Greta	Nursing Undergraduate Programs	Associate	Nursing Undergraduate Programs
Vanhook, Patricia	Nursing Graduate Programs	Professor	
<b>Pharmacy</b>			
Brown, Stacy	Pharmaceutical Sciences	Professor	
Calhoun, McKenzie	Pharmacy Practice	Associate	
Harirforoosh, Saeidreza	Pharmaceutical Sciences	Professor	
Palau, Victoria	Pharmaceutical Sciences	Professor	
Pond, Brooks	Pharmaceutical Sciences	Professor	
<b>Public Health</b>			
P Bowers, Julia	Health Sciences	Associate	
Hale, Nathan	Health Serv Management & Policy	Associate	Health Serv Management & Policy

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

### ETSU Faculty by Area and Academic Rank as of Fall 2018

<i>College or School</i>	<i>Professor</i>	<i>Associate Professor</i>	<i>Assistant Professor</i>	<i>Instructor</i>	<i>Lecturer</i>	<i>Other</i>	<i>Total</i>
Arts & Sciences	80	67	69		44	4	264
Business & Technology	25	33	17	2	17		94
Clemmer College	23	27	21	42	1		114
Clinical & Rehabilitative Health Sciences	13	14	30				57
Continuing Studies	2		1				3
Graduate Studies		1					1
Library	4	4	5				13
Medicine	70	43	64	2			179
Nursing	5	11	26	22			64
Pharmacy	6	18	5				29
Public Health	9	17	13	2	4	4	49
<b>TOTAL</b>	<b>237</b>	<b>235</b>	<b>251</b>	<b>70</b>	<b>66</b>	<b>8</b>	<b>867</b>

### ETSU Faculty by Area and Tenure Status as of Fall 2018

<i>College or School</i>	<i>Tenured</i>	<i>Tenure Track</i>	<i>Clinical Track</i>	<i>Research Track</i>	<i>Ineligible</i>	<i>Term Contract</i>	<i>Total</i>
Arts & Sciences	154	58	2		49	1	264
Business & Technology	56	19			19		94
Clemmer College	76	30	4		3	1	114
Clinical & Rehabilitative Health Sciences	28	13	16				57
Continuing Studies	2	1					3
Graduate Studies	1						1
Library	8	4		1			13
Medicine	66	11	88	13		1	179
Nursing	12	18	17		10	7	64
Pharmacy	10	2	17				29
Public Health	27	10	2	3	5	2	49
<b>TOTAL</b>	<b>440</b>	<b>166</b>	<b>146</b>	<b>17</b>	<b>86</b>	<b>12</b>	<b>867</b>

**NOTES:**

Business &amp; Technology - Does not include 6 Military Science faculty

Clemmer - Includes University School faculty

Clinical &amp; Rehabilitative - Does not include VA Academic Faculty

Medicine - Does not include VA Academic Faculty; Does not include geographic FT Faculty who have PT FTE

EAST TENNESSEE STATE UNIVERSITY  
BOARD OF TRUSTEES

ACTION ITEM

DATE: April 26, 2019

ITEM: Approval of the Letter of Notification (LON) Regarding the Establishment of a Doctorate in Occupational Therapy

COMMITTEE: Academic, Research, and Student Success

RECOMMENDED ACTION: Approve

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

The Letter of Notification (LON) for the Clinical Doctorate in Occupational Therapy (OTD) is the first step in a series of ETSUBT review protocols necessary to the establishing of a new program. This item was approved internally – including approval by Academic Council and President Noland - according to established procedures. Pending the the Board of Trustee’s approval, the item will be sent to THEC where it will be posted for public comment. At a future Board meeting, the proposal to establish the degree (pending development and intervening approvals) will return to the ETSUBT for approval. Depending on the speed with which the vetting and approval steps occur, the program will likely be implemented in Summer 2022. [This new degree was included on the *Academic Programming & Program Delivery: A Report of the Advisory Work Group* report that was presented to the ETSUBT during the September 2018 meeting.]

The College of Clinical and Rehabilitative Health Sciences proposes to establish a program of study that leads to a clinical doctorate degree in Occupational Therapy (OTD). The American Occupational Therapy Association (AOTA) defines an occupational therapist as a professional who “helps people of all ages participate in things they want and need to do through the therapeutic use of everyday activities (occupations). Unlike other professions, occupational therapy helps people function in their environments (e.g., home, work, school, community) and addresses the physical, psychological, and cognitive aspects of their well-being through engagement in occupation” (AOTA).

The Accreditation Council for Occupational Therapy Education (ACOTE) has recently recommended the entry-level degree for occupational therapy education be elevated to the doctorate level. They have proposed a mandate that all programs offering a degree in occupational therapy will be at the doctorate level by 2027. Only about 35% of the accredited programs in the United States are currently doctoral level programs or have applied for transition to the doctorate. The key findings and program demand forecast for the OTD in the southeast and nationally provide substantial support for the future sustainable need and demand for the proposed OTD program. Additionally, data (outlined in the attached LON) indicates that: (1) Student interest and demand is growing, and (2) Competitive saturation is low for the OTD.



ETSU would be the first public institution within more than 200 miles to offer an OTD program in Tennessee, and the only to offer the degree with other established graduate rehabilitation programs within the same college (physical therapy, speech-language pathology, and social work) and within a broader university interprofessional education program that includes medicine, pharmacy, nursing, and public health.

The proposed program will offer applicants an option to complete a doctoral degree from a public university, which is more financially feasible for many students in this region. The proposed curriculum includes an interprofessional focus, which will prepare graduates to practice with appropriate skills and expertise in a field that requires collaboration and teamwork. The projected employment potential for the occupational therapy profession continues to be optimistic with the number of jobs available expected to grow over the next eight years. This proposed program will help to meet those workforce demands with highly-qualified applicants who are well prepared to be autonomous practitioners.

Attachments:

- Letter of Notification
- THEC Financial Projections Form

**MOTION: I move that the Academic, Research and Student Success Committee recommend adoption of the following Resolution by the Board of Trustees:**

**RESOLVED: The Letter of Notification (LON) Regarding the Establishment of a Doctorate in Occupational Therapy (OTD), is approved by the Board as outlined in the meeting materials. The University is directed to submit the LON with the Board's decision to the Tennessee Higher Education Commission for its consideration.**



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# EAST TENNESSEE STATE UNIVERSITY

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## Letter of Notification

Proposed Academic Program Name and Degree Designation

Doctor of Occupational Therapy (OTD)

Proposed Academic Program Concentrations

None

Proposed CIP Code, Title, and Definition

51.2306, Occupational Therapy/Therapist

A program that prepares individuals to assist patients limited by physical, cognitive, psychosocial, mental, developmental, and learning disabilities, as well as adverse environmental conditions, to maximize their independence and maintain optimum health through a planned mix of acquired skills, performance motivation, environmental adaptations, assistive technologies, and physical agents. Includes instruction in the basic medical sciences, psychology, sociology, patient assessment and evaluation, standardized and non-standardized tests and measurements, assistive and rehabilitative technologies, ergonomics, environmental health, special education, vocational counseling, health education and promotion, and professional standards and ethics. (National Center for Education Statistics, <https://nces.ed.gov>)

Proposed Implementation Date

Summer 2022 for enrollment of first class of students (or possibly Summer 2021): An application was submitted to the Accreditation Council for Occupational Therapy Education (ACOTE) in November 2018. We received notification that we are scheduled to submit a Candidacy Application on 4/15/2021 and are on a waiting list for a slot in the 4/15/2020 submission cycle (see Appendix A, pp. 15).

Proposed Delivery

Traditional

Academic Program Liaison

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



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# EAST TENNESSEE STATE UNIVERSITY

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## Proposal for the OTD in Occupational Therapy Table of Contents

Section	Title	Page
I	Letter of Notification	3
A	Program Name, Degree Designation and CIP Code	3
B	Proposed Concentrations	3
C	Proposed Implementation Date	3
D	Anticipated Delivery	3
E	Academic Program Liaison	3
F	Purpose and Nature of Proposed Academic Program	3
G	Alignment with State Master Plan and Institutional Mission	4
H	Need for Program: Feasibility Study	8
	Student Interest	8
	Local and Regional Need and Demand	8
	Employer Need and Demand	9
	Future Sustainable Need and Demand	10
I	Existing Programs Offered at Tennessee Institutions	11
J	Program Costs/Revenue	12
Appendices		
A	ACOTE Accreditation Candidacy Timeline	15
B	Burning Glass Report	16
C	Feasibility Studies: Student and Employer Surveys	20
D	Letters of Support (4)	26



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# EAST TENNESSEE STATE UNIVERSITY

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## A. Proposed Program Name, Degree Designation and CIP Code:

51.2306

## B. Proposed Concentrations

None

## C. Proposed Implementation Date:

Summer 2022 (or possibly Summer 2021); depending on accrediting agency review

## D. Anticipated Delivery:

Traditional

## E. Academic Program Liaison (APL):

Bert C. Bach  
Provost and Vice President for Academic Affairs  
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## F. Purpose and Nature of the Proposed Academic Program

The College of Clinical and Rehabilitative Health Sciences proposes to establish a program of study that leads to a clinical doctorate degree in Occupational Therapy (OTD). The American Occupational Therapy Association (AOTA) defines an occupational therapist as a professional who “helps people of all ages participate in things they want and need to do through the therapeutic use of everyday activities (occupations). Unlike other professions, occupational therapy helps people function in their environments (e.g., home, work, school, community) and addresses the physical, psychological, and cognitive aspects of their well-being through engagement in occupation” (AOTA).

The Accreditation Council for Occupational Therapy Education (ACOTE) has recently recommended the entry-level degree for occupational therapy education be elevated to the doctorate level. They have proposed a mandate that all programs offering a degree in occupational therapy will be at the doctorate level by 2027. Only about 35% of the accredited programs in the United States are currently doctoral-level programs or have applied for transition to the doctorate. The professional standards set by ACOTE will require graduates at the doctoral level to demonstrate expertise in clinical practice skills, research skills, administration, leadership, program and policy development, advocacy, education and theory development. Graduates must also complete a capstone project with a minimum 14-week experiential component. Doctoral education will best prepare graduates who can demonstrate professional autonomy, implement evidence-based practice, understand care delivery models, and be prepared to meet the future occupational needs of society (ACOTE and AOTA).

The proposed program will offer applicants an option to complete a doctoral degree from a public university, which is more financially feasible for many students in this region. The proposed curriculum includes an interprofessional focus, which will prepare graduates to practice with appropriate skills and expertise in a field that requires collaboration and teamwork. The projected employment potential for the occupational therapy profession continues to be optimistic with the number of jobs available expected to grow over the next eight years. This proposed program will help to meet those workforce demands with highly-qualified applicants who are well prepared to be autonomous practitioners.

## G. Alignment with State Master Plan and Institutional Mission

### State Master Plan

The Master Plan for Tennessee Postsecondary Education 2015-2025, established by the Tennessee Higher Education Commission, acknowledges *the critical need for academic programs of distinction at the graduate and professional level to fully address Tennessee’s economic development, workforce, and research needs*. This plan includes statewide strategic development of higher education programs that *increase the educational attainment levels of Tennesseans* and calls for *institutional mission differentiation to realize statewide efficiencies through institutional collaboration and minimized redundancy in degree offerings, instructional locations, and competitive research*. (State Master Plan website – page 2)

The proposed Doctorate of Occupational Therapy degree meets the State Master Plan to increase the educational attainment levels of Tennesseans by creating a graduate degree program that prepares graduates for entry into one of the regions fastest growing labor categories, provides state of the art rehabilitative care and contribute to the research needs of the healthcare community, and provides a degree with an interdisciplinary focus. Each of these areas is addressed in the sections that follow.

<p>Prepare Graduates for Fastest Growing Labor Categories</p>	<p>Data supportive of the State Master Plan comes from the Bureau of Labor Statistics, which projects that the need for occupational therapists is expected to grow 24% from 2016-2026, which is much faster than the average for all occupations. The demand for occupational therapists is similarly projected to increase in Tennessee with an estimated 24.2% job growth. Please refer to Appendix B (pp. 16-19) for data from Burning Glass, an analytics software company that provides real-time data on labor market trends.</p>
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Increased Need for Rehabilitation

Data support the State Master Plan to prepare Tennesseans with highly trained occupational therapy graduates who are better equipped to provide state of the art rehabilitative care and contribute to the research needs of the healthcare community. Specifically, there is an increased need for rehabilitation specialists throughout the US and the Appalachian region. The growing demand for rehabilitation professionals is increasing with the aging of the population in Tennessee and the nation. Life-saving medical interventions are extending the lives of Americans, increasing the elder population and saving the lives of individuals who might have previously succumbed to disease or injury. These medical advances have resulted in an increased need for rehabilitation services for persons who survive, but have temporary or chronic disabling conditions which interfere with their ability to function. As a result, there is a dramatically increased demand for rehabilitation personnel and a need for new therapies to assist individuals as they recover, adjust and adapt to health changes. Providing doctorate trained specialists in the field of occupational therapy will enhance and improve the provision of rehabilitation within the region.

The intent of the Focus Act was to empower universities that were former TBR institutions. Of these universities, ETSU is in the best position to impact the regional market and also access the NC high market need, which Burning Glass identified as currently being served by UNC-Chapel Hill, a top 10 nationally ranked program (see Appendix B, pp. 18-19).

Focus on Interdisciplinary Education and Collaboration

Data support the need to provide students with an option to obtain a degree with an interdisciplinary focus and options for collaboration. Healthcare systems are changing and the healthcare professionals of the future will need to function as part of an interprofessional team. In the proposed OTD curriculum, collaboration will occur within the University between Physical Therapy and the College of Medicine with joint classes planned throughout the curriculum with each of these departments. In addition, there are interprofessional resources and options for both academic and research interactions between this program and PT, Speech-Language Pathology, Social Work, Nursing, and Medicine. As noted in the Burning Glass report (Appendix B, pp. 18-19), employers in the surrounding region, including Kentucky, North Carolina, Tennessee and Virginia, are seeking qualified occupational therapists with the key competencies of teamwork/collaboration, communication skills, and the ability to build effective relationships. The interprofessional curriculum proposed for this OTD program will provide graduates with expertise in each of these key areas (refer to summary information on Student Interest, p. 8). Data from a recent survey conducted among current ETSU college students interested in healthcare also supports development of a degree with interdisciplinary focus (see Appendix C, pp. 20-22). The majority of those surveyed (80.15%) indicated they were definitely or somewhat interested in applying to an OTD program at a university that has an interprofessional education (IPE) program with opportunities to learn with students enrolled in other health care programs (i.e., medicine, nursing, pharmacy, PT, SLP, etc.).

## Institutional Mission

The proposed Doctorate of Occupational Therapy degree also aligns with the mission and vision of East Tennessee State University, the Academic Health Sciences Center, and the goals of the College of Clinical and Rehabilitative Health Sciences. ETSU's mission statement highlights the need to "provide strong, comprehensive educational, research, and service programs in the health sciences that advance the health and wellness of people throughout Tennessee and Southern Appalachia and of rural populations around the world." The strategic plan for the Doctorate of Occupational Therapy speaks to the promise of ETSU's mission and its commitment to excellence in teaching, research, and public service in the health sciences through its inclusion with well-established and fully-accredited graduate programs in physical therapy, speech-language pathology, audiology, and nutrition, as well as accredited undergraduate programs in radiography, cardiopulmonary science, and dental hygiene.

The vision of East Tennessee State University is *developing a world-class environment to enhance student success and improve the quality of life in the region and beyond*. In addition, the University mission includes having *a wide array of educational and research programs and clinical services including a comprehensive Academic Health Sciences Center*. A core value of the University is *efficiency which is achieved through wise use of human and financial resources*. (ETSU Website and Strategic Plan 2016-2026 approved by the Board of Trustees 3-27-17)

Based on the East Tennessee State University Mission, Vision and Strategic Plan as outlined above, the proposed Doctorate of Occupational Therapy degree will meet the following objectives:

- Creates a graduate degree program that will contribute to and benefit from the educational and research programs and clinical services available through the Academic Health Sciences Center.

The focus of the ETSU Academic Health Sciences Center includes developing *critical thinking, problem-solving, and diagnostic and treatment skills* as well as educating health professionals *who can work as part of a collaborative care team of professionals to provide the most comprehensive and efficient care possible* (ETSU Academic Health Sciences Center website). Adding an OTD option will help to further promote the comprehensive nature of rehabilitation education at East Tennessee State University. Addition of an OTD to the current degrees available in Physical Therapy, Speech-Language Pathology, Audiology, Social Work, Medicine, Nursing, Pharmacy, and Clinical Psychology will provide a well-rounded array of clinical career options. Curriculum promoting interprofessional education will assist in developing graduates better prepared to join a collaborative team of health care professionals.

- Contributes to regional stewardship and wise use of human and financial resources by providing students with an opportunity to obtain a degree at a lower cost than those offered at surrounding private institutions.

Providing an option for an occupational therapy degree at a public university makes the degree more financially feasible for many students in this region. Many of the programs currently accredited within a 250 mile radius are offered at private institutions, with a higher tuition cost than a public institution. In a recent survey conducted among current ETSU college students interested in healthcare graduate programs, 87.5% indicated they would definitely prefer, and an additional 11.03% indicated they would somewhat prefer, to attend a public university rather

than a private university because of lower tuition (see Appendix C, pp. 20-22). In the four state region that includes ETSU, only 33% of the current OTD programs are located in public institutions compare to 67% in private institutions.

In addition to overall tuition costs being lower at a public institution than a private university, East Tennessee State University offers scholarships to assist with decreasing the financial burden of out-of-state tuition. The George L Carter Scholarship awards up to \$14,000 per year for full-time graduate students who reside within a 250 mile radius of ETSU, and the Sidney G. Gilbreath Scholarship awards up to \$11,000 per year for full-time graduate students who reside beyond the 250 mile radius of ETSU.

As one of the colleges comprising the ETSU Academic Health Sciences Center, goals of the College of Clinical and Rehabilitative Health Sciences include: *To create an academic and clinical culture that encourages service to diverse and underserved populations; encourage collaborative research for students and the community addressing long-term clinical and rehabilitative health needs across the lifespan and health care spectrum; and to promote scholarship and mentoring that supports evidence-based practice and life-long learning* (ETSU Academic Health Sciences Center website and CCRHS website).

