

EAST TENNESSEE STATE UNIVERSITY
BOARD OF TRUSTEES
ACADEMIC, RESEARCH, AND STUDENT SUCCESS COMMITTEE
FEBRUARY 2023 MEETING

8:00–9:30 a.m. EST
Friday
February 17, 2023

East Tennessee Room
D.P. Culp Student Center
412 J.L. Seehorn Road
Johnson City, TN

COMMITTEE MEMBERS

Janet Ayers, Committee Chair
Charles Allen, Jr.
Dr. Virginia Foley
Dr. Linda Latimer
Melissa Steagall-Jones

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AGENDA

- I. Call to Order
- II. Roll Call
- III. [Approval of the Committee Minutes from November 18, 2022](#)

INFORMATION AND DISCUSSION ITEMS

- IV. [Academic Action Notification for Period of August 1, 2022 through December 31, 2022](#)
–*McCorkle* (5 minutes)
- V. [Annual Institutional Review for Graduate Medical Education](#) – *Block/Linville* (10 minutes)
- VI. [Quality Enhancement Plan \(QEP\) Update](#) – *McCracken* (15 minutes)
- VII. [Student Mental Health and Wellness Update](#) – *Byrd/ Bedingfield/Smith* (15 minutes)
- VIII. [Research & Synthetic Biology Update](#) – *Hagemeier/Pack* (15 minutes)

GENERAL INFORMATION ITEMS

- IX. Committee Discussions

- General Discussion

X. Other Business

XI. Adjournment

EAST TENNESSEE STATE UNIVERSITY
BOARD OF TRUSTEES

ACTION ITEM

DATE: February 17, 2023

ITEM: Approval of the Minutes from November 18, 2022

COMMITTEE: Academic, Research, and Student Success Committee

RECOMMENDED ACTION: Approve

PRESENTED BY: Dr. Adam Green
Board Secretary

The minutes of the November 18, 2022 meeting of the Academic, Research, and Student Success Committee are included in the meeting materials.

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

RESOLVED: The reading of the minutes of the November 18, 2022 meeting of the Academic, Research, and Student Success Committee is omitted, and the minutes are approved as presented in the meeting materials, provided that the Secretary is authorized to make any necessary edits to correct spelling errors, grammatical errors, format errors, or other technical errors subsequently identified.

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

MINUTES

November 18, 2022
Johnson City, Tennessee

The East Tennessee State University Board of Trustees' Academic, Research, and Student Success Committee met on Friday, November 18, 2022, at 8:00 a.m. in the East Tennessee Room of the D.P. Culp Student Center.

I. Call to Order

Committee Chair Janet Ayers called the meeting to order at 8:00 a.m.

II. Roll Call

Board Secretary Dr. Adam Green led the roll call. Since Committee Chair Janet Ayers participated remotely, in accordance with Tennessee Code § 8-44-108 section (c) (3), Dr. Green asked Committee Chair Ayers for the record if she could clearly hear so that she could participate in the meeting and if she would identify any persons present in the room with her from which she was participating in the meeting. She reported that she could hear and was alone. Those in attendance stated that they could hear Committee Chair Ayers. Additionally, Dr. Green stated that because a trustee is participating remotely, any votes must be taken by roll call.

Committee members present were:

Committee Chair Janet Ayers
Trustee Dr. Virginia Foley
Trustee Dr. Linda Latimer
Trustee Melissa Steagall-Jones
Absent: Trustee Charles Allen

Trustees Allen Archer, Dorothy Grisham, Dr. Lisa Piercey and Ron Ramsey also participated in the meeting.

III. Approval of the Academic, Research, and Student Success Committee Minutes from September 16, 2022

The minutes from the September 16, 2022, meeting of the Academic, Research, and Student Success Committee were approved as submitted with Trustee Foley making the motion and Trustee Steagall-Jones seconding the motion. The motion passed unanimously.

IV. Action Item: Approval of Expedited Letter of Notification Regarding Establishment of a B.S. in Mechatronics Engineering

Provost Kimberly McCorkle presented for the committee's discussion and approval an Expedited Letter of Notification (ELON) regarding the establishment of a Bachelor of Science in Mechatronics Engineering to be housed in the College of Business and Technology.

Dr. McCorkle outlined the established academic approval process as follows:

- The ELON has been reviewed and approved internally by the Academic Council and President Brian Noland.
- The ELON must be approved by the Board of Trustees. If approved, the ELON will be sent to the Tennessee Higher Education Commission (THEC) where it will be posted for public comment.
- Upon completion of all required program development processes, the new program will be presented to the Board of Trustees as a notification item before the proposed program implementation in Fall 2023.

Several members of the committee commended the work of staff in the Provost's Office and the College of Business and Technology for striving to meet workforce demands and for creating a stackable, portable credential that aligns with academic programs at Northeast State Community College. In response to questions posed by committee members, faculty from the department confirmed that representatives from local companies have offered letters of support and met with faculty and staff to discuss the proposed program. Provost McCorkle and faculty from the department also confirmed that ETSU has the facilities to launch the program but will need to purchase some additional equipment. Trustee Ayers encouraged faculty and staff to explore partnerships with local businesses to share space so that students may learn in real-world environments. President Noland noted that space needs and opportunities would be considered as part of the Facilities Master Planning process that is currently underway.

The committee voted to approve the ELON. Trustee Steagall-Jones made the motion, and Trustee Foley seconded the motion. The motion passed unanimously.