The proposed Doctorate of Occupational Therapy degree meets the goals of the College of Clinical and Rehabilitative Health Sciences in the following ways:

- Provide students with options for clinical experiences and service to diverse and underserved populations in order to better prepare them to provide rehabilitative services for these populations.

The proposed curriculum will include a number of clinical experiences in a variety of healthcare settings. Students will be prepared to provide clinical expertise in the art and science of occupational therapy to a wide range of patients. Students within the program will have opportunities to participate in service activities with various population groups. Partnership with regional, state and national facilities will provide students with a wide range of professional learning experiences. The College of Clinical and Rehabilitative Health Sciences currently has affiliation agreements with >350 facilities for clinical experiences with other rehabilitation professionals. The university will utilize and build on these resources to fulfill the required clinical education experiences for the OTD program.

- Creates a graduate degree with a curriculum that addresses rehabilitative health needs across the lifespan and supports evidence-based practice and life-long learning.

Courses within the curriculum will address assessment and provision of care for patients across the entire lifespan. Opportunities for collaboration in academic settings, clinical practice and scholarship are available throughout the curriculum. Content regarding literature review and assessment of evidence for clinical practice will be included. In addition, emphasis will be placed on establishing a platform for professional development of students within the program which will extend throughout their careers.



## H. Need for Program: Feasibility Study

<p>Student Interest</p>	<p>To gauge the student interest at ETSU for a proposed OTD program, a student survey was sent to over 1,000 ETSU undergraduate students (1,069 ETSU undergraduate students in Pre-PT, Pre-OT, Pre-CDIS, Allied Health, and Rehab Sciences, in addition to students in Psych, Human Services, Pre-Health, Exercise Science, and Public Health). A summary of the results are included in Appendix C (pp. 20-22) and presented below:</p> <ul style="list-style-type: none"> <li>• A total of 171 student responses were received. The majority of respondents were seniors (32%) followed closely by juniors (30%).</li> <li>• 87% of students who answered the survey indicated “definite” interest in pursuing a graduate degree in a healthcare field. Of those respondents, 73% indicated interest in an OTD program if offered at ETSU. Only 10% were “definitely not” interested in an OTD program.</li> <li>• 88% of respondents expressed the definite preference of a public education over a private option for graduate school option secondary to lower tuition rates.</li> <li>• 79% of students expressed interest in applying to an OTD program with emphasis in interprofessional education (IPE) and opportunities to learn with students enrolled in other health care programs such as medicine, nursing, pharmacy, PT, SLP, etc.</li> <li>• 81% of students reported interest in matriculating into the OTD program if they were not accepted into their first degree of choice.</li> </ul> <p>The student survey results confirm strong ETSU student interest in this program of study. These data are commensurate with information from AOTA which indicates that Occupational Therapy is a popular graduate program that attracts more applicants than available seats with a national acceptance rate, in OTD programs, of approximately 18% among qualified applicants.</p>
<p>Local and Regional Need/Demand</p>	<p>Regional demand for Occupational Therapists is higher than the national average. As indicated in the Burning Glass report (Appendix B, pp. 16-19), a 32% projected employment growth increase is expected in the four state region of TN, NC, VA, and KY between 2018 and 2026.</p> <p>Corroborating the data from Burning Glass, data from the Bureau of Labor Statistics also indicate a regional increased job projection. Additionally, location quotients provide relevant employment information. The location quotient is the ratio of the area concentration of occupational employment to the national average concentration. According to the BLS, the location quotient for the states of Tennessee and surrounding states are less than one, indicating the occupation is less prevalent in the area than the national average. Of particular note is that the</p>

	<p>bordering states’ average in the region (TN, VA, NC, SC, GA, AL and KY) is .77, which is well below the national average.  <a href="https://www.bls.gov/oes/current/oes291122.htm#(9)">https://www.bls.gov/oes/current/oes291122.htm#(9)</a></p> <p>The OT programs in ETSU’s region appear to have acceptance rates similar to the national average based on information posted on their web sites. Additionally, OT programs in closest proximity to ETSU, per their website, have a 100% job placement rate at the time of graduation. Increased regional need indicates there is an increased demand for OTD students who are qualified to meet that need.</p> <p>Additionally, AOTA’s most recent requirements are that all schools must provide the OTD degree as the entry-level degree for the profession by 2027. It is uncertain how many programs will make that transition or choose to no longer offer the degree. The aggregate program data indicate that the trends in enrollment continue to increase from year to year. These trends are expected to continue to rise.</p> <p>Letters of support for the proposed OTD program from employers in our region are included in Appendix D (pp. 26-29). These letters support the need for an additional OTD program that offers an affordable public option and incorporates the core competencies of interprofessional education and collaborative practice.</p>
Employer Need and Demand	<p><u>Workforce Analysis</u>  According to the Bureau of Labor Statistics (BLS), the employment of occupational therapists is projected to grow 24 percent from 2016 to 2026, nearly four times the national average growth rate of 7%. Occupational therapy will continue to be an important part of treatment for people with various illnesses and disabilities, such as Alzheimer’s disease, cerebral palsy, autism, or the loss of a limb.  <a href="https://www.bls.gov/ooh/healthcare/occupational-therapists.htm">https://www.bls.gov/ooh/healthcare/occupational-therapists.htm</a></p> <p><u>Future Workforce Projections</u>  Occupational therapy remains a high-demand profession, in Tennessee and nationally. The job growth in Tennessee is projected to increase 24.2% between 2016-2026. As noted on pp. 11-12, there are only two OTD programs in TN; only one of which is a public university. Therefore, there is not enough public institution participation to meet the market demand in Tennessee or nationally.</p> <p><u>Employer Survey</u>  A survey was sent to 97 regional employers in a variety of clinical settings (outpatient and inpatient rehabilitation clinics; acute care; skilled nursing facilities, and pediatric clinics) within 100 miles. A summary of the results are included in Appendix C (pp. 23-25) and are presented below:</p> <ul style="list-style-type: none"> <li>• 19 employer responses were received, which was a 19.6% response rate.</li> <li>• 50% of respondents agreed that there is shortage of OTD in the region, with an additional 22% that said “I don’t know.”</li> </ul>

- 78% of regional employers agreed with the need for an OT program in the region that offered a public option with lower tuition.
- 60% agreed with the need for an OT program with an emphasis on interprofessional education and practice (IPE/IPP).
- Only 22% of employers strongly agree that OT graduates are entering the field prepared to practice with team-based care/interprofessionally.
- 44% of regional employers were already prepared to consider providing fieldwork opportunities for ETSU OTD students.

Below is a list of regional employers who have provided letters of support for the proposed OTD program (see Appendix D, pp. 26-29).

Company	Official	Official Title
Holston Medical Group	Dr. Alan Meade	Director of Rehabilitation Services
Ballad Health	Ms. Tammy Martin	Corporate Director of Outpatient Services
Quillen Rehabilitation	Mr. Jeff Robinette	Director of Therapy Operations
NHC	Ms. Suzanne Lawrence	NHC Healthcare Recruiter

Overall, survey reports from local employers indicate not only the support of an additional program, but increased support in a program that offers a public option with an emphasis in interprofessional practice and team-based care.

Future Sustainable Need and Demand

Two aspects of the proposed program support the future sustainable need and demand for graduates of this program. One aspect is related to the changing demographics. A second aspect is related to the innovative curriculum of the proposed program that focuses on interprofessional practice with physical therapy and medicine, as well as the university's emphasis on interprofessional education with all health science programs. Each of these aspects is described below:

**Changing Demographics:** With the aging of the population in Tennessee and the nation, there is a growing need for Occupational Therapists to respond to the healthcare needs of an older population, individuals with neurologic diseases and illnesses, and chronic conditions to help individuals live as full a life as possible within their environments (home, work, school, community).

**Innovative Curriculum:** Healthcare systems are changing and the healthcare professionals of the future will need to function as part of an interprofessional team. This proposed degree fosters the application of the four core competencies of interprofessional collaborative practice (roles and responsibilities of health

	<p>professions, teams and teamwork, ethics, and interprofessional communication). These core competencies are emphasized within ETSU’s Interprofessional Education Program, which includes graduate programs from all of the five health science colleges (Clinical and Rehabilitative Health Sciences, Medicine, Nursing, Pharmacy, and Public Health). ETSU is nationally recognized for its IPE Program and recently received the 2018 U.S. Public Health Services Award in Washington, DC from the Interprofessional Education Collaborative (IPEC).</p> <p>Finally, the Burning Glass report’s key findings and program demand forecast for the OTD in the southeast and nationally provide substantial support for the future sustainable need and demand for the proposed OTD program (Appendix B, pp. 16-19).</p> <ul style="list-style-type: none"> <li>• <b>Student interest and demand is growing with regional conferral volumes increasing 227% between 2013 and 2017.</b> In order to meet the region’s 32% projected employment growth between 2018-2026, an additional 28 graduates are needed in this area each year. Therefore, regional and national trends suggest that a new OTD program is sustainable and needed to meet the increasing market demand. OTD graduates will meet a positive labor market outlook over the next 10 years. ETSU projects to graduate 23 students per year, which exceeds the minimum of three per year for doctoral programs.</li> <li>• <b>Competitive saturation is low for the OTD.</b> ETSU would be the first public institution within more than 200 miles to offer an OTD program in Tennessee, and the only to offer the degree with other established rehabilitation programs within the same college (physical therapy, speech-language pathology, and social work) and within a broader university interprofessional education program that includes medicine, pharmacy, nursing, and public health. Only two institutions in Tennessee offer a doctorate in occupational therapy: University of Tennessee at Chattanooga and Belmont University. Of these only UT-C is a public institution. Trends in the current competitor market indicate a need for a public and more affordable option for students. The 2018-2019 tuition for the OTD program at Belmont is \$38,840 per academic year.</li> </ul>
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**I. Existing Programs Offered at Public and Private Tennessee Institutions:**

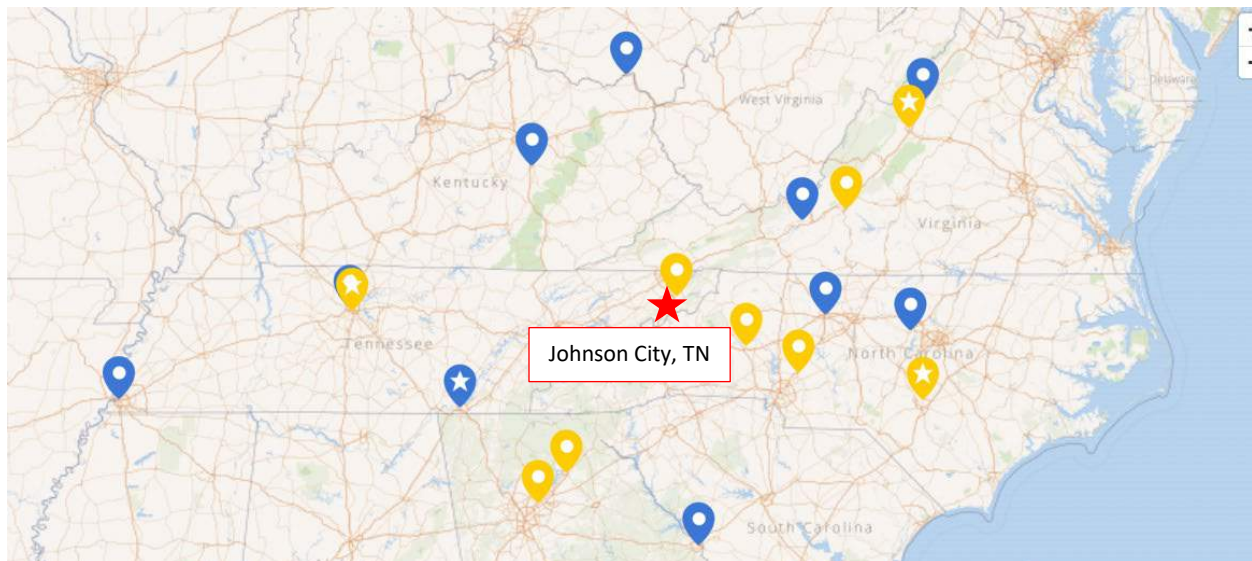
There are six occupational therapy programs within the state of Tennessee: four private and two public programs. Of these, only two offer the OTD: One is private (Belmont University) and one is public (UT-Chattanooga). These programs are listed in the table below.

Institution	Program	Concentration(s)	CIP Code
Milligan College	OT – MS	None	51.2306
UT-Chattanooga	OTD	None	51.2306
Belmont University	OT - MS	None	51.2306
Belmont University	OTD	None	51.2306

Tennessee State University	OT - MS	None	51.2306
UT-Health Sciences Center	OT - MS	None	51.2306

According to the American Occupational Therapy Association (<https://www.aota.org/>), there are currently 23 accredited Occupational Therapy Doctorate (OTD) programs across the United States. Of these 23 programs, only six are in the south. There are currently 179 Masters (MS) level occupational therapy programs across the United States, 55 of which are located in the south.

The figure below plots the location of all occupational therapy programs in the surrounding 250 miles from Johnson City, Tennessee. The yellow icons indicate private universities, and the blue icons indicate public universities. The star icons represent OTD programs, and the circles represent MS programs.



These data clearly demonstrate that a public OTD option is currently not available in the Northeast Tennessee area. The closest public OTD option (UT Chattanooga) is over 200 miles away. There are Master level programs nearer, but they are at private institutions. An OTD program at ETSU would be well placed, given the high demand for public OTD programs and limited supply in the area.

## J. Program Costs and Revenues

The following section provides details on program cost and revenue for the proposed OTD program at East Tennessee State University (see attached THEC Financial Projection Form). As a doctoral program, seven year projections have been calculated with a 3% annual increase where appropriate. Expenses will begin in year one with the addition of a Program Director, one Faculty member, equipment, and other expenses associated with the accreditation process (i.e., consultant pay and travel reimbursement). Tuition and fee revenue will begin in year two pending the implementation of the accreditation process. Institutional reallocations will be necessary in the first two years, and will come from the College of Clinical and Rehabilitative Health Sciences. There will be no federal grants, private grants, nor gifted

funds for the establishment of this doctoral program. As can be seen from the subsequent data, the proposed OTD program will have revenue that exceeds expenditures by the fourth year.

**Expenses**

One-Time Expenditures		
Item	State reason for expenditure	Total Expenditure
New/Renovated Space	NA	NA
Equipment	Initial funds will be used to purchase equipment necessary for the OTD program such as durable medical equipment, positioners for rehabilitation, aids for daily living, etc.	\$100,000
Library	Library will review and an appendix will be included in the NAPP for Library Resources.	TBD
Consultants	Two consultants for external review for at least two days	\$9,000 includes compensation/travel/hotel/meals
Other (specify)	NA	NA
<b>TOTAL</b>	<b>One-time Expenditures</b>	<b>\$109,000</b>
Recurring Expenditures		
Item		Total for 7 Years
Administration Salary	Program Director will be hired in Y1 at \$110,000 annual salary at a 3% increase	\$842,871
Administration Benefits	Program Director \$34,350 annual benefits in Year 1 with a 3% increase	\$263,206
Faculty Salaries	1 Faculty starting each year (Y1-Y4) for a total of 4 Faculty. Faculty annual salary of \$85,000 at a 3% increase	\$1,965,509
Faculty Benefits	Faculty benefits will be \$29,350 annually , increased 3 % each year	\$678,678
Support Staff Salary	NA	NA
Support Staff Benefits	NA	NA
Graduate Assistants	Graduate Assistant will begin in Y1 at \$7800 annual salary (9 months). Graduate Assistants receive tuition waivers.	\$179,964
Operating (travel, accreditation dues, rent, university administration, supplies	Travel: \$6000 in Y1 and \$10,000 for subsequent years Accreditation Dues: \$4500 annually; Space: Rent 6000 SQFT/\$18 starting in Y2 with 3% increase; University Administration: Starting in Y2 at 30% of Total Program Revenue; Supplies: Starting in Y2 at \$25,000 annually	\$2,962,278

TOTAL	Reoccurring Expenditures	\$6,892,506
TOTAL	One-time & Reoccurring Expenditures	\$7,001,506

### Projected Enrollments

Enrollment is based on an initial cohort of 24 full-time students. The projected number of graduates is 23, which assumes a 95% retention rate (5% attrition rate) from the first year of the program to the third year.

Projected Enrollment (Full-time students)						
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
0	24	47	68	68	68	68

### Revenues

Item		Total Revenue for 7 Years
Tuition and Fees	Totaled tuition over 7 years with 3% annual increase	\$6,290,773
Course Fees	AHSC Fees (\$50 credit) over 7 years	\$600,480
Institutional Reallocations	Institutional Reallocations will be needed in the first two years of program implementation, provided by the ETSU College of Clinical and Rehabilitative Health Science	\$110,253
Grants	NA	NA
TOTAL	Revenues	\$7,001,506

### Expenditure/Revenue Summary

Year	Expenditure	Revenue
1	\$445,222	\$452,222
2	\$687,495	\$687,495
3	\$927,333	\$927,333
4	\$1,181,006	\$1,181,006
5	\$1,215,373	\$1,215,373
6	\$1,250,790	\$1,250,790
7	\$1,287,288	\$1,287,288



## Appendix A: ACOTE Accreditation Candidacy Timeline

2023/2024

### OT DOCTORAL LEVEL APPLICANT PROGRAM

NAME OF PROGRAM: EAST TENNESSEE STATE UNIVERSITY (OTD)  
 CITY, STATE: Johnson City, Tennessee  
 LEVEL OF PROGRAM: Entry-Level Doctoral Degree

Letter of Intent Received: November 26, 2018  
 Candidacy Application Due: April 15, 2021\*  
 ACOTE CANDIDACY DECISION: August 2021 (2020/2021)  
If Candidacy Status is Granted:  
 Students may be notified of acceptance into the Program: August 2021  
 First Class Starts: January 2022  
 Initial Report of Self-Study due: July 3, 2023  
 ACOTE PREACCREDITATION DECISION: December 2023 (2023/2024)  
 First class begins Level II Fieldwork: January 2024  
 Initial on-site evaluation: April-July 2024  
 ACOTE ACCREDITATION DECISION: August 2024 (2023/2024)  
 First class begins OTD capstone: August 2024  
 First class graduates: December 2024  
 NBCOT Certification Examination: 2024

*\*Requested April 15, 2020 waiting list.*

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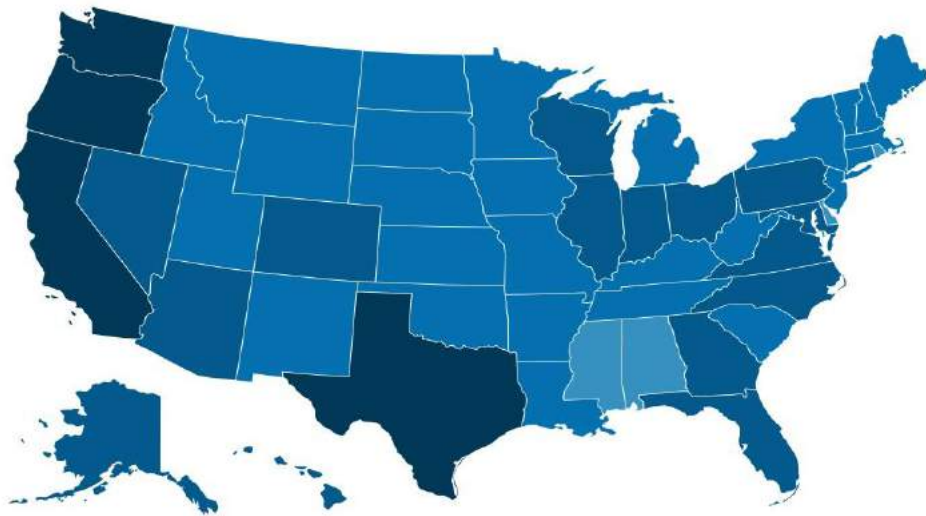
## Appendix B: Burning Glass Report

Data from Burning Glass Technologies (an analytics software company that provides real-time data on labor market trends), was obtained for the OTD in a four state region that includes Tennessee, North Carolina, Virginia, and Kentucky. The following is a summary of the employment potential, competitive landscape, market alignment, and key competencies for the Doctorate in Occupational Therapy. Data from each of these areas are summarized in the sections below.

<p><b>Employment Potential</b></p>	<p>Review of data from November 2017 – October 2018 indicates that the number of occupational therapy jobs is expected to grow over the next 8 years in the southeast region of the U.S., including the four states of Tennessee, North Carolina, Kentucky, and Virginia. Demonstration of the growth potential for this region is evident when comparing the benchmark of <math>\geq 1.0\%</math> for employment growth to the projection for this region. Reports from Burning Glass indicate a 32% projected employment growth increase in the four state region of TN, NC, VA, and KY between 2018 and 2026, at which point growth will start leveling off (see figure below). Projected average salaries of occupational therapy graduates are well above the average living wage for these same states, which will assist with economic development in the region.</p> <div style="text-align: center;"> <table border="1" style="margin: 10px auto; border-collapse: collapse;"> <caption>Employment Trend, KY, NC, TN, VA</caption> <thead> <tr> <th>Year</th> <th>Employment Figure (Approximate)</th> </tr> </thead> <tbody> <tr> <td>2012</td> <td>8,000</td> </tr> <tr> <td>2014</td> <td>9,400</td> </tr> <tr> <td>2016</td> <td>10,100</td> </tr> <tr> <td>2018</td> <td>10,800</td> </tr> <tr> <td>2020</td> <td>11,500</td> </tr> <tr> <td>2022</td> <td>12,200</td> </tr> <tr> <td>2024</td> <td>12,900</td> </tr> <tr> <td>2026</td> <td>12,500</td> </tr> </tbody> </table> </div> <p>One of the states with the top 10 job posting demands for this profession is North Carolina, which is a neighboring state to Tennessee whose western border is less than 50 miles from ETSU.</p> <p>Corroborating the data from Burning Glass, data from the Bureau of Labor Statistics (BLS) also indicate a regional increased job projection. Additionally, location quotients provide relevant employment information. The location quotient is the</p>	Year	Employment Figure (Approximate)	2012	8,000	2014	9,400	2016	10,100	2018	10,800	2020	11,500	2022	12,200	2024	12,900	2026	12,500
Year	Employment Figure (Approximate)																		
2012	8,000																		
2014	9,400																		
2016	10,100																		
2018	10,800																		
2020	11,500																		
2022	12,200																		
2024	12,900																		
2026	12,500																		

ratio of the area concentration of occupational employment to the national average concentration. According to the BLS, the location quotient for the states of Tennessee and surrounding states are less than one, indicating the occupation is less prevalent in the area than the national average. Of particular note is that the bordering states' average in the region (TN, VA, NC, SC, GA, AL and KY) is .77, well below the national average. [https://www.bls.gov/oes/current/oes291122.htm#\(9\)](https://www.bls.gov/oes/current/oes291122.htm#(9))

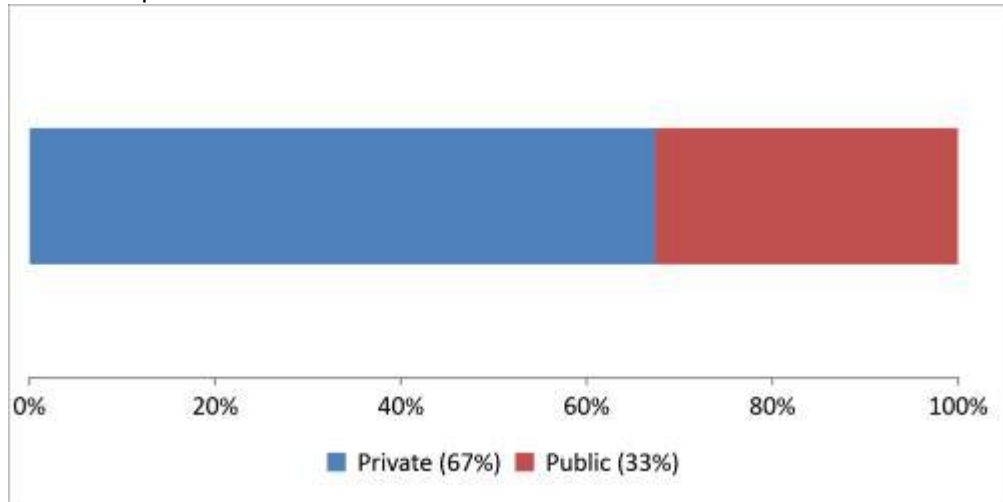
These projections clearly indicate that this is the time for ETSU to enter the market. Primary analysis further shows that NC is one of the top 10 locations for demand for OT services, which is in our region. Additionally, several states in the southeast (VA, NC, GA, and FL) are high demand states as shown in the dark blue states on the map below. These data indicate that there is an increased demand in the local and southeastern U.S. market that ETSU can supply and also be a player in the national market as well.



Regionally, Burning Glass data indicate the market share of current OTD programs are located in private institutions (67%). Thus, it is no surprise that a public option would be of benefit regionally. Given AOTA's requirement for the OTD to be the entry point degree for the profession, there is a critical need for OTD programs. It is uncertain how many programs will make that transition or choose not to offer the degree anymore. Therefore it is timely and advantageous for ETSU to get into this market.

**Competitive Landscape**

Student interest and demand are growing with regional conferral volumes increasing 227% between 2013 and 2017. According to Burning Glass, 95 OTD degree conferrals were made in 2017 in the four state region, of which only 31 were from public institutions.



Institution Type	Conferrals (2017)	Market Share (%)
Private	64	67.37%
Public	31	32.63%
<i>Total</i>	95	100%

These data indicate there is not enough public institution participation to meet the market demand. Based on labor market needs, a public option is greatly needed to accommodate the increased demand for OTD graduates in the region. Public offerings should be at least 50% in order to meet the projected 32% projected employment growth for the region. This translates to about 28 additional graduates needed in this region each year to supply the demand for OT services.

ETSU would be the first public institution within more than 200 miles to offer an OTD program in Tennessee, and the only to offer the degree with other established rehabilitation programs within the same college (physical therapy, speech-language pathology, and social work) and within a broader university interprofessional education program that includes medicine, pharmacy, nursing, and public health. Only two institutions in Tennessee offer a doctorate in occupational therapy: University of Tennessee at Chattanooga and Belmont University. Of these only UT-C is a public institution. Trends in the current competitor market indicate a need for a public and more affordable option for students. The 2018-2019 tuition for the OTD program at Belmont is \$38,840 per academic year.

**Market Alignment**

One of the states with the top 10 job posting demands for this profession is North Carolina, which borders Tennessee and is in close proximity of ETSU. As a Local

	Governing Institution, ETSU is in the best position to impact the regional market and access the North Carolina market. Burning Glass identified the University of North Carolina-Chapel Hill as a top 10 national OTD program. ETSU is positioned to be a top competitor given our lower tuition and focus on interprofessional education and collaborative practice.
Key Competencies	According to the Burning Glass report, employers in Tennessee and the 4 state region are seeking qualified occupational therapists with the key competencies of teamwork/collaboration, communication skills, and the ability to build effective relationships. ETSU has a competitive advantage over other programs with our established and nationally recognized IPE Program that is based on the Interprofessional Education Collaborative’s four core competencies, which include teams and teamwork, interprofessional communication, roles and responsibilities, and values and ethics.

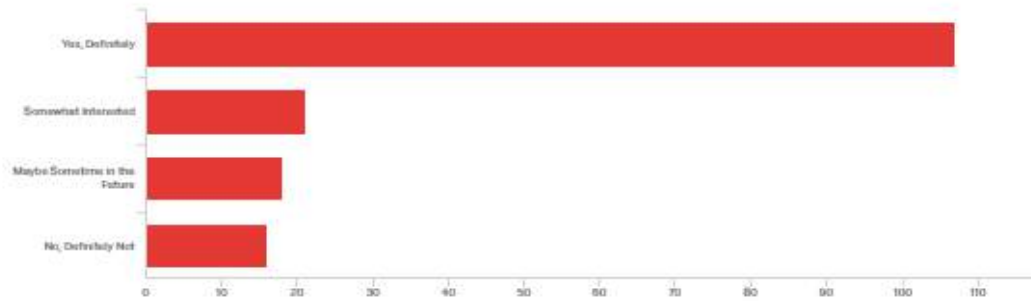
In summary, the key findings and program demand forecast for the OTD in the southeast and nationally provide substantial support for the future sustainable need and demand for the proposed OTD program.

- **Student interest and demand is growing.** Between 2013 and 2017, regional degree conferrals increased 227%. OTD graduates will meet a positive labor market outlook over the next 10 years.
- **Competitive saturation is low for the OTD.** ETSU would be the first public institution within more than 200 miles to offer an OTD program in Tennessee, and the only to offer the degree with other established rehabilitation programs within the same college (physical therapy, speech-language pathology, and social work) and within a broader university interprofessional education program that includes medicine, pharmacy, nursing, and public health. Only two institutions in Tennessee offer a doctorate in occupational therapy: University of Tennessee at Chattanooga and Belmont University. Of these only UT-C is a public institution. Trends in the current competitor market indicate a need for a public and more affordable option for students. The 2018-2019 tuition for the OTD program at Belmont is \$38,840 per academic year.

## Appendix C: Surveys

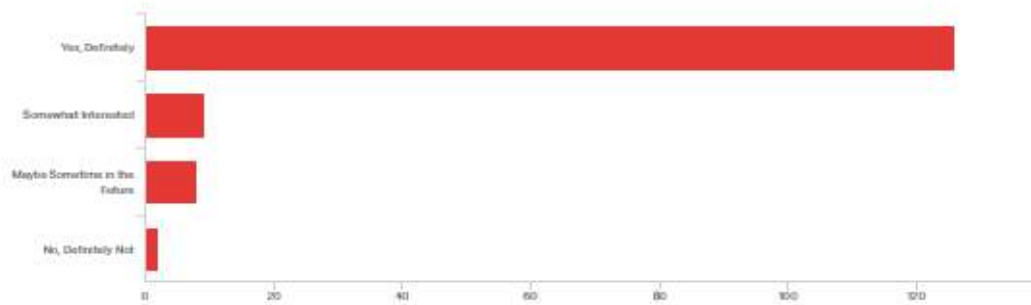
### Students

Q3 - I am interested in pursuing a graduate degree.



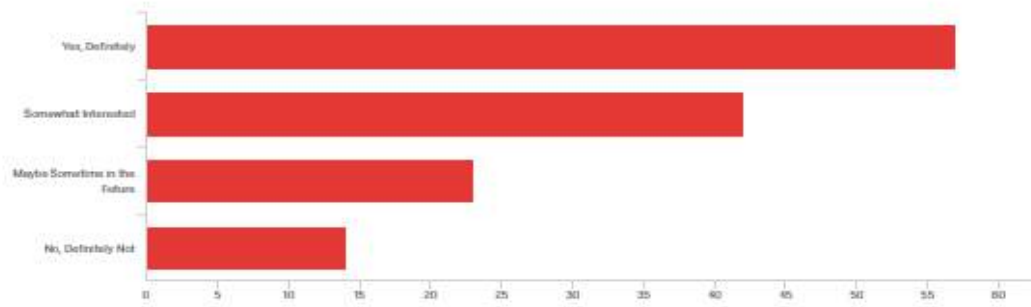
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	I am interested in pursuing a graduate degree.	1.00	4.00	1.65	1.02	1.04	162

Q4 - I am interested in pursuing a graduate degree in a healthcare related field.



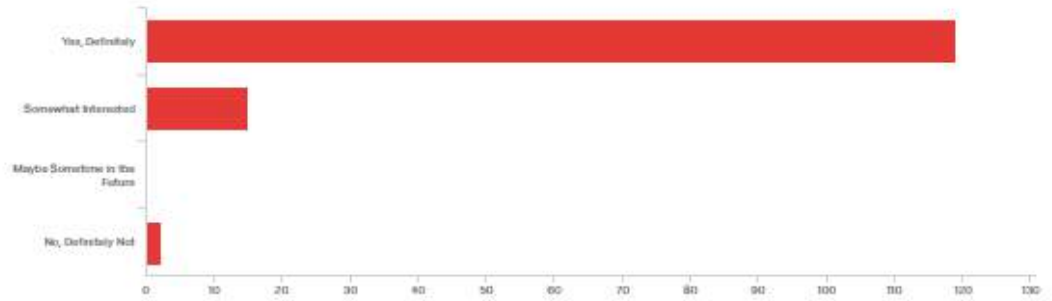
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	I am interested in pursuing a graduate degree in a healthcare related field.	1.00	4.00	1.21	0.60	0.36	145

Q5 - I would be interested in an OTD program if offered at ETSU.



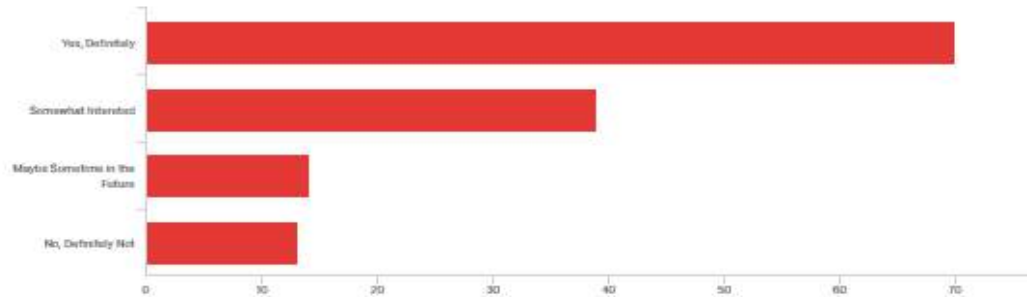
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	I would be interested in an OTD program if offered at ETSU.	1.00	4.00	1.96	1.00	1.00	136

Q6 - I would prefer to attend a public university rather than a private university because of lower tuition.



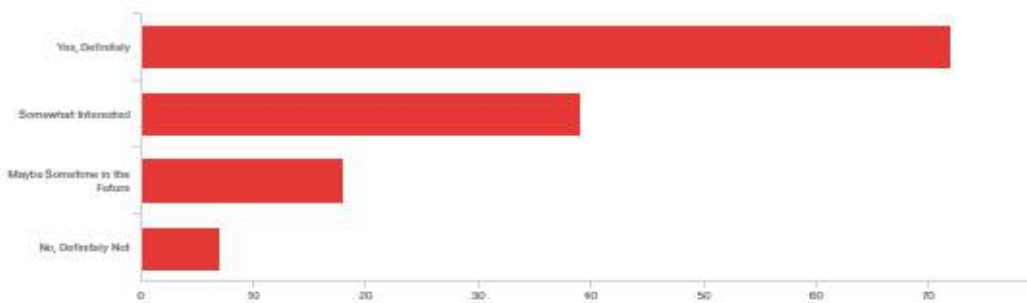
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	I would prefer to attend a public university rather than a private university because of lower tuition.	1.00	4.00	1.15	0.47	0.22	136

Q7 - I am interested in applying to an OTD program at a university that has an interprofessional education (IPE) program with opportunities to learn with students enrolled in other health care programs (i.e., medicine, nursing, pharmacy, PT, SLP, etc.)



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	I am interested in applying to an OTD program at a university that has an interprofessional education (IPE) program with opportunities to learn with students enrolled in other health care programs (i.e., medicine, nursing, pharmacy, PT, SLP, etc.)	1.00	4.00	1.78	0.98	0.95	136

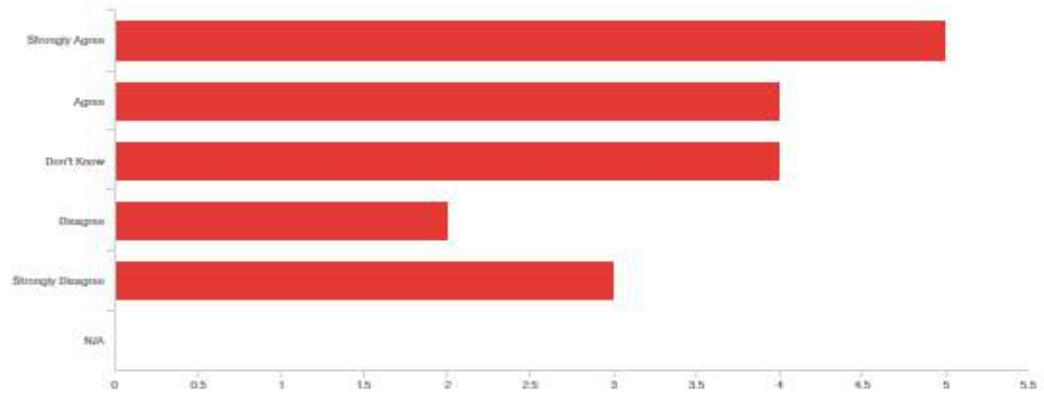
Q8 - I would be interested in an OTD program if I didn't get accepted into my first choice degree program (e.g., DPT, SLP, AuD, etc.).