V. Overview of ETSU Global Year: Ecuador 2022-23

Dean Chris Keller and faculty provided an overview of the ETSU Global Year: Ecuador 2022-23 program. Sponsored and led by ETSU's Center for Global Engagement, the ETSU Global Year Program is a comprehensive internationalization effort at ETSU that provides the campus, curricula, and surrounding community with opportunities for global learning and interconnectedness through a year-long series of events, course enhancements, projects, and initiatives that focus on a single country. Committee members expressed support for the program. Board Chair Dr. Linda Latimer asked staff to elaborate on scholarship opportunities available to assist students in studying abroad. Staff outlined various sources of support including:

- educational study abroad scholarships
- undergraduate research funding
- reallocation of student fee revenue by some colleges to support study abroad opportunities

VI. BlueSky Tennessee Institute Update

Dean Tony Pitarese and Executive Director Leon provided an update on the BlueSky Tennessee Institute, ETSU's academic partnership with BlueCross BlueShield of Tennessee (BCBST) to address workforce pipeline needs in informational technology. Key points included:

- The program allows students to earn an ABET-accredited computing degree in a little over two years.
- An initial cohort of 32 students was admitted in summer 2022 and will graduate in December 2024.
- As a part of the partnership, BCBST constructed educational space in their Chattanooga corporate headquarters and turned that space over to ETSU to operate as the BlueSky Chattanooga Center.
- Students enrolled in the first cohort will have all their educational expenses covered by scholarship funds provided from four external partners.
- The first round of admissions interviews for the second student cohort was held in early November.
- Recruitment for two additional BlueSky faculty members is underway.

Trustees commended the program and asked questions regarding the eligibility and entrance requirements. Staff confirmed that requirements mirror those of the university and that students of all ages and backgrounds could be considered. Trustee Grisham discussed her visit to the BlueSky Tennessee Institute site and commended staff and partners for creating an extraordinary learning environment with wrap-around student support.

VII. Overview of New and Expanded Student Success Initiatives

Staff noted that retention rates dropped during the pandemic but are beginning to show signs of improvement. Staff members outlined a wide range of services and supports implemented during the fall 2022 semester to promote retention and progress toward degree. These include:

- Early outreach to freshmen
- Individualized graduation plans
- Development of a coordinated care network
- Additional academic coaching
- Expansion of first-year experience courses
- Expansion of peer mentoring
- Launch of an AI-powered chat bot to answer student questions

Trustee Piercey asked staff to elaborate on how they are aligning mental health services with student success efforts. Staff explained that course instructors and advisors refer students to the Dean of Students who then ensures students are connected with the ETSU Counseling Center.

VIII. Committee Discussions

During the general discussion period, committee members applauded the recent Symposium on Innovation and Education for the Bioeconomy held on campus on October 27 and organized by Professor David Golden and the ETSU Research Corporation. Board Chair Dr. Latimer noted she had received a great deal of positive feedback from the community and encouraged those in attendance to consider how the university can continue and expand upon this community engagement.

IX. Other Business

No other business was brought before the committee.

X. Adjournment

The committee was adjourned by Trustee Ayers.

EAST TENNESSEE STATE UNIVERSITY
BOARD OF TRUSTEES

INFORMATION ITEM

DATE: February 17, 2023

ITEM: Academic Action Notification for Period of August 1, 2022 through December 31, 2022

COMMITTEE: Academic, Research, and Student Success

PRESENTED BY: Dr. Kimberly D. McCorkle
Provost and Senior Vice President for Academics

This information item is being presented to the ETSU Board of Trustees as an update regarding academic action items. Relevant materials are presented in three sections: Part I represents Tennessee Higher Education Notification (THEC) items, Part II represents THEC action items, and Part III represents ETSU approval items.

Part I: THEC Notification Items

These curriculum items were fully vetted through ETSU curriculum approval processes and are subsequently submitted to the Tennessee Higher Education (THEC) as notification items. The following agenda materials outline the academic action notifications for the period of August 1, 2022, through December 31, 2022:

<i>Type of Action – THEC Notification</i>	<i>Quantity</i>
Establish New Concentration in an Existing Program	2
Change the Name of an Existing Academic Program	2
Change the Name of an Existing Concentration	1
Change of Student Credit Hours in an Existing Program	1
Inactivation of Existing Program or Concentration	1
Terminate Academic Program or Concentration	1

Items identified in the table above are represented by the following curriculum descriptions:

Establish New Concentration in an Existing Program:

[Public Health Leadership and Policy](#)

This new concentration is 12-13 credits, within the existing 43-46 credit Master’s in Public Health, and is suited for those serving in public health leadership positions who may be interested in career

advancement into executive or management roles. Based on student and faculty feedback and program-level efforts to align the program with accreditation standards, there was a need to focus on policy and health disparities that integrate public health principles with policy/leadership. The new concentration will create opportunities for students interested in public health, health policy, and health disparities research to prepare for careers in the workforce as well as advanced terminal degrees (e.g. DrPH, PhD, JD). This proposed concentration will attract new students to ETSU and not compete with other concentrations.

Natural Resources Ecology

Following a program review during the 2021-22 academic year, the concept of a concentration in Natural Resources Ecology was researched and developed in consultation with the Department of Forestry, Fisheries, and Wildlife at the University of Tennessee, Knoxville. This undergraduate concentration will prepare students for employment and graduate-level interests. Data from the Bureau of Labor Statistics indicate that career opportunities in conservation and wildlife biology are projected to grow at the national average, while forestry opportunities are projected to exceed the average. In addition to this employment data, responses from current ETSU Biology students regarding their career interests indicate that this concentration will be a positive addition to the BS degree in Biology. The Department of Biology also has several existing faculty with strong research records in ecology.