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	I would be interested in an OTD program if I didn't get accepted into my first choice degree program (e.g., DPT, SLP, AuD, etc.).	1.00	4.00	1.71	0.88	0.78	136

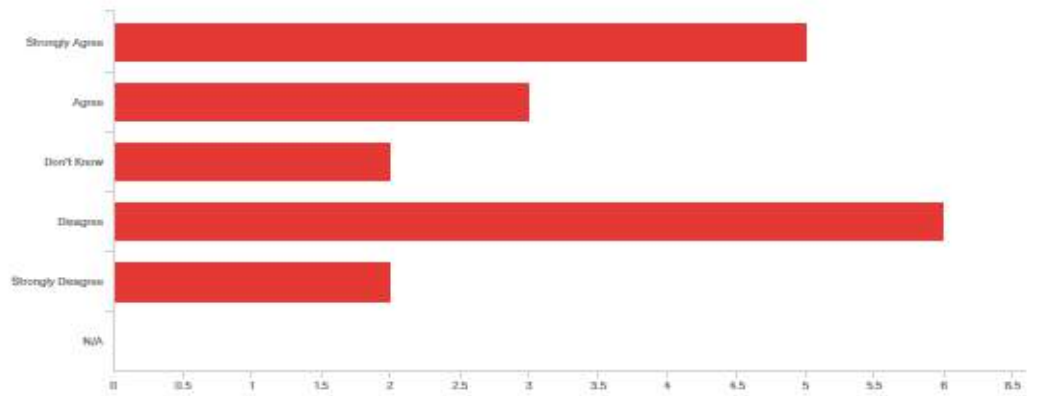
## Employer Survey

Q2 - There is a shortage of licensed OTD's in the state or region..



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	There is a shortage of licensed OTD's in the state or region.	1.00	5.00	2.67	1.41	2.00	18

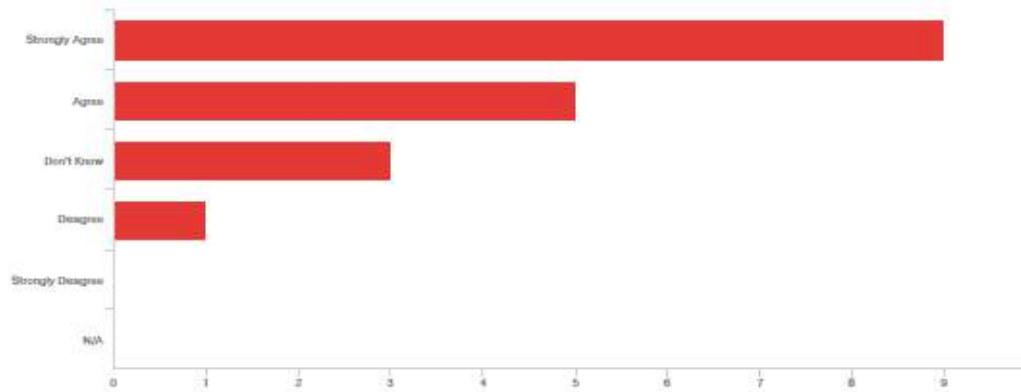
Q3 - There is a need for an additional OTD program in the region.



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	There is a need for an additional OTD program in the region.	1.00	5.00	2.83	1.42	2.03	18

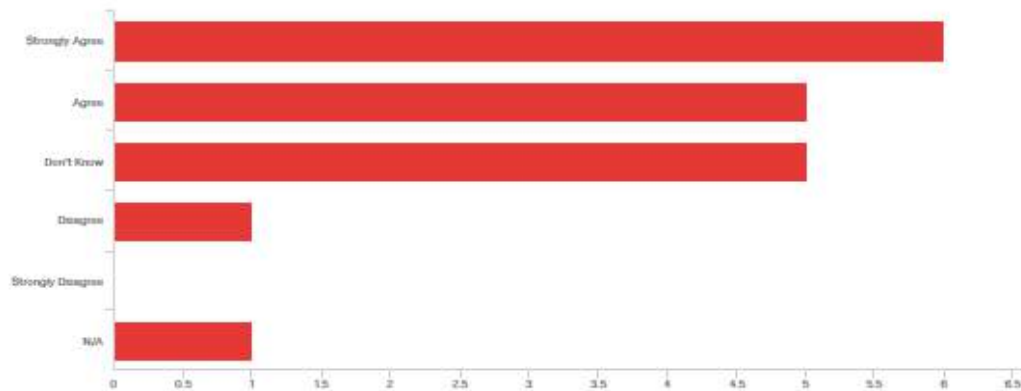


Q4 - There is a need for an OT program in the region from a public institution that has lower tuition.



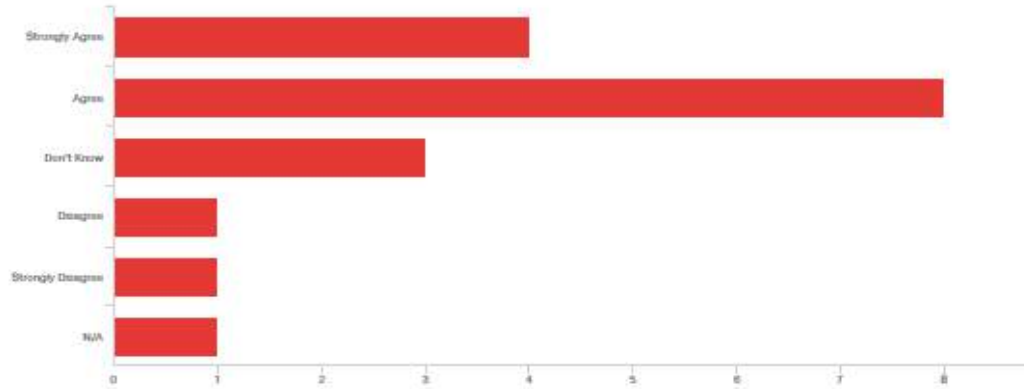
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	There is a need for an OT program in the region from a public institution that has lower tuition.	1.00	4.00	1.78	0.92	0.84	18

Q5 - There is a need for an OT program that emphasizes interprofessional education and practice (IPE/IPP).



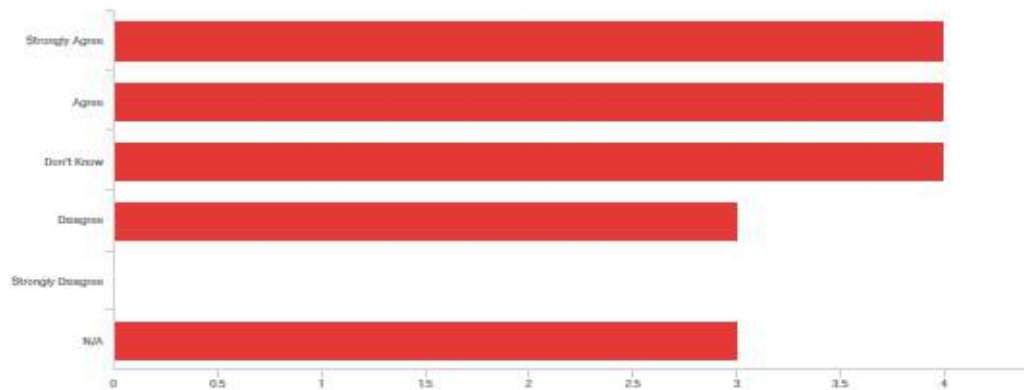
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	There is a need for an OT program that emphasizes interprofessional education and practice (IPE/IPP).	1.00	6.00	2.28	1.28	1.65	18

Q6 - OT graduates are entering the field prepared to practice with team-based care (interprofessionally).



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	OT graduates are entering the field prepared to practice with team-based care (interprofessionally).	1.00	6.00	2.44	1.34	1.80	18

Q7 - I would consider offering fieldwork opportunities if ETSU developed an OTD program.



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	I would consider offering fieldwork opportunities if ETSU developed an OTD program.	1.00	6.00	3.00	1.67	2.78	18

## Appendix D: Letters of Support

Dr. Alan Meade: Director of Rehabilitation Services, Holston Medical Group

Ms. Tammy Martin: Corporate Director of Outpatient Services, Ballad Health

Ms. Suzanne Lawrence, NHC Healthcare Recruiter

Mr. Jeff Robinette, Director of Therapy Operations, Case Management, Quillen Rehabilitation Hospital



4205 Hillsboro Road, Suite 317  
Nashville, Tennessee 37215  
615/269-5312  
FAX: 615/297-5852  
Email: [tpta@tptatn.com](mailto:tpta@tptatn.com)

**Dr. Don Samples, EdD, RRT, RPSGT**  
**Dean and Professor**  
**College of Clinical and Rehabilitative Health Sciences**  
**East Tennessee State University**  
**P. O. Box 70282**  
**Johnson City, TN. 37614**

**Dear Dr. Samples:**

On behalf of Holston Medical Group of the Tri-Cities, TN region as well as the Tennessee Physical Therapy Association, I would like to take this opportunity to lend my complete support for the potential new program of the Occupational Therapy Doctorate (OTD) and the Prosthetics & Orthotics program at East Tennessee State University. Wow, what a tremendous compliment to add to the College of Clinical and Rehabilitative Health Sciences that essentially completes the overall picture of all rehabilitative health science disciplines being represented in this entire community.

In my opinion, the two programs would certainly prepare students for entrance into two distinct, needed professional health care degrees in clinical areas such as Occupational Therapy and in Prosthetics/Orthotics for our community. The degrees for both would be labeled at the highest level of each of those disciplines. I am aware that Milligan College has the Master's Degree in Occupational Therapy (MSOT), but this is a private college. For ETSU to offer a Doctoral Degree in Occupational therapy, I believe it would be more cost effective and affordable for students to pursue this profession at a State College. It behooves ETSU to bring these programs on board that would certainly complement what is currently being provided at CCRHS in physical therapy, speech-language pathology, audiology, social work, and many others. I believe it would also provide students an opportunity to make decisions as to whether they would like to work in the different aspects of Occupational Therapy, whether that would be in the area of Hands/Upper Extremity/Orthopedics, or in Neurological Adults/Pediatrics, or in Geriatrics, or in the Psychology realm. The need is certainly there. As a Director of Rehab Services for a Multidisciplinary Physician Group, we are in need of OTs in our Rehab Clinics as we find them extremely valuable to the Rehab Team. The programs would provide students an opportunity to choose from two of the most interesting health care fields of choice.

I am also very much in favor of supporting a Prosthetics/Orthotics Program to this community as we do not have one close to the area. This would be a first for our area and that's exciting. I could certainly imagine the current clinics in our community working ever so closely and collaboratively with Prosthetist and Orthotist clinicians to enhance the care of patients in need of these services. Employment of orthotists and prosthetists is projected to grow 22% from 2016 to 2026, much faster than the average for all occupations. However, because it is a small occupation, the fast growth will result in only about 1,700 new jobs over the 10-year period. It is interesting to find that there are few states that have the Practitioner Programs. They have one

school in their states, except in Texas and California who has two programs. Tennessee does not have a program currently at all and this would be a first for our State. The large baby boom population is aging, and O & Ps will be needed because both diabetes and cardiovascular disease, two leading causes of limb loss, are more common among older people.

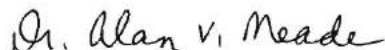
The OTD and P & O Programs would prepare students entering a specific field that is currently in need not only in the U.S., but definitely in our community. These particular two areas are a "must," because they belong in the traditional Medical Model and complete the Rehabilitation Team.

The programs would prepare potential healthcare professionals for patient interviews, a significant variety of treatment procedures and protocols in each discipline; provide the clinician with the foundation of technology and science behind each discipline. It will provide each person the knowledge of specific clinical work and also the quality and productivity standards behind each health care discipline.

The programs will provide a valuable addition and will complete the Rehabilitative Team of Providers in the College of Clinical Rehabilitative Health Sciences. As part of the Adjunct Faculty at ETSU in the Doctor of Physical Therapy Program, as well as the Chapter President of the Tennessee Physical Therapy Association, I am extremely excited about this opportunity as I believe it will serve to provide the education and preparation for those who are choosing clinical and rehabilitative positions and careers in Occupational Therapy and in Prosthetics/Orthotics for not only in our area, but also across the U.S.

If I can be of further assistance in this matter, please do not hesitate to contact me. Thank you for allowing me to comment on this great opportunity for ETSU.

Sincerely,



Dr. Alan V. Meade, PT, DScPT, MPH  
Director of Rehabilitation Services at HMG  
Chapter President—Tennessee Physical Therapy Association  
Adjunct Faculty in the ETSU DPT Program  
Work Phone: 423-578-1562  
[alan.meade@myhmg.com](mailto:alan.meade@myhmg.com)  
[almeadep@charter.net](mailto:almeadep@charter.net)



December 11, 2018

Dear Dean Samples,

I am writing to show my support for the College of Clinical & Rehabilitative Health Sciences' new Occupational Therapy program at East Tennessee State University. As the Director of Outpatient Services at large not-for-profit health care company that operates hospitals, outpatient therapy clinics and serves communities in northeast TN, southwest VA, southeastern KY, and western NC, I can attest to the need for qualified occupational therapists throughout our service region. In particular, there is a need for a "collaborative practice-ready" health workforce who are prepared to respond to local health needs. With ETSU's emphasis on interprofessional education and interprofessional collaborative practice, I know students graduating from an occupational therapy program there will have the critical interprofessional education and training that is essential to achieve our public health goals in the central Appalachian region.

ETSU has my full support with their efforts to create a clinical doctorate program in occupational therapy (OTD). I believe providing students affordable education and clinical practice within an interprofessional program will have a positive impact on the rehabilitative health landscape of our region, state, and nation.

Please contact me if I can be of further assistance.

Sincerely,

A handwritten signature in blue ink that reads "Tammy J. Martin".

Tammy J. Martin  
Corporate Director, Outpatient Services  
Ballad Health  
423-431-6958





Dear Dean Samples,

I am writing this letter to support the proposed occupational therapy program in the College of Clinical & Rehabilitative Health Sciences at East Tennessee State University. I work for <INSERT ORGANIZATION AND TITLE> and have the opportunity to work with a number of different health care professions, including OT, for a variety of health conditions. The interprofessional education at ETSU is without equal in this region, as evidenced by the students that have rotated through our clinics. Students from the proposed OT program at ETSU would have opportunities to learn with, from, and about students from other related professions, including speech-language pathology, physical therapy, nutrition, social work, as well as medicine, pharmacy, nursing, and public health. The students graduating from this OTD program would be leaders, not only within the state of TN, but nationally in their efforts to provide interprofessional education and collaborative practice across health care programs.

In conclusion, I fully support ETSU's proposal for an OTD program. We have a longstanding strong relationship with ETSU students, both undergraduate and graduate students, and find them to be quality students in every way. A new OTD program with an emphasis on interprofessional education would be a welcome addition to the students we have in our facility. The growing demand for trained interprofessional OTD graduates in this area and nationwide necessitates this initiative. If I can be of any further assistance, please do not hesitate to contact me.

Sincerely,

Suzanne Lawrence, MA, CCC-SLP  
NHC Healthcare Recruiter  
865-474-7323  
[Suzanne.lawrence@nhccare.com](mailto:Suzanne.lawrence@nhccare.com)

**Quillen  
Rehabilitation  
Hospital**  
a joint venture of  
**Ballad Health and Encompass Health**

2511 Wesley Street  
Johnson City, TN 37601  
O 423.952.1700  
F 423.952.1714  
[quillenrehabilitationhospital.com](http://quillenrehabilitationhospital.com)

Dear Dean Samples,

I am writing this letter to support the proposed occupational therapy program in the College of Clinical & Rehabilitative Health Sciences at East Tennessee State University. I work for Encompass Health (formerly HealthSouth) and have the opportunity to work with a number of different health care professions, including OT, for a variety of health conditions. The interprofessional education at ETSU is without equal in this region and beyond, as evidenced by the students that have rotated through our clinics. ETSU students are always well prepared and represent the University with distinction. Students from the proposed OT program at ETSU would have opportunities to learn with, from, and about students from other related professions, including speech-language pathology, physical therapy, nutrition, social work, as well as medicine, pharmacy, nursing, and public health. The students graduating from this OTD program would be leaders, not only within the state of TN, but nationally in their efforts to provide interprofessional education and collaborative practice across health care programs.

In conclusion, I fully support ETSU's proposal for an OTD program. We have a longstanding strong relationship with ETSU students, both undergraduate and graduate students, and find them to be very high quality students in every way. They are the standard-bearers to whom we compare all of our students. A new OTD program with an emphasis on interprofessional education would be a welcome addition to the students we have in our facility. The growing demand for trained interprofessional OTD graduates in this area and nationwide necessitates this initiative. If I can be of any further assistance, please do not hesitate to contact me.

Sincerely,



Jeff Robinette, PT  
**Director of Therapy Operations**  
O: 423-952-1723 F: 423-952-1710  
**Quillen Rehab Hospital**  
A Joint Venture of Encompass Health and Ballad Health  
2511 Wesley Street  
Johnson City, TN 37601



**Tennessee Higher Education Commission  
Attachment A: THEC Financial Projections  
East Tennessee State University  
Doctorate in Occupational Therapy (OTD)**

Seven-year projections are required for doctoral programs.  
Five-year projections are required for baccalaureate and Master's degree programs  
Three-year projections are required for associate degrees and undergraduate certificates.  
Projections should include cost of living increases per year.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
<b>I. Expenditures</b>							
<b>A. One-time Expenditures</b>							
New/Renovated Space	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Equipment	100,000	-	-	-	-	-	-
Library	-	-	-	-	-	-	-
Consultants	6,000	-	-	-	-	-	-
Travel	3,000	-	-	-	-	-	-
Other	-	-	-	-	-	-	-
<b>Sub-Total One-time</b>	\$ 109,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>B. Recurring Expenditures</b>							
<b>Personnel</b>							
<b>Administration</b>							
Salary	\$ 110,000	\$ 113,300	\$ 116,699	\$ 120,200	\$ 123,806	\$ 127,520	\$ 131,346
Benefits	34,350	35,381	36,442	37,535	38,661	39,821	41,016
<b>Sub-Total Administration</b>	\$ 144,350.00	\$ 148,680.50	\$ 153,140.92	\$ 157,735.14	\$ 162,467.20	\$ 167,341.21	\$ 172,361.45
<b>Faculty</b>							
Salary	\$ 42,500	\$ 172,550	\$ 262,727	\$ 355,608	\$ 366,277	\$ 377,265	\$ 388,583
Benefits	14,675	59,581	90,718	122,789	126,473	130,267	134,175
<b>Sub-Total Faculty</b>	\$ 57,175	\$ 232,131	\$ 353,444	\$ 478,398	\$ 492,750	\$ 507,532	\$ 522,758
<b>Support Staff</b>							
Salary	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Benefits	-	-	-	-	-	-	-
<b>Sub-Total Support Staff</b>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Graduate Assistants</b>							
Salary	\$ 7,800	\$ 7,800	\$ 7,800	\$ 7,800	\$ 7,800	\$ 7,800	\$ 7,800
Benefits	-	-	-	-	-	-	-
Tuition and Fees* (See Below)	15,397	16,167	16,975	17,824	18,715	19,651	20,635
<b>Sub-Total Graduate Assistants</b>	\$ 23,197	\$ 23,967	\$ 24,775	\$ 25,624	\$ 26,515	\$ 27,451	\$ 28,435
<b>Operating</b>							
Travel	\$ 6,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000
Printing	4,500	4,500	4,500	4,500	4,500	4,500	4,500
Space (6000 SF/\$18)*	108,000	111,240	114,577	118,015	121,555	125,202	128,958
Equipment	-	-	-	-	-	-	-
University Administration	-	131,976	241,895	361,734	372,586	383,764	395,277
Other	-	25,000	25,000	25,000	25,000	25,000	25,000
<b>Sub-Total Operating</b>	\$ 118,500	\$ 282,716	\$ 395,972	\$ 519,249	\$ 533,641	\$ 548,466	\$ 563,735
<b>Total Recurring</b>	\$ 343,222	\$ 687,495	\$ 927,333	\$ 1,181,006	\$ 1,215,373	\$ 1,250,790	\$ 1,287,289
<b>TOTAL EXPENDITURES (A + B)</b>	\$ 452,222	\$ 687,495	\$ 927,333	\$ 1,181,006	\$ 1,215,373	\$ 1,250,790	\$ 1,287,289

**\*If tuition and fees for Graduate Assistants are included, please provide the following information.**

Base Tuition and Fees Rate	\$	15,397	\$	16,167	\$	16,975	\$	17,824	\$	18,715	\$	19,651	\$	20,634
Number of Graduate Assistants		1		1		1		1		1		1		1

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
<b>II. Revenue</b>							
Tuition and Fees <sup>1</sup>	-	486,720	887,677	1,323,861	1,360,034	1,397,293	1,435,669
Institutional Reallocations <sup>2</sup>	452,222	200,775	39,656	(142,855)	(144,661)	(146,503)	(148,380)
Federal Grants <sup>3</sup>	-	-	-	-	-	-	-
Private Grants or Gifts <sup>4</sup>	-	-	-	-	-	-	-
Other <sup>5</sup>	-	-	-	-	-	-	-
<b>BALANCED BUDGET LINE</b>	<b>\$ 452,222</b>	<b>\$ 687,495</b>	<b>\$ 927,333</b>	<b>\$ 1,181,006</b>	<b>\$ 1,215,373</b>	<b>\$ 1,250,790</b>	<b>\$ 1,287,289</b>

**Notes:**

**(1) In what year is tuition and fee revenue expected to be generated and explain any differential fees. Tuition and fees include maintenance fees, out-of-state tuition, and any applicable earmarked fees for the program.**

Tuition and fee revenue will be generated in year two of the program. The Academic Health Science Center (AHSC) at ETSU has a \$50.00 per credit hour course fee for courses taught within the AHSC. This course fee is earmarked for the college that generates the credit hours.

**(2) Please identify the source(s) of the institutional reallocations, and grant matching requirements if applicable.**

Institutional reallocations will be funded from the College of Clinical and Rehabilitative Health Sciences carryover and contingency funding.

**(3) Please provide the source(s) of the Federal Grant including the granting department and CFDA(Catalog of Federal Domestic Assistance) number.**

N/A

**(4) Please provide the name of the organization(s) or individual(s) providing grant(s) or gift(s).**

N/A

**(5) Please provide information regarding other sources of the funding.**

N/A

EAST TENNESSEE STATE UNIVERSITY  
BOARD OF TRUSTEES

ACTION ITEM

DATE: April 26, 2019

ITEM: Letter of Notification (LON) Regarding the Establishment of a Master of Fine Arts in Digital Media

COMMITTEE: Academic, Research, and Student Success

RECOMMENDED ACTION: \*

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

The Letter of Notification (LON) for the MFA in Digital Media is the first step in a series of ETSUBT review protocols necessary to the establishment of a new program. This item was approved internally – including approval by Academic Council and President Noland - according to established procedures. Pending ETSU Board of Trustee’s approval, the item will be sent to THEC where it will be posted for public comment. At a future Board meeting, the proposal to establish the degree (pending development and intervening approvals) will return to the ETSUBT for approval. Depending on the speed with which the vetting and approval steps occur, the program will likely be implemented in Summer 2020. [This new degree was included on the *Academic Programming & Program Delivery: A Report of the Advisory Work Group* report that was presented to the ETSUBT during the September 2018 meeting.]

The Department of Digital Media developed the proposal for a Master of Fine Arts in Digital Media degree to offer more opportunities for future graduates and meet the growing need of the industry for highly qualified digital artists. The MFA focuses on professional production practices and is the professional and academic preferred terminal degree option. Of the current undergraduate faculty of ETSU’s Department of Digital Media, 75% have an MFA as their terminal degree. The information below highlights the reasons for the development of this program and for the timing of its implementation:

- **The proposed degree, MFA in Digital Media, would help graduates to further develop professional, technical, and artistic skills to break into an increasingly competitive industry.** The field of digital media has experienced rapid growth in popularity. Although many students find success after graduation from the ETSU digital media undergraduate program, many others find that four years of undergraduate work was simply not enough to give them a competitive advantage in their desired field. Graduates face fierce competition for coveted jobs in animation, game design, visualization, and visual effects.

- **The proposed degree program, the MFA in Digital Media, is designed to serve the professional creative community by both advancing learning and skills and providing credentials for career transitions.** Many industry professionals are interested in leaving the fast-paced industry to pursue a career in academia. Although they bring a wealth of industry experience and accolades, they do not have the terminal degree credential for this change in career.
- **Other institutions are currently meeting ETSU graduates' existing demand for post-graduate education and skill development.** Many recent graduates, graduates from other programs, and professionals from the industry have directly contacted individual faculty of ETSU's Digital Media program expressing interest in an MFA in Digital Media. Without a comparable MFA in Digital Media, graduates have left the state and applied to graduate schools such as SCAD, DePaul University, and Georgia Institute of Technology. Many also pursue post-graduate certification programs online such as Animation Mentor or iAnimate.
- **The state of Tennessee recently passed the Tennessee Visual Content Modernization Act of 2018 to incentivize new businesses in animation, visual effects, game development, virtual reality, augmented reality, and other various facets of digital media.** The act targets \$25 million recurring (annually) for grants to businesses. These potential growth areas all align with the focus of the proposed MFA in Digital Media.

Attachments:

- Letter of Notification
- THEC Financial Projections Form

**MOTION: I move that the Academic, Research, and Student Success Committee recommend adoption of the following Resolution by the Board of Trustees:**

**RESOLVED: The Letter of Notification (LON) Regarding the Establishment of a Master of Fine Arts (MFA) in Digital Media, is approved by the Board as outlined in the meeting materials. The University is directed to submit the LON with the Board's decision to the Tennessee Higher Education Commission for its consideration.**



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# EAST TENNESSEE STATE UNIVERSITY

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## Letter of Notification

### Proposed Academic Program Name and Degree Designation

Master of Fine Art (MFA) in Digital Media

### Proposed Academic Program Concentrations

None

### Proposed CIP Code, Title, and Definition

50.0102 (Digital Arts)

#### Definition

A general, undifferentiated program that focuses on the use of computerized digital images as the primary medium of expression in the visual and performing arts, and that may prepare individuals for a wide variety of careers using new media, including graphic design, digital animation, motion graphics, 3D visualization, game and interactive media design, music and sound design, video production, web design, photography, and other fields.

### Proposed Implementation Date

August 2020 (Fall Semester)

### Proposed Delivery

Traditional

Academic Program Liaison

Dr. Bert C. Bach



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# EAST TENNESSEE STATE UNIVERSITY

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## Proposal for Master of Fine Art in Digital Media

### Table of Contents

	Title	Page
Section		
I	Letter of Notification	3
A	Program Name, Degree Designation and CIP Code	3
B	Proposed Concentrations	3
C	Proposed Implementation Date	3
D	Anticipated Delivery	3
E	Academic Program Liaison	3
F	Background concerning academic program development	4
G	Purpose and Nature of Proposed Academic Program	5
H	Alignment with State Master Plan and Institutional Mission	5
I	Need for Program: Feasibility Study	6
	Student Interest	6
	Community College Need/Demand	7
	Local and Regional Need and Demand	7
	Employer Need and Demand	7
	Future Sustainable Need and Demand	10
J	Existing Programs Offered at Tennessee Institutions	12
K	Program Costs/Revenue	14
Appendices		
A	Letters of Support (5)	16



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# EAST TENNESSEE STATE UNIVERSITY

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## Proposed Program Name, Degree Designation and CIP Code:

Masters of Fine Art in Digital Media (50.0102)

## Proposed Concentrations

None

## Proposed Implementation Date:

August 2020

## Anticipated Delivery:

Traditional

## Academic Program Liaison (APL):

Bert C. Bach  
Provost and Vice President for Academic Affairs  
206 Dossett Hall  
P.O. Box 70733  
Johnson City, TN 37614  
(423) 439-4219  
[vpaa@etsu.edu](mailto:vpaa@etsu.edu)



## Background concerning academic program development

In 1994, Alias and Silicon Graphics formed a partnership with East Tennessee State University and created the Advanced Visualization Lab in the Department of Technology. In this lab, students used 3d computer graphics software to create 3d designs, models, and animations. As a point of reference, the first computer animated feature film, *Toy Story*, was released a year later in 1995. The AVL would go on to become Alias/Wavefront's very first "Premiere Academic Partner" and eventually evolve into the existing Department of Digital Media.

At the undergraduate level twenty-five years later, the Department of Digital Media has approximately 300 students and conferred 54 Bachelor of Science degrees in the concentrations of Animation, Game Design, Visualization, and Visual Effect in the 2017-18 academic year. The graduates of the Digital Media Department have gone on to work on notable regional, national, and international projects including *Kung Fu Panda* (animation), *World of Warcraft* (video game), marketing campaigns for Pals (visualization), and *The Star Wars: The Last Jedi* (visual effects).

At the graduate level, the program has offered a Digital Media concentration in the Master of Science (MS) in Technology. The program also collaborated with the Department of Art & Design for the Master of Art (MA) in New Media Studio. However, neither of these degrees offered a dedicated professional digital media focus for the competitive market place. The MS concentration was terminated, and the previously offered MA degree was discontinued.

Most applicants pursuing a master's degree in an applied art like digital media are hoping to improve their professional career prospects and obtain a terminal degree for an academic career. A Master of Fine Arts degree is the ideal option for both goals. The proposed MFA focuses on professional production practices and is the professional and academic preferred terminal degree option. Of the current undergraduate faculty of ETSU's Department of Digital Media, 75% have an MFA as their terminal degrees.

In order to offer more opportunities for future graduates and meet the growing need of the industry for highly qualified digital artists, the Department of Digital Media developed this proposal for a Master of Fine Arts in Digital Media degree.

### Reference

<https://www.etsu.edu/etsu/news/sofu98.htm>

<https://www.etsu.edu/opa/factbooks/Fact%20Book%202018%20PDF/07.0%20Degrees%20Conferred/7.05%20Degrees%20Conferred%20By%20Major%20Programs%20of%20Study%20By%20College%20By%20Department.pdf>

## **Purpose and Nature of the Proposed Academic Program**

The proposed degree program, the MFA in Digital Media, is designed to serve the professional creative community by both advancing learning and skills and providing credentials for career transitions. Graduates face fierce competition for coveted jobs in animation, game design, visualization, and visual effects. This degree would help graduates to further develop professional, technical, and artistic skills to break into an increasingly competitive industry. This degree would also serve the growing community of experienced professionals wishing to make a career transition.

The field of digital media has experienced rapid growth in popularity. Although many students find success after graduation from the ETSU digital media undergraduate program, many others find that four years of undergraduate work was simply not enough to give them a competitive advantage in their desired field. In addition, many industry professionals are interested in leaving the fast-paced industry to pursue a career in academia. Although they bring a wealth of industry experience and accolades, they do not have the terminal degree credential for this change in career.

## **Alignment with State Master Plan and Institutional Mission**

The Drive to 55 initiative targets the need to create educational opportunities for non-traditional students and to increase economic development in the state and region. The University's strategic plan also emphasizes the need for increased economic development as well as the importance of graduate-level programs and an increased push for diversity. The proposed MFA in Digital Media also shares these initiatives.

Visualization, video production, and motion graphics are all areas of focus for the proposed MFA in Digital Media as well as areas of opportunity for entrepreneurial development in the region. Though many of the Digital Media graduates fill existing jobs in the Tri-Cities, Knoxville, and Nashville, some of this work is outsourced outside of the region or state. This new MFA program would enable local companies and sole-proprietors to offer even higher quality services and compete to keep that work in this region.

Digital game development, an industry that generated \$116 billion in the US in 2018, provides an avenue for small, independent developers to contribute and monetize their own intellectual property. These new and disruptive economic models are bringing the game industry from the major metropolitan areas to flyover country, including Tennessee. Nashville is experiencing modest growth in the creation of small game studios such as Digital Hero Games, Trenga Games, and Blackbox Realities. In Johnson City, Windy Hill Studio, Kickstarted a single-person game production for \$36,888, with 1,146 backers. The game successfully launched to the Steam platform in October of 2018 with very positive reviews. The region of East Tennessee offers a low cost of living and growing support for the arts. This makes this region a great location to nurture small game productions that could eventually grow into thriving businesses. A professional degree in digital media would support that potential by preparing graduates in game design and development skills.

The University's strategic plan also addresses the need to "Increase the number of enrolled students who enter the university as...graduate students..." It also calls for the University to "Promote a balance of workforce and academic outcomes by prioritizing funding for the creation of professional master's and doctoral programs." The MFA in Digital Media is a professional program that has demand from both the industry and potential students. A similar MFA program at the University of Central Florida

graduated 64 students in 2018. Our expectations are more modest, but this shows the potential for student demand.

Increased diversity is also part of the University’s strategic plan. The animation and game industry has a low percentage of females and minorities compared to the entire US workforce. It is the goal of many industry leaders to increase diversity and give a voice to underserved and underrepresented people in this artistic field. The Digital Media department shares this goal and plans to actively recruit and market the completed MFA program to address the need for more diversity at ETSU and the future industry.

ETSU’s Vision statement sets the admirable goal of “Developing a world-class environment to enhance student success and improve the quality of life in the region and beyond.” Many of our students and even faculty grew up in poverty. The undergraduate program in Digital Media helps them realize that they can have a career creating the media and art they love. Students from the program have gone on to work of films such as *The Avengers*, *Pirates of the Caribbean*, and *Rango*. They have gone on to work on games such as *World of Warcraft*, *Halo*, and *Overwatch*. They have created local and regional work for Pals, Eastman, and even ETSU. We believe this MFA in Digital Media will continue to “...enhance student success and improve the quality of life in the region and beyond.”