Change the Name of an Existing Academic Program:

Rural Health certificate to Rural Public Health certificate

Two health courses in the Rural Health certificate have been replaced with rural public health courses. This curricular change has resulted in a more focused certificate addressing rural public health issues. This curriculum revision and name change are expected to enhance the marketability of this graduate certificate, resulting in an increase in student and working professional interest in this certificate program.

BFA, Art Major to BFA, Studio Art

This program name change was the result of efforts to align the name of the degree to the program content that is most closely associated with studio art standards. This name change assures that the academic program is aligned with recommendations by the National Association of Schools of Art and Design. The recommended change is to change the BFA, Art Major to BFA, Studio Art.

Change the Name of an Existing Concentration:

Master Teacher concentration to Early Care and Education concentration

This concentration is designed for students who are not enrolled in early education licensure programs. Students completing the MA with this concentration are focusing on work opportunities associated with young children in non-public school settings such as childcare centers, hospitals, and other private organizations. The name Master Teacher was confusing to current students and did not communicate clearly the program scope to prospective students. Early Care and Education is consistent with the undergraduate bachelor non-licensure program and will help with student recruiting as well as aligning the program name with expected outcomes for students.

Change of Student Credit Hours in an Existing Program:

[Rural Public Health Certificate 17 credits to 15 credits](#)

The reduction in total credits for the Rural Public Health graduate certificate was the result of a faculty review of similar certificates across the state and nation. Revising the curriculum to focus on rural public health and implementing a reduction in total credits will keep this program competitive with other similar public health certificates. It is expected that this reduction will enhance the marketability of the program.

Inactivation of Existing Program or Concentration:

[Inactivate Design for Virtual Learning](#)

The Design for Virtual Learning graduate certificate was developed to be marketed to teachers in public and private school settings, who may need additional credentialing or professional development in designing virtual learning environments. This area of professional work has largely been addressed internally within public and private schools resulting in very low productivity for this program. Only two students have enrolled since the inception of this certificate. Inactivation will provide faculty time to fully assess the program and determine if program changes can be successful or if the program should be terminated.

Terminate Academic Program or Concentration:

[Terminate Concentration Studio Art, BFA Art Major](#)

This concentration termination was required to complete the process of the academic program name change from BFA, Art Major to BFA, Studio Art noted on the previous page.

Part II: THEC Action Items

These curriculum items are fully vetted through ETSU curriculum approval processes and are subsequently submitted to the THEC as action items. The following agenda materials outline the THEC action items for the period of August 1, 2022, through December 31, 2022:

<i>Type of Action – THEC Action</i>	<i>Quantity</i>
Establish New Academic Program	1
Academic Program Modification	1

Items identified in the table above are represented by the following curriculum descriptions:

Establish New Academic Program:

[BS Mechatronics Engineering](#)

Mechatronics is a rapidly emerging field of engineering that brings together a variety of engineering areas, such as mechanical engineering, electrical engineering, product engineering, electronic engineering systems, and a combination of robotics, computer science, systems, and controls. Engineering continues to be a strong employment area and this interdisciplinary structure provides students with a broad scope of highly applicable skills for employment across industries. In Tennessee

the number of employees in the manufacturing area accounts for 15.32% of the total output in the state, employing 11.47% of the workforce in 2018. Total output from manufacturing was \$56.01 billion in 2018. In addition, recent state data show that there were an average of 357,000 manufacturing employees in Tennessee in 2019, with an average annual compensation of \$70,521.26 in 2018. This new undergraduate degree will attract new students and prepare students for new opportunities upon graduation. This degree will be a strong addition to the ETSU portfolio of programs and establishing this degree aligns with the state master plan and the ETSU strategic plan to meet workforce demand in a STEM field.

Academic Program Modification:

[Program Name and Degree Designation Change MS Human Services to MS Individual, Family & Community Services](#)

This recommendation is to change the current Master of Science in Human Services degree to a Master of Science in Individual, Family & Community Sciences. This change will also require a change in the Classification of Instructional Programs (CIP) code. The MS Human Services was approved in 2016, at that time the standards for the graduate degree were not clearly defined by the accrediting association. Once the standards were clearly established (2021) it was apparent that the current program did not align with the new standards and would possibly become an accreditation issue. The new standards were largely aligned with management and administration. This recommended program modification will allow the program to continue with the current focus on skill development in Family and Community Services which has been the curricular focus prior to this point. Three new courses will be added to the degree, which will allow students to qualify as a Certified Family Life Educator (CFLE) through the National Council of Family Relations. This program modification will result in a program that is properly classified and will add an additional certification opportunity for our graduate students.

Part III: ETSU Approval items

These curriculum items are fully vetted through ETSU curriculum approval processes and are fully approved at the university level. The following agenda materials outline the ETSU academic action items for the period of August 1, 2022, through December 31, 2022:

<i>Type of Action – University-Level Approval</i>	<i>Quantity</i>
Revise Program Policy: Admission	6
Revise Curriculum - Substantive	5
Establish Minor	2
Revise Articulation Agreement	2
Establish Program Policy: Graduation	1

Items identified in the table above are represented by the following curriculum descriptions:

Revise Program Policy: Admission:

[Revise Program Policy Doctor of Audiology](#)

The admission policy revision for the AuD is to drop the requirement of the Graduate Records Exam (GRE). This is consistent with current trends in graduate program admissions nationwide and is based on compelling evidence showing little correlation between GRE scores and success in graduate school. The policy revision will also address concerns associated with the GRE and the disadvantage it may have for admission of underrepresented groups.