**Need for Program: Feasibility Study**

<p>Student Interest</p>	<p>Many recent graduates, graduates from other programs, and professionals from the industry have directly contacted individual faculty of ETSU’s Digital Media program expressing interest in an MFA in Digital Media. Without a comparable MFA in Digital Media, graduates have left the state and applied to graduate schools such as Savannah College of Art and Design, DePaul University, and Georgia Institute of Technology. Many also pursue post-graduate certification programs online such as Animation Mentor or iAnimate. Other institutions are currently meeting ETSU graduates’ existing demand for post-graduate education and skill development.</p> <p>The prospective students are interested in an MFA program in Digital Media for some of the following reasons:</p> <ul style="list-style-type: none"> <li>- increased career opportunities</li> <li>- career advancement of those already working in the industry</li> <li>- obtaining a terminal degree for teaching at the collegiate level</li> <li>- personal creative growth and expression</li> </ul> <p>Surveys at ETSU of junior and senior level students in digital media and related programs indicate that, out of 40 survey respondents, 26 expressed an interest in graduate school, and 21 of those expressed a preference for the MFA.</p> <p>Informal evidence gathered at the East Coast Game Conference in Raleigh shows strong demand from students attending North Carolina universities with related bachelor’s degree programs. In April of 2019, the Department of Digital Media intends to gather even more supporting data and potential student lists from this conference for the projected Fall 2020 start date.</p>
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<p>Community College Need/Demand</p>	<p>Although it would not be possible for a student to transfer from an existing community college program directly into the proposed MFA program, the current undergraduate Digital Media program works with many students who transfer in from Northeast State and other regional schools. The current bachelor’s degree program in Digital Media would serve as a stepping-stone for students wishing to pursue their master’s degree in Digital Media as well.</p> <p>Currently, Vol State Community College offers an A.A.S. degree with the same corresponding CIP Code (50.0102).</p>
<p>Local and Regional Need/Demand</p>	<p>The state of Georgia had “\$2.7 billion in direct spending in the state...” and “455 qualified TV and film productions in FY2018...” Many states, including Tennessee, have recognized the opportunity to attract revenue from the growing entertainment industry.</p> <p>The state of Tennessee recently passed the Tennessee Visual Content Modernization Act of 2018 to incentivize new businesses in animation, visual effects, game development, virtual reality, augmented reality, and other various facets of digital media. The act targets \$25 million recurring (annually) for grants to businesses. These potential growth areas all align with the focus of the proposed MFA in Digital Media.</p> <p>The professional skills learned in the study of digital media provide graduates with a wide breadth of possibilities. A variety of local media creation companies in the area include Creative Energy, Elastic Pictures, Stellar Studios, N-Tara, Action VFX, WJHL, WCYB, WVLT, WBIR, Bristol Television Essential Services, Diamond P Sports, and Masters Entertainment.</p> <p>The Bureau of Labor Statistics found that in 2016, 59% of Multimedia artists and animators were self-employed. Many digital artists work as contract employees or on a freelance basis for clients that do not require a full-time media production staff. Remote opportunities allow digital artists to remain in the region while still working for national or international clients.</p> <p>References:  <a href="https://legiscan.com/TN/text/HB1812/id/1802904">https://legiscan.com/TN/text/HB1812/id/1802904</a>  <a href="https://www.ajc.com/blog/radiotv/talk/another-record-breaking-year-for-georgia-film-and-455-productions-billion-direct-spending/IWsXHKRlJoeBL2I09KAwqO/">https://www.ajc.com/blog/radiotv/talk/another-record-breaking-year-for-georgia-film-and-455-productions-billion-direct-spending/IWsXHKRlJoeBL2I09KAwqO/</a>  <a href="https://www.bls.gov/ooh/arts-and-design/multimedia-artists-and-animators.htm">https://www.bls.gov/ooh/arts-and-design/multimedia-artists-and-animators.htm</a></p>

Employer Need and Demand

Nationally, media and entertainment “is expected to reach more than \$830 billion by 2022...” according to an outlook study by PricewaterhouseCoopers (PwC). Globally, the value of the entertainment and media market was \$1.8 trillion in 2016. Comparatively, the global automotive industry in 2015 was valued at \$1.7 trillion. According to a 2018 Reuter’s report, gaming revenue was \$116 billion, overshadowing television (\$105B) and Film Box Office (\$41B). All of these statistics point to a growing industry with increased demand.



Figure 1-Image from Gamecrate.com

The Bureau of Labor Statistics predicts an 8.4% growth in the job outlook for Multimedia Artists and Animators from 2016-2026. However, these positions are highly competitive because of a large applicant pool and prospective employees must demonstrate high-quality work. The MFA in Digital Media provides students additional guidance, knowledge, and time to craft professional-quality work that meets rigorous industry standards.

*“Offering advanced development and a path to an MFA provides a strong competitive advantage.”*

Dorian Newcomb, President and Art Director of Mohawk Games

As stated in a letter of support by Dorian Newcomb, President and Art Director of Mohawk Games in Baltimore, MD, “Even for qualified and skilled students graduating now the job market is very competitive and time is spent trying to identify how to stand

out in a very competitive field. Offering advanced development and a path to an MFA provides a strong competitive advantage.”

Some of the growth in gaming revenue may be attributed to the increasing popularity of e-sports, which has a market revenue that is predicted to reach 1.65 billion U.S. dollars in 2020. It was estimated that over 200 million viewers worldwide watched the 2018 League of Legends World Championship, exceeding

the 108 million that watched the 2018 Super Bowl. Digital Media prepares students to fill a variety of positions in the expanding world of video game development.

In addition to games, original video, and animated video content are in very high demand. Cisco projects that “Globally, IP video traffic will be 82 percent of all IP traffic (both business and consumer) by 2022, up from 75 percent in 2017.” 2D and 3D animation, motion graphics, video editing, cinematography, and visual effects are all content that is needed for this surge in video demand and all topics of study within the proposed Digital Media MFA.

ETSU’s Digital Media department continues to prepare students for this growing entertainment field. Our graduates find work locally and nationally in their chosen area of specialization. A non-exhaustive list of media studios that employ our recent graduates includes:

Epic Games	Giant Squid Games	Hi-Rez Studios
Volition	SONY	GS&F
Deck Nine	MegaCat Studios	343 Studios
Encore VFX	Raycom Media	WDRB News
Crafty Apes	Luma Pictures	Quaver Music
Smash Bits	Scripps Networks	NASA
Adidas		
Magnetic Dreams	FuseFX	Cartoon Network
The Mill	Rooster Teeth	Psyop
WhiskeyTree Studios	Zoic	Framestore
Cortina Productions		

Our alumni have worked on many notable productions, including:

RWBY	Avatar I, II, and III	Thor Ragnarock
World of Warcraft	The Pathless	Fortnite
Halo (Current)	Avengers	Happy Feet
Pirates of the Caribbean	Adventure Time	Charlie Brown
Rango	Start Wars: Last Jedi	Smite
Civilization V & VI		

References:

<https://www.selectusa.gov/media-entertainment-industry-united-states>

<https://www.forbes.com/sites/greatspeculations/2018/07/11/how-big-can-esports-grow-in-2018/#7c1d2a7f6a36>

<https://www.dexerto.com/esports/lol-world-championship-draws-more-viewers-than-the-super-bowl-209502>

	<p><a href="https://www.statista.com/statistics/490522/global-esports-market-revenue/">https://www.statista.com/statistics/490522/global-esports-market-revenue/</a></p> <p><a href="https://www.gamecrate.com/statistically-video-games-are-now-most-popular-and-profitable-form-entertainment/20087">https://www.gamecrate.com/statistically-video-games-are-now-most-popular-and-profitable-form-entertainment/20087</a></p> <p><a href="https://www.statista.com/statistics/237749/value-of-the-global-entertainment-and-media-market/">https://www.statista.com/statistics/237749/value-of-the-global-entertainment-and-media-market/</a></p> <p><a href="http://m.marketwired.com/press-release/automotive-manufacturing-industry-to-reach-17-trillion-by-2015-1544352.htm">http://m.marketwired.com/press-release/automotive-manufacturing-industry-to-reach-17-trillion-by-2015-1544352.htm</a></p> <p><a href="https://www.cisco.com/c/en/us/solutions/collateral/service-provider/visual-networking-index-vni/white-paper-c11-741490.html#_Toc532256796">https://www.cisco.com/c/en/us/solutions/collateral/service-provider/visual-networking-index-vni/white-paper-c11-741490.html#_Toc532256796</a></p>
<p>Future Sustainable Need and Demand</p>	<p>There are other masters-level programs in the United States with the same or similar CIP codes as the proposed MFA in Digital Media (50.0102).</p> <p>Several higher performing programs include:</p> <ul style="list-style-type: none"> <li>• University of Southern California – 12 Graduates in 2017</li> <li>• Harvard University – 33 Graduates in 2017</li> <li>• Academy of Art University – 48 Graduates in 2017</li> <li>• University of Central Florida – 54 Graduates in 2017, 64 Graduates in 2016</li> </ul> <p>Carnegie Mellon University only graduated 2 students in 2017 making it the only program that fell into the category of low performing for a terminal degree. However, US News &amp; World Report ranked Carnegie Mellon University’s School of Art #6 in the nation. It is assumed these low-performing numbers can be attributed to the program being newly implemented (seemingly 2015) in a department with multiple CIP code programs.</p> <p>Among the similar CIP Code of 10.0304, eight of the nine existing programs graduated three or more students in 2017. Some of the higher performing schools include:</p> <ul style="list-style-type: none"> <li>• DePaul University - 15 Graduates in 2017</li> <li>• Pratt Institute-Main - 26 Graduates in 2017</li> <li>• Southern Methodist University - 42 Graduates in 2017</li> <li>• Savannah College of Art and Design - 67 Graduates in 2017</li> <li>• Academy of Art University - 125 Graduates in 2017</li> </ul> <p>There are thirty masters-level programs in the US with the CIP Code of 09.0702. None are in the state of Tennessee. All but three of the thirty programs graduated 5+ students in 2017.</p>



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*Competition in the entertainment industry is highly saturated, and those with a higher degree of education stand out.*

Brad Shortt, 3D Artist at Microsoft Games (343 Industries)

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The graduates of similar programs fill faculty jobs as well as positions in the media production industry. As stated in several of the letters of support in the attached Appendix A, an MFA is a desired credential for prospective candidates for these jobs. In the International Game Developers Association's (IGDA) Satisfaction Survey of 2017 of nearly 1000 game industry professionals, 21% indicated that they had a postgraduate degree, while another 6% indicated they had attended some postgraduate program. The industry has a demand for employees with graduate level experience, and other institutions offering similar degrees as the proposed MFA in Digital Media are currently meeting that demand.

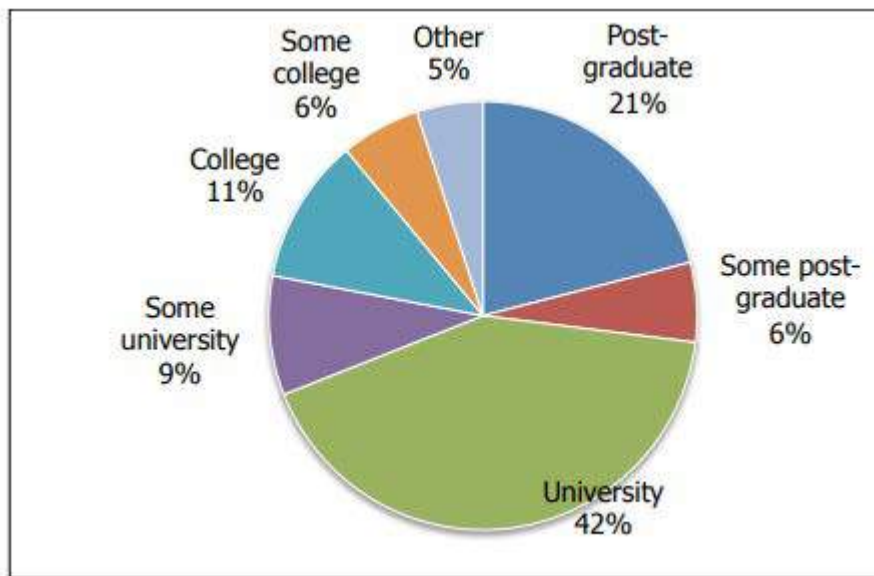


Figure 2: image from IGDA Developer Satisfaction Survey, 2017

**Existing Programs Offered at Public and Private Tennessee Institutions:**

Currently, the only program in the state of Tennessee with the same CIP code (50.0102) is Vol State Community College’s Entertainment Media Production A.A.S. degree program. No masters or bachelors level programs exist in the state with the 50.0102 CIP code.

Similar CIP codes include:

- 10.0304 - Animation, Interactive Technology, Video Graphics and Special Effects.
- 09.0702 - Digital Communication and Media/Multimedia

At this time, no masters-level degrees with these CIP codes are offered in the state of Tennessee.

Institution	Program	Concentration(s)	CIP Code
East Tennessee State University	BS in Digital Media	Animation, Game Design, Visual Effects, and Visualization	10.0304
Middle Tennessee State University	BS in Animation	Animation	10.0304
Middle Tennessee State University	BS in Interactive Media	Animation	09.0702

Nationally, Masters-level programs with the same CIP Code of 50.0102 are offered at:

- Academy of Art University
- Carnegie Mellon University
- Columbia University in the City of New York
- CUNY City College
- Harvard University
- Louisiana State University and Agricultural & Mechanical College
- Missouri State University-Springfield
- University of Central Florida
- University of Florida
- University of Southern California

Master-level programs with the CIP code of 10.0304 are offered at:

- Academy of Art University
- Argosy University-The Art Institute of California-San Francisco
- DePaul University
- DigiPen Institute of Technology
- Digital Media Arts College
- Pratt Institute-Main
- Savannah College of Art and Design
- Southern Methodist University
- Virginia Polytechnic Institute and State University

There are 30 masters-level programs in the US with the CIP Code of 09.0702. None are in the state of Tennessee. All but three of the thirty programs graduated 5+ students in 2017.

Since many of the similar existing programs are at private or specialty universities, an MFA program available at a public Tennessee university would be a very attractive option to prospective students. For comparison purposes, the MFA program at Virginia Polytechnic Institute and State University would cost approximately \$29,629 in annual tuition and fees for a Tennessee resident. Savannah College of Art and Design's annual tuition and fees are \$38,475. The proposed MFA in Digital Media at ETSU would have a tuition and fee structure of \$14,030 per year (tuition, university and course fees).

#### References

<https://nces.ed.gov/ipeds/>

## Program Costs and Revenues

### Expenses

One-Time Expenditures		
Item	State reason for expenditure	Total Expenditure
New/Renovated Space	Renovation in existing space in the Millennium Center for graduate studies.	40,000
Equipment	Furnishings and network for Millennium Center.	15,000
Library	Existing library support is sufficient.	na
Consultants	A consultant for external review (required) will be approximately \$1000 per day plus travel/hotel/meal expenses. A baccalaureate or master's degree will be at least one day (not counting travel days); a doctorate will be at least two days. Additionally, a program may hire a consultant for development.	9000
Other (specify)		na
TOTAL	One-time Expenditures	64,000
Recurring Expenditures		
Item	Discuss costs for years 1, 2, 3, 4, 5, 6 and 7	Total for Years 7
Administration Salary	Fixed stipend for faculty coordinator @ \$5,000 per year over 7 years.	35,000
Administration Benefits	Benefits for faculty coordinator with 3% annual increase per year over 7 years, based on 20% of the stipend.	7,662
Faculty Salaries	Hiring a new Professor of Professional Practice for a 3-year recurring position starting at \$65,000, with a 3% annual increase.	466,817
Faculty Benefits	Benefits are calculated as 20% of the salary plus \$12,940 for health insurance.	183,943
Support Staff Salary		na
Support Staff Benefits		na
Graduate Assistants	During the first two years, the program will require one 9-month graduate assistantship at \$7,800 a year. Starting in the third year, a second graduate assistant position will be added. Starting in the 5 <sup>th</sup> year, a third graduate assistant position will be added. The total tuition, fees, and salary for these graduate assistants over the 7 years is \$337,313.	337,313
Operating	This includes graduate travel and equipment funds over 7 years.	26,000
TOTAL	Recurring Expenditures (averaging \$150,962 per year for 7 years).	1,056,736

## Projected Enrollments

Projected Enrollment						
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
<b>7</b>	<b>10</b>	<b>10</b>	<b>10</b>	<b>10</b>	<b>10</b>	<b>10</b>

Projected Enrollments by Year Break Down							
Year	1	2	3	4	5	6	7
Incoming	7	7	7	7	7	7	7
Continuing		3	3	3	3	3	3
Total	7	10	10	10	10	10	10

## Revenues

Item	Discuss revenues for years 1, 2, 3, 4, 5, 6, and 7	Total Revenue for 7 Years
Tuition and Fees (tuition)	This figure is based on projected enrollments, 15 credit hours per semester, and \$12,195 (per the Bursars' Office) per year tuition and university fees. This includes a 5% yearly increase.	956,333
Course Fees	This figure is based on projected enrollments, 15 credit hours per semester, and a \$100 per credit hour course fee, over 7 years.	201,000
Institutional Reallocations	Over 7 years, we are anticipating a \$36,596 surplus after subtracting total expenditures from total revenue. <ul style="list-style-type: none"> <li>• During the first year, the degree will require \$76,570 in support from the university.</li> <li>• From the second year onward, the degree should be self-supporting on an annual basis.</li> <li>• In the 4<sup>th</sup> year, the university will have recouped the initial investment.</li> </ul>	\$36,596
Grants	No grants	0
<b>TOTAL</b>	<b>Revenues</b>	<b>\$36,596</b>

## Expenditure/Revenue Summary

Year	Expenditure	Revenue
1	182,935	106,365
2	121,915	158,048
3	146,241	164,450
4	145,867	171,172
5	172,275	178,231
6	176,942	185,643
7	174,561	193,425

## Appendix A: Letters of Support

Mr. Chase Cooper, Creature Supervisor, Industrial Light & Magic (ILM)

Mr. Michael Halsey, President, Magnetic Dreams Animation Studio

Dr. Sharon James McGee, Ph.D., Dean, School of Graduate Studies

Mr. Dorian Newcomb, President and Art Director, Mohawk Games

Mr. Brad Shortt, 3D Artist, 343 Industries (Microsoft Games)

**Chase Cooper**

Creature Supervisor @ Industrial Light & Magic  
chasecoop@gmail.com

March 13 2019

To Whom It May Concern

I'm writing to support an MFA program at East Tennessee State University. The goals of the program support that of the graphics industry in providing a solid foundation for graduates entering the workforce to be on a competitive level of students coming from other facilities with similar programs. Additionally for those students pursuing teaching and education, it further justifies a need for an MFA as this is a healthy requirement for most industry educational based positions.

The digital graphics industry is becoming more competitive as technology improves and costs become lower, so providing students with the best education possible will prepare them for an incredibly tough industry to break into. As mentioned earlier, it also provides a path into education, a huge benefit for the student should they decide production work is not for them at any given time.

Providing an MFA program will greatly benefit the students of East Tennessee State University along with benefiting digital graphics industry professionals by properly preparing incoming graduates before entering the industry on a professional level.

Sincerely,

**Chase Cooper**



Michael J. Halsey  
Magnetic Dreams  
2525 Lebanon Pike, Bldg C  
Nashville, TN 37214

To Whom it May Concern:

At Magnetic Dreams Animation Studio we have worked with East Tennessee State University's Digital Media graduates, both as freelancers and full time hires, for over 20 years. We have found them well prepared for the workplace both technically and artistically.

After 26 years in the animation industry I have witnessed a lot of changes in the field. Where we all used to be self-taught generalists in animation, currently the expectation is that you will specialize and become an expert in specific areas and tasks. With budgets being squeezed by overseas outsourcing while expectation of the quality increases it is no longer possible to hire based on long term potential. The artists we bring in have to work to a high standard from day one.

This industry shift has made it very difficult for students to get onto a production and get the hands-on experience they need. Certainly additional training, both in specialization and additional experience is becoming a determining factor when we have a position to fill, and we believe there is an industry wide interest in students who have taken the step to get an MFA or other post-bachelors training. Of our recent full-time hires about half have presented with Masters Degrees.

With the technology of the animation field getting increasingly complex a MFA program in Tennessee would be a great benefit to both students working to get into the field and professionals who have fallen behind in the latest advances or wish to move into teaching. This is no longer a field that you can hope to learn on your own, and with the increasing specialization it is difficult to acquire the training to become the best in any of the areas of specialization.

From Magnetic Dreams experience East Tennessee State University's program has been well run and has added dramatically to the resources we have available to us to grow a state of the art animation business here in Tennessee. I cannot think of a better facility to expand the offerings for the benefit of our industry.

Sincerely,

Michael J. Halsey  
President, Magnetic Dreams Animation Studio





Tennessee Higher Education Commission  
404 James Robertson Parkway  
Suite 1900  
Nashville, TN 37243

To Whom It May Concern:

ETSU is in the planning stage for an MFA in Digital Media. As Dean of Graduate Studies at ETSU, I enthusiastically support this program. Industry demands for graduate-prepared digital artists is high in fields like game design, visualization, motion graphics, and visual effects. A Master of Fine Arts (MFA) blends advanced training in the artistic and technical aspects needed for highly specialized fields. The MFA in Digital Media would not overlap with the MFA in Studio Art: the media studied, the technology used, and the outcomes assessed are markedly different.

The School of Graduate Studies is prepared to assist this new program, if approved, with admissions and student success services, and we can do this without additional resources.

An MFA in Digital Media will provide students in Northeast Tennessee--and beyond—with one of the few Digital Media MFA options in the country.

Sincerely,

A handwritten signature in cursive script, appearing to read 'Sharon James McGee'.

Sharon James McGee, PhD  
Dean, School of Graduate Studies  
Professor, Literature and Languages

I am writing this letter in strong support for ETSU's Digital Media department's proposal to offer an MFA in Digital Media. This is my first year as an advisory board member, so I would like to take a minute to introduce myself.

My name is Dorian Newcomb and I am a cofounder of the Baltimore based Independent Game Developer Mohawk Games. Before this I had the chance to work with legendary game designer Sid Meier at Firaxis. While there I was awarded a BAFTA for my work as art director on Civilization V.

When I completed my BFA from Pratt Institute in 1995 there were only eight colleges in the United States offering undergraduate degrees in computer media. The game industry was generating \$34B globally. It was very easy to stand out as a graduate because there were few candidates with strong technical, aesthetic, and communication skills. Over the past 25 years the game industry has grown at a steady rate, generating over \$136B in 2018.

My responsibilities in growing an independent development studio has made me very aware of the kind of skills a graduate needs to succeed in securing a job and building a successful future. Even for qualified and skilled students graduating now the job market is so competitive that a large amount of time is spent trying to stand out in a crowded field. Offering advanced development and a path to an MFA provides that kind of competitive advantage.

It is not simply recent under-graduates are looking at ways to level up their skills so they can take the next step professionally. There now exists a skill gap in the game development field that is a direct result of the financial crisis in 2008. A large group of skilled students that graduated between 2008 and 2014 were not provided their first opportunity. Offering a MFA is a fantastic way prepare professionals that realized too late they did not have the foundations needed to get a shot at their dream career.

Successful programs like this do not just happen. They are not simply a result of planning or funding, although both are essential. They need strong visionaries with experience in the field and a drive to bring out the best in everyone around them. The reason I became an advisor is because of my professional experience with Greg Marlow, a professor in the department. I am confident in the quality of the program that would be provided, and I am certain of the dedication required to sustain it.



Dorian Newcomb – President and Art Director of Mohawk Games



Christopher Bradley Shortt  
3d Artist at 343 Industries  
7332 166th Ave NE, Redmond,  
WA 98052  
[bshortt@microsoft.com](mailto:bshortt@microsoft.com)

To whom it may concern:

I am writing this letter in support of an MFA program in digital media there at ETSU. I am a senior 3d artist at Microsoft ran 343 Industries, where I manage their 3d scanning stage as well as help design and implement their current pipeline for 3d facial animation. I have been at Microsoft for 8 years and have previously worked as a 3d artist for 5 years at Activision Publishing, now known as Activision Blizzard.

I graduated from ETSU in 2004 with a Bachelor of Science and a concentration in Digital Media. While I was at ETSU I felt, that along with the core studies, I received a broad understanding of the digital arts. I personally believe my time getting my BS degree was one of the most enriching experiences of my life. I appreciate the university setting where a student gets a balanced education versus an education at a trade or art school that is far too specific and students often lack a greater perspective on life. After I graduated , I yearned for a more focused education however, into the digital arts. I looked toward a Masters of Fine Arts as means to give me a terminal degree in which I could later enter into academia. I also wanted to surround myself by students equally passionate about digital arts and specifically production animation. Based on a portfolio that was entirely digital art, I was accepted with an art scholarship to the Savannah College of Art Design where I received my MFA 2 years later.

My MFA has undoubtedly helped me get a job in the entertainment industry and helped me remain employable in a field where software a technology has become easier to use. Competition in the entertainment industry is highly saturated, and those with a higher degree of education stand out. Ultimately, a person's body of work stands out above all else, but when I am looking at potential candidates for my team, an MFA degree says that you are knowledgeable and passionate enough to teach others where a non-terminal degree implies that there's people out there with more knowledge.

I believe that ETSU could benefit greatly from having a Masters of Fine Arts Degree in Digital Media. An MFA means you are giving new students a chance to push to the limits of the discipline. They will stand out in an overly saturated field as people who are willing to put in the extra work that is often demanded in the entertainment industry.

Sincerely,  
Brad Shortt

**Tennessee Higher Education Commission**  
**Appendix A: THEC Financial Projections**  
Please Enter the Name of the Institution Here  
Please Enter the Name of the Proposed Academic Program Here

Seven-year projections are required for doctoral programs.  
Five-year projections are required for baccalaureate and Master's degree programs  
Three-year projections are required for associate degrees and undergraduate certificates.  
Projections should include cost of living increases per year.  
Planning year projections are not required but should be included when appropriate.

	Planning Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
<b>I. Expenditures</b>								
<b>A. One-time Expenditures</b>								
New/Renovated Space <sup>1</sup>	\$ -	\$ 40,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Equipment	-	15,000	-	-	-	-	-	-
Library	-	-	-	-	-	-	-	-
Consultants	-	6,000	-	-	-	-	-	-
Travel	-	3,000	-	-	-	-	-	-
Other	-	-	-	-	-	-	-	-
<b>Sub-Total One-time</b>	\$ -	\$ 64,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>B. Recurring Expenditures</b>								
<b>Personnel</b>								
<b>Administration</b>								
Salary	\$ -	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000
Benefits	-	1,000	1,030	1,061	1,093	1,126	1,159	1,194
<b>Sub-Total Administration</b>	\$ -	\$ 6,000.00	\$ 6,030.00	\$ 6,060.90	\$ 6,092.73	\$ 6,125.51	\$ 6,159.27	\$ 6,194.05
<b>Faculty</b>								
Salary	\$ -	\$ 65,000	\$ 66,950	\$ 68,959	\$ 65,000	\$ 66,950	\$ 68,959	\$ 65,000
Benefits	-	25,940	26,330	26,732	25,940	26,330	26,732	25,940
<b>Sub-Total Faculty</b>	\$ -	\$ 90,940	\$ 93,280	\$ 95,690	\$ 90,940	\$ 93,280	\$ 95,690	\$ 90,940
<b>Support Staff</b>								
Salary	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Benefits	-	-	-	-	-	-	-	-
<b>Sub-Total Support Staff</b>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Graduate Assistants</b>								
Salary	\$ -	\$ 7,800	\$ 7,800	\$ 15,600	\$ 15,600	\$ 23,400	\$ 23,400	\$ 23,400
Benefits	-	-	-	-	-	-	-	-
Tuition and Fees* (See Below)	-	12,195	12,805	26,890	28,234	44,469	46,693	49,027
<b>Sub-Total Graduate Assistants</b>	\$ -	\$ 19,995	\$ 20,605	\$ 42,490	\$ 43,834	\$ 67,869	\$ 70,093	\$ 72,427
<b>Operating</b>								
Travel	\$ -	\$ 1,000	\$ 1,000	\$ 1,000	\$ 2,500	\$ 2,500	\$ 2,500	\$ 2,500
Printing	-	-	-	-	-	-	-	-
Equipment	-	1,000	1,000	1,000	2,500	2,500	2,500	2,500
Other	-	-	-	-	-	-	-	-
<b>Sub-Total Operating</b>	\$ -	\$ 2,000	\$ 2,000	\$ 2,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000
<b>Total Recurring</b>	\$ -	\$ 118,935	\$ 121,915	\$ 146,241	\$ 145,867	\$ 172,275	\$ 176,942	\$ 174,561
<b>TOTAL EXPENDITURES (A + B)</b>	\$ -	\$ 182,935	\$ 121,915	\$ 146,241	\$ 145,867	\$ 172,275	\$ 176,942	\$ 174,561



**\*If tuition and fees for Graduate Assistants are included, please provide the following information.**

Base Tuition and Fees Rate	\$	-	12,195	12,805	13,445	14,117	14,823	15,564	16,342
Number of Graduate Assistants		-	1	1	2	2	3	3	3

**II. Revenue**

Planning Year	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7		
Tuition and Fees <sup>2</sup>	-	106,365	158,048	164,450	171,172	178,231	185,643	193,425	
Institutional Reallocations <sup>3</sup>	-	(182,935)	(121,915)	(146,241)	(145,867)	(172,275)	(176,942)	(174,561)	
Federal Grants <sup>4</sup>	-	-	-	-	-	-	-	-	
Private Grants or Gifts <sup>5</sup>	-	-	-	-	-	-	-	-	
Other <sup>6</sup>	-	-	-	-	-	-	-	-	
<b>BALANCED BUDGET LINE</b>	<b>\$</b>	<b>-</b>	<b>\$ (76,570)</b>	<b>\$ 36,133</b>	<b>\$ 18,209</b>	<b>\$ 25,305</b>	<b>\$ 5,956</b>	<b>\$ 8,700</b>	<b>\$ 18,863</b>

**Notes:**

**(1) Provide the funding source(s) for the new or renovated space.**

The investment for renovations will need to be provided collaboratively by the University, the College of Business & Technology, and the Department of Digital Media. In the fourth year, the initial investment should be recouped by the revenue generated from the program.

**(2) In what year is tuition and fee revenue expected to be generated? Tuition and fees include maintenance fees, out-of-state tuition, and any applicable earmarked fees for the program. Explain any differential fees.**

With tuition and university fees at \$12,195, and digital media course fees of \$100 per credit hour, the proposed degree should be generate positive revenue in it's second year (net \$36,133 for year two). The degree should also recoup the initial investment in 4 years.

**(3) Identify the source(s) of the institutional reallocations, and grant matching requirements if applicable.**

The initial investment for faculty will be a collaborative effort between the College of Business & Technology and the Department of Digital Media.

**(4) Provide the source(s) of the Federal Grant including the granting department and CFDA(Catalog of Federal Domestic Assistance) number.**

N/A

**(5) Provide the name of the organization(s) or individual(s) providing grant(s) or gift(s).**

N/A

**(6) Provide information regarding other sources of the funding.**

N/A

EAST TENNESSEE STATE UNIVERSITY  
BOARD OF TRUSTEES

ACTION ITEM

April 26, 2019

ITEM: Academic Calendars for 2020-2021, 2021-2022, and 2022-2023

COMMITTEE: Academic, Research, and Student Success

RECOMMENDED ACTION: Approve

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

ETSU develops its academic calendar in accordance with Federal Regulation (CFR) 34 Section 600.2 (July 1, 2011), which mandates accredited institutions comply with the established definition of a credit hour.

- ETSU offers 15-week fall and spring semester terms and a 13-week summer term.
- Dates related to registration, drop/add, and withdrawal shall be included in the academic calendar.
- Holidays and breaks are scheduled so that hours of instructional time are not affected.
- Final examinations are scheduled at the conclusion of the instructional time and noted in the academic calendar. Summer and alternative terms do not include a designated week for finals.
- ETSU may include alternate term formats compliant with federal regulations and equivalent in terms of student outcomes and competencies within the fall and spring semesters or the summer term. The university considers calendar conflicts and federal financial aid requirements when developing alternate terms.
- Fall and spring commencement ceremonies are identified.

According to ETSU *Academic Calendar* policy, the Registrar's Office develops the Academic Calendars, which are projected for at least three years. The attached Academic Calendars for 2020-2021, 2021-2022, and 2022-2023 have been recommended by the Academic Council and approved by the president.

Attachments:

- Academic Calendars
- President Approval

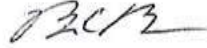
**MOTION: I move that the Academic, Research, and Student Success Committee recommend adoption of the following Resolution by the Board of Trustees:**

**RESOLVED: The Academic Calendars for 2020-2021, 2021-2022, and 2022-2023 are approved by the Board as outlined in the meeting materials. The Registrar is directed to post the calendars per established procedure.**

# MEMORANDUM

**TO:** Dr. Brian Noland, President

**FROM:** Bert C. Bach, Academic Council



**DATE:** March 28, 2019

**SUBJECT:** Special Item Passed for Approval

---

At the March 28, 2019, meeting of the Academic Council, the following item was reviewed and passed by the Council. This item is now being submitted for your review and approval. Please initial beside the item to signify that you approve or decline it.

Approve   Decline

\_\_\_\_\_

\_\_\_\_\_

- **Academic Calendars for 2020-2021, 2021-2022, and 2022-2023**

If you have any questions about the item submitted, I am available for discussion or clarification.



Brian E. Noland, President

**--- Upon signing, please forward to the Secretary of the Board &  
return a copy to the submitting Council ---**



EAST TENNESSEE STATE UNIVERSITY

20-21 ACADEMIC CALENDAR

Mar 8, 2019 WORK	Fall 20						Spring 21						Summer 21						
	Full Term	First 5	Middle 5	Last 5	First 7	Second 7	Full Term	First 5	Middle 5	Last 5	First 7	Second 7	Pre-Summer	Pre-Summer+1	Complete	Session I	Dual Session	Session II	
	15 Weeks (1)	5 Weeks (FA)	5 Weeks(FB)	5 Weeks(FC)	7 Weeks (FD)	7 Weeks (FE)	15 Weeks(1)	5 Weeks (FA)	5 Weeks(FB)	5 Weeks(FC)	7 Weeks (FD)	7 Weeks (FE)	3 Weeks(A)	8 Weeks(B)	13 Weeks(C)	5 Weeks(D)	10 Weeks(E)	5 Weeks(F)	
Registration begins	Apr 6, 20 M	Apr 6, 20 M	Apr 6, 20 M	Apr 6, 20 M	Apr 6, 20 M	Apr 6, 20 M	Nov 2, 20 M	Nov 2, 20 M	Nov 2, 20 M	Nov 2, 20 M	Nov 2, 20 M	Nov 2, 20 M	Apr 5, 21 M	Apr 5, 21 M	Apr 5, 21 M	Apr 5, 21 M	Apr 5, 21 M	Apr 5, 21 M	
Classes begin	Aug 24, 20 M	Aug 24, 20 M	Sept 28, 20 M	Nov 2, 20 M	Aug 24, 20 M	Oct 12, 20 M	Jan 19, 21 T	Jan 19, 21 T	Feb 22, 21 M	Mar 29, 21 M	Jan 19, 21 T	Mar 8, 21 M	May 17, 21 M	May 17, 21 M	May 17, 21 M	June 7, 21 M	June 7, 21 M	July 12, 21 M	
Last day to add a class w/o permit	Aug 30, 20 SU	Aug 26, 20 W	Sept 30, 20 W	Nov 4, 20 W	Aug 28, 20 F	Oct 16, 20 F	Jan 25, 21 M	Jan 21, 21 R	Feb 24, 21 W	Mar 31, 21 W	Jan 23, 21 S	Mar 12, 21 F	May 18, 21 T	May 20, 21 R	May 23, 21 SU	June 9, 21 W	June 11, 21 F	July 14, 21 W	
Last day to add w/o dean	Sept 6, 20 SU	Aug 28, 20 F	Oct 2, 20 F	Nov 6, 20 F	Aug 30, 20 SU	Oct 18, 20 SU	Feb 1, 21 M	Jan 23, 21 S	Feb 26, 21 F	Apr 2, 21 F	Jan 25, 21 M	Mar 14, 21 SU	May 19, 21 W	May 24, 21 M	May 28, 21 F	June 11, 21 F	June 16, 21 W	July 16, 21 F	
Census	Sept 6, 20 SU	Aug 30, 20 SU	Oct 4, 20 SU	Nov 8, 20 SU	Sept 6, 20 SU	Oct 25, 20 SU	Feb 1, 21 M	Jan 25, 21 M	Feb 28, 21 SU	Apr 4, 21 SU	Feb 1, 21 M	Mar 21, 21 SU	May 23, 21 SU	May 30, 21 SU	May 30, 21 SU	June 13, 21 SU	June 20, 21 SU	July 18, 21 SU	
Last day to drop w/o "W"	Sept 6, 20 SU	Aug 30, 20 SU	Oct 4, 20 SU	Nov 8, 20 SU	Sept 6, 20 SU	Oct 25, 20 SU	Feb 1, 21 M	Jan 25, 21 M	Feb 28, 21 SU	Apr 4, 21 SU	Feb 1, 21 M	Mar 21, 21 SU	May 23, 21 SU	May 30, 21 SU	May 30, 21 SU	June 13, 21 SU	June 20, 21 SU	July 18, 21 SU	
Last day to drop class w/o dean	Oct 12, 20 M	Sept 13, 20 SU	Oct 18, 20 SU	Nov 22, 20 SU	Sept 27, 20 SU	Nov 15, 20 SU	Mar 9, 21 T	Feb 8, 21 M	Mar 14, 21 SU	Apr 18, 21 SU	Feb 22, 21 M	Apr 11, 21 SU	May 27, 21 R	June 18, 21 F	June 18, 21 F	June 27, 21 SU	July 5, 21 M	Aug 1, 21 SU	
Last day to withdraw-university	Dec 2, 20 W	Sept 23, 20 W	Oct 28, 20 W	Dec 2, 20 W	Oct 7, 20 W	Dec 2, 20 W	Apr 28, 21 W	Feb 17, 21 W	Mar 24, 21 W	Apr 28, 21 W	Mar 3, 21 W	Apr 28, 21 W	June 2, 21 W	July 7, 21 W	Aug 11, 21 W	July 7, 21 W	Aug 11, 21 W	Aug 11, 21 W	
Last day of classes	Dec 4, 20 F	Sept 25, 20 F	Oct 30, 20 F	Dec 4, 20 F	Oct 9, 20 F	Dec 4, 20 F	Apr 30, 21 F	Feb 19, 21 F	Mar 26, 21 F	Apr 30, 21 F	Mar 5, 21 F	Apr 30, 21 F	June 4, 21 F	July 9, 21 F	Aug 13, 21 F	July 9, 21 F	Aug 13, 21 F	Aug 13, 21 F	
Final Exams	Dec 5-10, 20 S-R						May 1-May 6, 21 S-F												
Commencement	Dec 12, 20 S	Dec 12, 20 S	Dec 12, 20 S	Dec 12, 20 S	Dec 12, 20 S	Dec 12, 20 S	May 8, 21 S	May 8, 21 S	May 8, 21 S	May 8, 21 S	May 8, 21 S	May 8, 21 S							
Class Holidays																			
Martin Luther King Jr. Day							Jan 18, 21 M												
Labor Day	Sept 7, 20 M																		
Fall Break	Oct 12-13, 20 M-T																		
Veterans Day (Administrative Offices Closed)	Nov 11, 20 W																		
Thanksgiving Holiday (Administrative Offices Closed)	Nov 25, 20 W																		
	Nov 26, 20 R																		
	Nov 27, 20 F																		
Spring Break including St. Patrick's Day (Administrative Offices Closed)							Mar 15-21, 21 M-SU												
							Apr 2, 21 F												
Memorial Day													May 31, 21 M						
Independence Day (Administrative Offices Closed)													Jul 5, 21 M						