[Revise Program Policy Early Childhood Education MA](#)

The admission policy revision for the MA, Early Childhood Education would remove specific language addressing minimum scores on the GRE, SAT, ACT, or Praxis Core Reading, Math, and Writing assessments. Changes established by the Council of Accreditation of Educator Preparation (CAEP) have resulted in the removal of a requirement for test scores for post-baccalaureate students entering initial teacher licensure programs. This revision will align the program with accreditation standards and should result in an increase in applications. This revision is also consistent with other similar programs across the state and nation.

[Revise Special Ed MEd High and Low Incidence Concentrations](#)

The admission policy revision for the MEd High Incidence and Low Incidence concentrations would remove specific language addressing minimum scores on the GRE, SAT, ACT, or Praxis Core Reading, Math, and Writing assessments. Changes established by the Council of Accreditation of Educator Preparation (CAEP) have resulted in the removal of a requirement for test scores for post-baccalaureate students entering initial teacher licensure programs. This revision will align the program with accreditation standards and should result in an increase in applications. This revision is also consistent with other similar programs across the state and nation.

[Revise MA Teacher Education](#)

The admission policy revision for the MA Teacher Education would remove specific language addressing minimum scores on the GRE, SAT, ACT, or Praxis Core Reading, Math, and Writing assessments. Changes established by the Council of Accreditation of Educator Preparation (CAEP) have resulted in the removal of a requirement for test scores for post-baccalaureate students entering initial teacher licensure programs. This revision will align the program with accreditation standards and should result in an increase in applications. This revision is also consistent with other similar programs across the state and nation.

[Revise MEd Educational Leadership Higher Ed Concentration](#)

Currently, applicants must submit letters of recommendation as part of the admission requirements. This proposal recommends removing letters of recommendation as an admission requirement. Letters of recommendation have not been utilized as a high priority for student admission. Removing this as an admission requirement will make student admission more efficient.

[Revise MS Chemistry Admission](#)

This proposed revision clarifies language in the current admission policy establishing a specific number of recommendation letters to submit with an application and to ensure that applicants

understand that the admission interview is also used as a component for the selection of graduate assistants.

Revise Curriculum - Substantive:

BA Foreign Language Spanish Concentration

The BA in Foreign Languages, Spanish Concentration has used the same curriculum for over a decade. Faculty review of the program has resulted in a sense that without revision, students are limited in their ability to specialize in topics that match their professional aspirations. Moreover, the current curriculum maintains a separation between Spain and Latin America that has traditionally dominated Hispanic Studies but is no longer considered an academically sound approach. In an effort to modernize the Spanish curriculum faculty reviewed peer institutions with similar programs and benchmarked against universities considered to have robust programs. As a result of this review, a number of individual courses have undergone content revision and the core has been reduced from 18 credits to 9 credits which opens up opportunities for students to select Spanish and cultural (Spanish) courses to make their programs more flexible.

BA Music Composition Concentration

Central to this revision are the following: 1. MUSC 4530 - Music Technology is being removed from the core. Department faculty determined that this course is not suited for all of the BA degree programs; therefore, it is being moved to the Composition concentration. The credits associated with moving this course have been replaced with two additional semesters of MUSC 1000 Symposium. There is no net change in program credits. 2. The required minor is being removed to allow students more flexibility in how they complete the degree. This will allow for a wider exploration of topics rather than focusing all remaining credits in one minor area.

BA Music Contemporary Music Performance Concentration

NASM found this program to be unsatisfactory in the amount of performance required in a performance degree. As a result of this determination, lessons have been split into major and small categories so that students now have adequate performance opportunities throughout the program. The removal of MUSC 4530 is being covered with the addition of elective opportunities. The academic requirements have been expanded to include both levels 1 and 2 in Jazz Theory and Improvisation. Adding level 2 to these course sequences will provide a stronger academic foundation for students in the program. The final capstone, the Recital, has an additional option of a Recording Project. Enhancing student choice and helping students design a program specific to their professional aspirations while meeting rigorous NASM performance standards while meeting recommendations made during the review.

BA Music History Concentration

NASM determined that this concentration lacked sufficient focus on Music History as a content area. As a result of this determination, the total credits in the concentration are being increased from 15 credits to 39 credits. There is no increase in total credits for the program. Additional course options associated with music history have been added to the concentration allowing students to conduct a more in-depth study across a variety of music history topics. The required minor has been dropped from this program to allow students enhanced flexibility in shaping the degree to meet their professional goals while meeting recommendations from NMSA.

BA Music Performance Concentration

NASM found this program to be unsatisfactory in the amount of performance required in a performance degree. As a result of this determination, lessons have been split into major and small categories so that students now have adequate performance opportunities throughout the program. The minor requirement is being dropped to allow students more flexibility in designing the degree. The list of course options in the Literature and Pedagogy requirement has been expanded to include additional courses. This will provide students with more flexibility in developing a program specific to their professional goals while meeting recommendations from NMSA.

Establish Minor:

Establish Ethics Minor

A minor in ethics will make it possible for students to tailor a program of study from existing courses that complement a wide range of vocationally oriented fields of study by providing intellectual foundations for reflective ethical leadership, especially in health-care-related fields, criminal justice, and other programs where social justice and social change are increasing leadership priorities. Minors with a focus on ethics are offered by a number of philosophy departments in ETSU's peer group of institutions, especially institutions that also have a focus on health care and a need for focused instruction in bioethics and medical humanities. Offering an ethics minor within the context of philosophy offers students a valuable academic option without any need for new courses or other resources.

Establish Esports Minor

ETSU launched an esports varsity program in the Fall of 2020, then a graduate certificate was first offered during the 2021-22 academic year. This esports minor is a natural progression in the development of this content. This minor will complement majors across the university. Currently, there are approximately 20-25 universities offering esports academic programming, yet the industry is projected to grow. The cross-discipline nature of this minor, focusing on both management and communications complements the broadcasting/media-heavy aspects of the esports industry. This will be a market differentiator for students in communications, sport management, esports varsity teams, and digital media. It is expected that this minor will grow into a stand-alone interdisciplinary degree that could be explored in the future.

Revise Articulation Agreement:

Dual Degree Articulation Anthropology BA Social Work BSW

A one-credit course (SOWK 1100) is being deleted from the program of study and Field Education Practicum I (SOWK 4451) is being increased in credits from three to four. This results in no net change in program credits; however, the revisions to individual courses in the dual degree articulation require that the articulation agreement be revised to reflect these changes.

Dual Degree Articulation Psychology BS and Social Work BSW

A one-credit course (SOWK 1100) is being deleted from the program of study and Field Education Practicum I (SOWK 4451) is being increased in credits from three to four. This results in no net

change in program credits; however, the revisions to individual courses in the dual degree articulation require that the articulation agreement be revised to reflect these changes.

Establish Program Policy: Graduation:

[Establish Program Policy Engineering Technology BS](#)

It is not uncommon for engineering programs to have culminating exams at the undergraduate level. These exams provide valuable data for departments in both accreditation and continuous improvement processes. Adding a senior exam as part of the graduation requirements will increase program rigor and data collection.

EAST TENNESSEE STATE UNIVERSITY
BOARD OF TRUSTEES

INFORMATION ITEM

DATE: February 17, 2023

ITEM: Annual Institutional Review for Graduate Medical Education

COMMITTEE: Academic, Research, and Student Success

PRESENTED BY: Dr. William Block
Vice President for Clinical Affairs and Dean of the Quillen
College of Medicine

Dr. David Linville
Senior Associate Dean of the Quillen College of Medicine
and Chief of Staff

The Quillen College of Medicine operates training programs for resident and fellow physicians in 16 different specialty programs, also known as graduate medical education (GME) programs. The Accreditation Council for Graduate Medical Education (ACGME) is the accrediting body for GME programs and prescribes accreditation standards for the Sponsoring Institution (the university) and individual GME programs. The associate dean for graduate medical and continuing education in the Quillen College of Medicine serves as the ACGME defined Designated Institutional Official (DIO) and is responsible for ensuring oversight of GME programs and maintenance of accreditation. The ACGME accreditation standards require the DIO to provide a written report to the governing board of the Sponsoring Institution on an annual basis. The report includes specific information related to performance indicators, action plans, and monitoring procedures. The 2022 report has been compiled under the direction of the DIO and approved by the governing body for GME programs in college, the Graduate Medical Education Committee. Staff will provide an update of the Annual Institutional Review Executive Summary that is attached.



ANNUAL INSTITUTION REVIEW (AIR)

Executive
Summary
2021-2022

Graduate Medical
Education

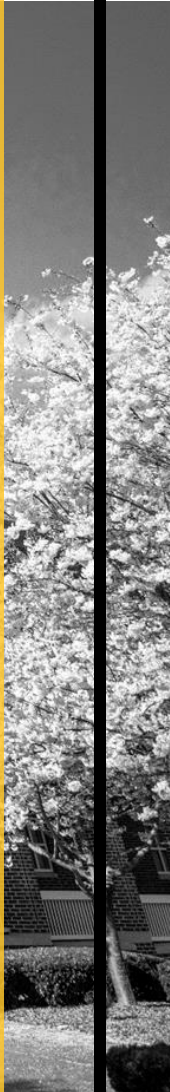


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Introduction

The Accreditation Council for Graduate Medical Education (ACGME) requires each institution sponsoring ACGME accredited training programs to perform an Annual Institutional Review (AIR). The AIR demonstrates that the sponsoring Institution's Graduate Medical Education Committee (GMEC) performs effective oversight of the Sponsoring Institution's accredited programs.

The AIR report was presented to, and approved by, the Graduate Medical Education Committee (GMEC) on December 1, 2022. In accordance with the ACGME Institutional Requirements, the approved AIR is hereby presented to the Sponsoring Institution's Governing Body, which is the East Tennessee State University Board of Trustees.

Graduate Medical Education

The James H. Quillen College of Medicine at East Tennessee State University was established for the purpose of providing physicians and medical care to the people in the surrounding regions. The college of medicine is a publicly supported academic institution dedicated to excellence in medical care, biomedical research, and health education. The college of medicine recognizes the importance that graduate medical education plays in obtaining the above goals. Residency programs maintained by the college of medicine serve an integral place in the education of medical students and the research activities of the institution. The residency and fellowship programs provide service, teaching, and educational opportunities for the area and, overall, result in improvement of the health care in northeast Tennessee and the surrounding Appalachian region. Through its diverse resources, the college of medicine endeavors to meet selected community and regional needs by identification, creation, and execution of the necessary programs to accommodate those needs. This effort includes providing the fiscal support, human resources, and educational opportunities for maintaining excellent residency programs.