EAST TENNESSEE STATE UNIVERSITY

21-22 ACADEMIC CALENDAR

Mar 8, 2019 WORK	Fall 21						Spring 22						Summer 22						
	Full Term	First 5	Middle 5	Last 5	First 7	Second 7	Full Term	First 5	Middle 5	Last 5	First 7	Second 7	Pre-Summer	Pre-Summer+1	Complete	Session I	Dual Session	Session II	
	15 Weeks (1)	5 Weeks (FA)	5 Weeks(FB)	5 Weeks(FC)	7 Weeks (FD)	7 Weeks (FE)	15 Weeks(1)	5 Weeks (FA)	5 Weeks(FB)	5 Weeks(FC)	7 Weeks (FD)	7 Weeks (FE)	3 Weeks(A)	8 Weeks(B)	13 Weeks(C)	5 Weeks(D)	10 Weeks(E)	5 Weeks(F)	
Registration begins	Apr 5, 21 M	Apr 5, 21 M	Apr 5, 21 M	Apr 5, 21 M	Apr 5, 21 M	Apr 5, 21 M	Nov 1, 21 M	Nov 1, 21 M	Nov 1, 21 M	Nov 1, 21 M	Nov 1, 21 M	Nov 1, 21 M	Apr 4, 22 M	Apr 4, 22 M	Apr 4, 22 M	Apr 4, 22 M	Apr 4, 22 M	Apr 4, 22 M	
Classes begin	Aug 23, 21 M	Aug 23, 21 M	Sept 27, 21 M	Nov 1, 21 M	Aug 23, 21 M	Oct 11, 21 M	Jan 18, 22 T	Jan 18, 22 T	Feb 21, 22 M	Mar 28, 22 M	Jan 18, 22 T	Mar 7, 22 M	May 16, 22 M	May 16, 22 M	May 16, 22 M	June 6, 22 M	June 6, 22 M	July 11, 22 M	
Last day to add a class w/o permit	Aug 29, 21 SU	Aug 25, 21 W	Sept 29, 21 W	Nov 3, 21 W	Aug 27, 21 F	Oct 15, 21 F	Jan 24, 22 M	Jan 20, 22 R	Feb 23, 22 W	Mar 30, 22 W	Jan 22, 22 S	Mar 11, 22 F	May 17, 22 T	May 19, 22 R	May 22, 22 SU	June 8, 22 W	June 10, 22 F	July 13, 22 W	
Last day to add w/o dean	Sept 5, 21 SU	Aug 27, 21 F	Oct 1, 21 F	Nov 5, 21 F	Aug 29, 21 SU	Oct 17, 21 SU	Jan 31, 22 M	Jan 22, 22 S	Feb 25, 22 F	Apr 1, 22 F	Jan 24, 22 M	Mar 13, 22 SU	May 18, 22 W	May 23, 22 M	May 27, 22 F	June 10, 22 F	June 15, 22 W	July 15, 22 F	
Census	Sept 5, 21 SU	Aug 29, 21 SU	Oct 3, 21 SU	Nov 7, 21 SU	Sept 5, 21 SU	Oct 24, 21 SU	Jan 31, 22 M	Jan 24, 22 M	Feb 27, 22 SU	Apr 3, 22 SU	Jan 31, 22 M	Mar 20, 22 SU	May 22, 22 SU	May 29, 22 SU	May 29, 22 SU	June 12, 22 SU	June 19, 22 SU	July 17, 22 SU	
Last day to drop w/o "W"	Sept 5, 21 SU	Aug 29, 21 SU	Oct 3, 21 SU	Nov 7, 21 SU	Sept 5, 21 SU	Oct 24, 21 SU	Jan 31, 22 M	Jan 24, 22 M	Feb 27, 22 SU	Apr 3, 22 SU	Jan 31, 22 M	Mar 20, 22 SU	May 22, 22 SU	May 29, 22 SU	May 29, 22 SU	June 12, 22 SU	June 19, 22 SU	July 17, 22 SU	
Last day to drop class w/o dean	Oct 11, 21 M	Sept 12, 21 SU	Oct 17, 21 SU	Nov 21, 21 SU	Sept 26, 21 SU	Nov 14, 21 SU	Mar 8, 22 T	Feb 7, 22 M	Mar 13, 22 SU	Apr 17, 22 SU	Feb 21, 22 M	Apr 10, 22 SU	May 26, 22 R	June 17, 22 F	June 17, 22 F	June 26, 22 SU	July 4, 22 M	July 31, 22 SU	
Last day to withdraw-university	Dec 1, 21 W	Sept 22, 21 W	Oct 27, 21 W	Dec 1, 21 W	Oct 6, 21 W	Dec 1, 21 W	Apr 27, 22 W	Feb 16, 22 W	Mar 23, 22 W	Apr 27, 22 W	Mar 2, 22 W	Apr 27, 22 W	June 1, 22 W	July 6, 22 W	Aug 10, 22 W	July 6, 22 W	Aug 10, 22 W	Aug 10, 22 W	
Last day of classes	Dec 3, 21 F	Sept 24, 21 F	Oct 29, 21 F	Dec 3, 21 F	Oct 8, 21 F	Dec 3, 21 F	Apr 29, 22 F	Feb 18, 22 F	Mar 25, 22 F	Apr 29, 22 F	Mar 4, 22 F	Apr 29, 22 F	June 3, 22 F	July 8, 22 F	Aug 12, 22 F	July 8, 22 F	Aug 12, 22 F	Aug 12, 22 F	
Final Exams	Dec 4-9, 21 S-R						Apr30-May 5, 22 S-R												
Commencement	Dec 11, 21 S	Dec 11, 21 S	Dec 11, 21 S	Dec 11, 21 S	Dec 11, 21 S	Dec 11, 21 S	May 7, 22 S	May 7, 22 S	May 7, 22 S	May 7, 22 S	May 7, 22 S	May 7, 22 S							
Class Holidays																			
Martin Luther King Jr. Day							Jan 17, 22 M												
Labor Day	Sept 6, 21 M																		
Fall Break	Oct 11-12, 21 M-T																		
Veterans Day (Administrative Offices Closed)	Nov 11, 21 R																		
Thanksgiving Holiday (Administrative Offices Closed)	Nov 24, 21 W																		
	Nov 25, 21 R																		
	Nov 26, 21 F																		
Spring Break including St. Patrick's Day (Administrative Offices Closed)							Mar 14-20, 22 M-SU												
							Apr 15, 22 F												
Memorial Day													May 30, 22 M						
Independence Day (Administrative Offices Closed)													Jul 4, 22 M						

EAST TENNESSEE STATE UNIVERSITY

22-23 ACADEMIC CALENDAR

Mar 8, 2019 WORK	Fall 22						Spring 23						Summer 23						
	Full Term	First 5	Middle 5	Last 5	First 7	Second 7	Full Term	First 5	Middle 5	Last 5	First 7	Second 7	Pre-Summer	Pre-Summer+1	Complete	Session I	Dual Session	Session II	
	15 Weeks (1)	5 Weeks (FA)	5 Weeks(FB)	5 Weeks(FC)	7 Weeks (FD)	7 Weeks (FE)	15 Weeks(1)	5 Weeks (FA)	5 Weeks(FB)	5 Weeks(FC)	7 Weeks (FD)	7 Weeks (FE)	3 Weeks(A)	8 Weeks(B)	13 Weeks(C)	5 Weeks(D)	10 Weeks(E)	5 Weeks(F)	
Registration begins	Apr 4, 22 M	Apr 4, 22 M	Apr 4, 22 M	Apr 4, 22 M	Apr 4, 22 M	Apr 4, 22 M	Nov 7, 22 M	Nov 7, 22 M	Nov 7, 22 M	Nov 7, 22 M	Nov 7, 22 M	Nov 7, 22 M	Apr 3, 23 M	Apr 3, 23 M	Apr 3, 23 M	Apr 3, 23 M	Apr 3, 23 M	Apr 3, 23 M	
Classes begin	Aug 22, 22 M	Aug 22, 22 M	Sept 26, 22 M	Oct 31, 22 M	Aug 22, 22 M	Oct 10, 22 M	Jan 17, 23 T	Jan 17, 23 T	Feb 20, 23 M	Mar 27, 23 M	Jan 17, 23 T	Mar 6, 23 M	May 15, 23 M	May 15, 23 M	May 15, 23 M	June 5, 23 M	June 5, 23 M	July 10, 23 M	
Last day to add a class w/o permit	Aug 28, 22 SU	Aug 24, 22 W	Sept 28, 22 W	Nov 2, 22 W	Aug 26, 22 F	Oct 14, 22 F	Jan 23, 23 M	Jan 19, 23 R	Feb 22, 23 W	Mar 29, 23 W	Jan 21, 23 S	Mar 10, 23 F	May 16, 23 T	May 18, 23 R	May 21, 23 SU	June 7, 23 W	June 9, 23 F	July 12, 23 W	
Last day to add w/o dean	Sept 4, 22 SU	Aug 26, 22 F	Sept 30, 22 F	Nov 4, 22 F	Aug 28, 22 SU	Oct 16, 22 SU	Jan 30, 23 M	Jan 21, 23 S	Feb 24, 23 F	Mar 31, 23 F	Jan 23, 23 M	Mar 12, 23 SU	May 17, 23 W	May 22, 23 M	May 26, 23 F	June 9, 23 F	June 14, 23 W	July 14, 23 F	
Census	Sept 4, 22 SU	Aug 28, 22 SU	Oct 2, 22 SU	Nov 6, 22 SU	Sept 4, 22 SU	Oct 23, 22 SU	Jan 30, 23 M	Jan 23, 23 M	Feb 26, 23 SU	Apr 2, 23 SU	Jan 30, 23 M	Mar 19, 23 SU	May 21, 23 SU	May 28, 23 SU	May 28, 23 SU	June 11, 23 SU	June 18, 23 SU	July 16, 23 SU	
Last day to drop w/o "W"	Sept 4, 22 SU	Aug 28, 22 SU	Oct 2, 22 SU	Nov 6, 22 SU	Sept 4, 22 SU	Oct 23, 22 SU	Jan 30, 23 M	Jan 23, 23 M	Feb 26, 23 SU	Apr 2, 23 SU	Jan 30, 23 M	Mar 19, 23 SU	May 21, 23 SU	May 28, 23 SU	May 28, 23 SU	June 11, 23 SU	June 18, 23 SU	July 16, 23 SU	
Last day to drop class w/o dean	Oct 10, 22 M	Sept 11, 22 SU	Oct 16, 22 SU	Nov 20, 22 SU	Sept 25, 22 SU	Nov 13, 22 SU	Mar 7, 23 T	Feb 6, 23 M	Mar 12, 23 SU	Apr 16, 23 SU	Feb 20, 23 M	Apr 9, 23 SU	May 25, 23 R	June 16, 23 F	June 16, 23 F	June 25, 23 SU	July 3, 23 M	July 30, 23 SU	
Last day to withdraw-university	Nov 30, 22 W	Sept 21, 22 W	Oct 26, 22 W	Nov 30, 22 W	Oct 5, 22 W	Nov 30, 22 W	Apr 26, 23 W	Feb 15, 23 W	Mar 22, 23 W	Apr 26, 23 W	Mar 1, 23 W	Apr 26, 23 W	May 31, 23 W	July 5, 23 W	Aug 9, 23 W	July 5, 23 W	Aug 9, 23 W	Aug 9, 23 W	
Last day of classes	Dec 2, 22 F	Sept 23, 22 F	Oct 28, 22 F	Dec 2, 22 F	Oct 7, 22 F	Dec 2, 22 F	Apr 28, 23 F	Feb 17, 23 F	Mar 24, 23 F	Apr 28, 23 F	Mar 3, 23 F	Apr 28, 23 F	June 2, 23 F	July 7, 23 F	Aug 11, 23 F	July 7, 23 F	Aug 11, 23 F	Aug 11, 23 F	
Final Exams	Dec 3-8, 22 S-R						Apr29-May 4, 23 S-R												
Commencement	Dec 10, 22 S	Dec 10, 22 S	Dec 10, 22 S	Dec 10, 22 S	Dec 10, 22 S	Dec 10, 22 S	May 6, 23 S	May 6, 23 S	May 6, 23 S	May 6, 23 S	May 6, 23 S	May 6, 23 S							
Class Holidays							Jan 16, 23 M												
Martin Luther King Jr. Day																			
Labor Day	Sept 5, 22 M																		
Fall Break	Oct 10-11, 22 M-T																		
Veterans Day (Administrative Offices Closed)	Nov 11, 22 F																		
Thanksgiving Holiday (Administrative Offices Closed)	Nov 23, 22 W																		
	Nov 24, 22 R																		
	Nov 25, 22 F																		
Spring Break including St. Patrick's Day (Administrative Offices Closed)							Mar 13-19, 23 M-SU												
							Apr 7, 23 F												
Memorial Day													May 29, 23 M						
Independence Day (Administrative Offices Closed)													Jul 4, 23 T						

EAST TENNESSEE STATE UNIVERSITY  
BOARD OF TRUSTEES

INFORMATION ITEM

DATE: April 26, 2019

ITEM: Multicultural Center: Overview of the Talent, Innovation & Equity (TIE) Grant and the Summer Bridge Plus Programs

COMMITTEE: Academic, Research, and Student Success

PRESENTED BY: Carshonda Harris  
Director, Multicultural Center and Access and Student Success Programs

Tennessee was one of two states to receive the Lumina Foundation's inaugural Talent, Innovation and Equity (TIE) grant. The objective of this grant is to reduce gaps in educational attainment along racial lines. THEC awarded the majority of these grant funds directly to institutions that demonstrate a commitment to improving outcomes for students of color on their campuses, and ETSU was one of five institutions that was awarded the TIE Grant. ETSU's mission declares, "Education is the university's highest priority, and the institution is committed to increasing the level of educational attainment in the state and region." In addition, we affirm "the contributions of diverse people, cultures and thought" to the university and the region. Yet despite ETSU's deeply held commitments, some African American, Hispanic and Native American undergraduate students do not thrive here at ETSU. The TIE Grant Committee planned a Bridge-Plus Program that could address issues revealed through our data analysis by supporting and enhancing students' educational experience and by providing greater incentives for eligible students to take advantage of these opportunities. This presentation will provide an overview of the first cohort of the Bridge-Plus Program and an evaluation of the students' success and engagement during their first year at ETSU. In addition, we will provide further information about other access and success initiatives of the Multicultural Center that have shown success with underrepresented students at ETSU.

EAST TENNESSEE STATE UNIVERSITY  
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ACADEMIC, RESEARCH, AND STUDENT SUCCESS COMMITTEE

INFORMATION ITEM

DATE: April 26, 2019

ITEM: Research Metrics and Teaching Profile of ETSU Faculty

COMMITTEE: Academic, Research, and Student Success

PRESENTED BY: Dr. Mike Hoff  
Associate Vice President/Chief Planning Officer

Dr. Hoff will provide definitions and research metrics that comprise the foundation for understanding ETSU's impact upon the university's research mission. ETSU receives funding, as do many institutions, for research and for other sponsored programs. The most recent value of awards for all sponsored activity at ETSU is million dollars. This presentation will delineate what portion of those dollars were awarded for 'organized research' and what portion were awarded for other 'other sponsored activities' as well as past trends and future expectations for each type of program. Finally, the presentation will provide a specific focus on data relative to our research expenditures within the Quillen College of Medicine as compared with peers.

EAST TENNESSEE STATE UNIVERSITY  
BOARD OF TRUSTEES

INFORMATION ITEM

DATE: April 26, 2019

ITEM: Quillen College of Medicine Strategic Improvement Plan

COMMITTEE: Academic, Research, and Student Success Committee

PRESENTED BY: Dr. Bill Block  
Dean, Quillen College of Medicine

Dr. Block will provide an update of work occurring within the Quillen College of Medicine related to its strategic improvement plan.