The college of medicine is committed to conduct these programs in compliance with the institutional and specific requirements of the Accreditation Council for Graduate Medical Education (ACGME), the Joint Commission, and in the accordance with all applicable federal and state laws and regulations.

Goals

- To provide excellent training for both primary and specialist physicians, with emphasis on training primary care physicians to serve the rural environment;
- To promote an academic environment that nurtures both research and scholarly activity at both the resident and faculty level;
- To strengthen public/private partnerships with surrounding healthcare related institutions;
- To enhance delivery of patient care services to our region;
- To gain recognition by both the region's public and professional community as the center for excellent healthcare delivery and research in northeast Tennessee and southwest Virginia.

Scope

The James H. Quillen College of Medicine at East Tennessee State University is an ACGME Sponsoring Institution. In the 2021 – 2022 academic year, there were 16 ACGME accredited training programs and 241 residents and fellow trainees. Residents and fellows rotate at four major hospitals: Johnson City Medical Center, Holston Valley Medical Center, Bristol Regional Medical Center, and the VA Healthcare System in Johnson City, along with numerous other teaching sites.

Residency/Fellowship Programs	
Addiction Medicine	IM Oncology
Family Medicine Bristol	IM Pulmonary/Critical Care
Family Medicine Johnson City	Obstetrics/Gynecology
Family Medicine Kingsport	Orthopaedic Surgery
Internal Medicine	Pathology
IM Cardiology	Pediatrics
IM Gastroenterology	Psychiatry
IM Infectious Disease	Surgery

GME Office

Staff:

Reid Blackwelder, MD, FAAFP Associate Dean for Graduate Medical Education (GME) and Continuing Education Designated Institutional Official (DIO)	Renee McNeely Assistant Dean GME Ombudsperson
Tawana Holland Medical Education Coordinator Johnson City Medical Center	Kathy Olinger Medical Education Coordinator Bristol Regional Medical Center Holston Valley Medical Center
Stephanie Nave Office Coordinator GME	Dakotah Phillips, MPH Institutional Coordinator GME
Sissy Shipley Administrative Coordinator GME	

The Associate Dean for GME and Designated Institutional Official (DIO), Dr. Michael Ostapchuk, resigned on September 30, 2021 to join the ACGME as an Accreditation Field Representative. Dr. Reid Blackwelder, former Chair of Family Medicine, was appointed the new Associate Dean for Graduate Medical Education and Continuing Medical Education for Health Professionals and DIO, as of October 1, 2021.

The GME Office purchased the AMA GME Competency Education Program (GCEP) modules to replace the previous education modules provided by the Institute for Healthcare Improvement. The GCEP modules augment required education in key areas in a consistent fashion across all our training programs. Examples of modules are required include presentations on Patient Safety, Health Equity, Diversity and Inclusion, Residents as Teachers, Sleep Deprivation, along with many other relevant core competency topics.

University employees were allowed to return to their offices on July 1, 2021, after working remotely due to the Covid pandemic since March of 2020. During the fall of 2021, as the pandemic numbers declined, the University itself, as well as the Residency and Fellowship Programs, returned to more in-person meetings, didactics, and functions. However, the use of Zoom has continued as it has improved access for attendance since GME encompasses locations in three different cities. Weekly GME staff meetings continue to be held virtually using the Zoom meeting platform to accommodate off-site personnel. GME orientation activities returned to in-person in June 2022. GMEC meetings, beginning in April 2020, have been conducted via Zoom and continue to occur virtually. The well-being of the residents and fellows is continually assessed through the GMEC meetings and Resident Leadership Committee meetings. Peer-selected residents have been chosen to serve on the reactivated Wellness Committee.

The Tennessee Higher Education Commission (THEC) has contracted with the state to fund graduate medical education positions in rural settings to expand access to needed care in rural areas in our region. This is a new, recurrent contract from the state to our College of Medicine to support this expansion in terms of resident salaries

and benefits and to provide additional funding for faculty teaching stipends. Two of our programs are able to expand their programs with this funding provided through THEC. Psychiatry requested and obtained a complement increase from 25 to 29 residents beginning the 2022-23 academic year. The program successfully recruited 7 PGY1s (instead of 6) for the 2022-23 academic year and plans to continue recruiting 7 per year for the foreseeable future to use the funding available through THEC. With the same funding, Pediatrics has begun recruiting 8 residents per year, though they did not need to request an increase in complement. Each of these programs is implementing curriculum and clinical changes to accommodate the additional residents and expand services into our rural communities.

Resident/Fellow Salary and Benefits

PGY Level	2020-2021 Salaries (3% increase)	2021-2022 Salaries (3% increase)	2022-2023 Salaries (3% increase)
PGY I	\$53,155	\$54,750	\$56,392.50
PGY II	\$54,744	\$56,386	\$58,077.58
PGY III	\$56,703	\$58,404	\$60,156.12
PGY IV	\$58,871	\$60,637	\$62,456.11
PGY V	\$61,028	\$62,859	\$64,744.77
PGY VI	\$63,344	\$65,244	\$67,201.32

The total resident salaries and benefits paid by hospitals for 2021 – 2022 was \$16,766,500.95.

Insurance Benefits:

Health Insurance

The resident health insurance is provided through Blue Cross/Blue Shield. Residents may elect single coverage or family coverage. Premiums are shared by the university and the resident. The resident portion is \$35.00 for single coverage and \$75.00 for family coverage. The premiums are payroll deducted monthly.

Dental and Vision

If enrolled in the health insurance through Blue Cross/Blue Shield, residents also receive dental and vision coverage at no additional premium.

Life

A basic term life insurance policy is available for each resident in the amount of \$50,000. No life insurance is available for dependents. Residents may elect to purchase additional life insurance up to \$500,000.

Disability

Individual disability policies with monthly benefits of 60% salary, after 90 days of disability are available for the resident only. Additional coverage may be purchased by the resident.

Professional Liability Insurance

As a resident physician with East Tennessee State University under the State of Tennessee your professional liability coverage will be provided by the Tennessee Claims Commission Act (TCA 9-8.301 et sq). The limits of liability are \$300,000 per plaintiff/\$1 million dollars per occurrence. State law provides that residents have absolute immunity from liability for acts or omissions within the scope of their employment, unless the acts or omissions are willful, malicious, criminal, or done for personal gain.

Other Benefits:

Free membership to the Center for Physical Activities, Resident Assistance Program, Impaired Physicians Program through TMA, Tuition Reimbursement for resident's spouse and dependent children, Deferred Compensation Program.

Leave:

Vacation/Annual Leave

All residents receive 15 days annual leave per contract year. Unused vacation days may not be carried over from year to year.

Administrative Leave

Residents may receive two (2) days administrative leave during their first year at the discretion of each program. Residents on tracks longer than one year may receive up to five (5) days administrative leave to be taken anytime during their tenure.

Educational Leave

A maximum of five (5) days per contract year is allotted. The resident/fellow may petition the Program Director for an additional five (5) days per contract year. These days will not carry over into a new contract year.

Sick Leave

All residents receive 12 days sick leave per contract year. Unused sick days may be accrued over contractual years. Unused sick days may not be accumulated to more than 60 days over the entire duration of the training program.

Family Medical Leave Act (FMLA)

Residents are entitled to the provisions of the Family Medical Leave Act of 1993. This leave is without pay, but use of accrued sick and vacation leave may be used as part of the family leave. In order to be considered eligible under the FMLA guidelines, a resident must (1) have worked for the University for at least 12 months; and (2) have worked at least 1,250 hours during the year preceding the start of the leave.

Maternity/Paternity Leave

Maternity leave is available to eligible residents for the birth or adoption of a child under the Family Medical Leave Act (FMLA) and the Tennessee Maternity Leave Act (TMLA). This leave is without pay, but use of accrued sick and annual leave may be used as part of this leave.

Military Leave

Residents who are members of any reserve component of the armed forces of the United States or of the Tennessee National Guard may be entitled to leave of absence from their duties for all periods of military service during which they are engaged in the performance of duty or training in the services of Tennessee, or of the United States, under competent orders.

Civil Leave

Residents shall be granted civil leave when, in obedience to a subpoena or direction by proper authority, the resident appears as witness for the federal government, the State of Tennessee, or a political subdivision of the State, or when it is necessary to attend any court in connection with official duties or serve on a jury in any state or federal court.

Resident Sick Leave Bank

The purpose of the ETSU Resident Sick Leave Bank is to provide emergency paid sick leave to members of the residency programs who have suffered an unexpected personal illness, surgery, injury or disability with complications beyond their control and who have exhausted their personal sick leave. By definition, "unexpected personal illness", does not include recovery following childbirth. Unforeseen complications during pregnancy would be a qualifying event.

Graduate Medical Education Committee (GMEC) Report

2021 – 2022 GMEC Voting Members	
Name	Specialty/Position
Dr. Reid Blackwelder	DIO, Associate Dean Graduate Medical Education and Continuing Education
Dr. Michael Ostapchuk	DIO, Associate Dean GME (through September 30, 2021)
Dr. Ezra Adams	Bristol Family Medicine Peer-selected Resident
Dr. Michael Allshouse	Surgery Program Director
Dr. Max Bayard	Family Medicine Johnson City Program Director
Dr. Natalie Broadway-Robertson	Obstetrics and Gynecology Peer-selected Resident
Dr. Mark Brummel	Family Medicine Kingsport Program Director
Dr. Shambhavi Chandraiah	Psychiatry Program Director
Dr. Greg Clarity	Bristol Family Medicine Program Director (beginning April 1, 2022)
Dr. Bhavesh Gajjar	Internal Medicine Program Director
Ms. Ronda Gentry	Quality Director Ballad Health
Ms. Heather Grove	Program Administrator Internal Medicine
Dr. Laura Helmly	Bristol Family Medicine Program Director (through March 31, 2022)
Dr. Daniel Krenk	Orthopedic Surgery Program Director
Dr. Brianna Lancaster	Pediatrics Peer-selected Resident
Dr. Matthew Loos	CMO JCMC; Chief Academic Officer, Ballad Health
Dr. Renee McNeely	Assistant Dean, GME
Dr. Vijay Ramu	Cardiology Fellowship Program Director
Dr. Mark Ransom	Obstetrics and Gynecology Program Director
Dr. Cassie Saunders	Pediatrics Peer-selected Resident
Dr. Salah Shurbaji	Pathology Program Director
Dr. Emily Spann	Obstetrics and Gynecology Peer-selected Resident
Dr. Lauren Swift	Pediatrics Program Director

During the 2020 - 2021 academic year, the GMEC met nine times. Meetings included reports from the DIO, hospital CMO's and VA DEO, Quality and Patient Safety Officer, Resident Leadership Committee, Chair of the Policy Subcommittee, and Program Coordinator Committee.

The committee approved:

1. One new program director for the 2021-2022 academic year (Family Medicine Bristol).
2. Two new sites, one each for two programs (Frontier Health for Psychiatry, and ETSU Health for Addiction Medicine).
3. One permanent complement increase for Psychiatry.
4. A 3% salary increase for resident and fellow salaries.

The latest General Surgery program Letter of Notification (LON) on March 7, 2022 noted one new citation and two extended citations. In their LONs on February 4, 2022, both the Family Medicine Johnson City and the Family Medicine Kingsport programs had one new citation. In its LON on April 12, 2022, OB/GYN had one new citation and 6 areas of improvement (AFI) noted.

The GMEC conducted several special reviews over 2021-2022 academic year. special review for OB/GYN on September 23-24, 2021, after receiving information regarding an alleged issue reported to the ACGME Office of the Ombudsperson. A response was submitted to the ACGME Office of the Ombudsperson on October 14, 2021. The program received notification on October 18, 2021 from the ACGME Ombudsperson stating the action plan submitted for their review was satisfactory to resolve the issue and the file was closed. A 60-day POA was provided to GMEC at its December 2, 2021, and the issue was deemed resolved at the GMEC's February 24, 2022 meeting. The GMEC conducted special reviews for Cardiology (May 27, 2022), Internal Medicine (May 31, 2022), Infectious Disease (June 6, 2022), and Family Medicine Kingsport (June 16, 2022). These four special reviews were prompted

by declines in the 2021-2022 ACGME Resident/Fellow Surveys. Internal Medicine had previously undergone a special review on May 18, 2021.

The GMEC monitors all citations and AFI and issues found in special reviews with 60-day Plans of Action (POA) with 2-to-6-month follow-ups for areas not deemed corrected and continues monitoring these areas until they are resolved. The GMEC had been regularly monitoring the program’s progress of the concerns produced from the special review. Findings that were still unresolved by the May 31, 2022 special review were combined with the concerns found in the second special review. The Internal Medicine, Cardiology, and Infectious Disease, will present their 60-day POAs at the August 25, 2022 GMEC meeting, and Family Medicine Kingsport will present at the September 25, 2022 GMEC Meeting. The Family Medicine Johnson City Program’s special review, initiated on October 20, 2020, has undergone regular follow-up as per our GMEC policy, with their last review discussed at the July 21, 2022 GMEC meeting resulting in the resolution of all concerns.

Several new Program Directors (PD) began during the 2021-22 academic year. As already reviewed and approved at the end of the previous academic year, Dr. Michael Allshouse became Program Director of Surgery after Dr. Joseph Lee stepped down from the role effective June 30, 2021. Similarly, Dr. Bhavesh Gajjar became Program Director of Internal Medicine as of July 1, 2021 after the previous Program Director, Dr. James Myers, retired. Dr. Max Bayard started as the Program Director of the Family Medicine Johnson City Program on July 1, 2021, replacing Dr. Reid Blackwelder who had been serving in the Interim Program Director role. Dr. Bayard was the Program Director at the Family Medicine Johnson City Residency Program until his move to Vermont 10 years ago. The GMEC also reviewed and approved his credentials at the end of the previous academic year.

Dr. Greg Clarity became Program Director at the Family Medicine Bristol program on April 1, 2022, after Dr. Laura Helmly resigned due to relocating to begin a new residency program as Program Director. Dr. Clarity was the former Program Director at the Family Medicine Bristol Program for over 20 years preceding Dr. Amanda Stoltz (the program director before Dr. Helmly) and is well acquainted with ACGME guidelines as well as the program itself. The GMEC reviewed Dr. Clarity’s qualifications for the position and unanimously approved his appointment as the interim Program Director on March 17, 2022, via an email vote. After the GMEC approved, a request for approval by the Review Committee was submitted.

GMEC Policy Subcommittee

2021- 2022 GMEC Policy Subcommittee	
Name	Specialty/Position
Dr. Max Bayard	Chair, Johnson City Family Medicine Program Director
Dr. Karen Adkins	Pediatrics Resident
Dr. Ahmad Al-Tamari	Internal Medicine Resident
Dr. Ahmad Albalbissi	Pulmonary/Critical Care Fellow
Dr. Brooke Benton	OB/GYN Resident
Dr. Dustin Horne	Bristol Family Medicine Resident
Dr. Christina Largent	Psychiatry Resident
Ms. Renee McNeely	Assistant Dean for GME
Dr. Leah Nelson	Kingsport Family Medicine Resident
Dr. Rebecca Odom	Surgery Resident
Ms. Dakotah Phillips	Institutional Coordinator for GME
Ms. Julie Robinette	Bristol Family Medicine Residency Coordinator
Dr. Sana Shakil	Bristol Family Medicine Resident
Dr. Alok Sinha	Pathology Resident
Dr. Eric Taris	Orthopaedic Surgery Resident

The GMEC Policy Subcommittee chair presented seven policies—two new policies and five updated policies—to GMEC for approval during the 2021-22 academic year.

2021-22 New or Updated and Approved Policies	
Delinquent Medical Record Policy	Transfer Policy and Procedure
Ethical Guidelines and Vendor Policy	Leave and Leave of Absence Policy (New)
Resident Initiated Grievances Policy	Visiting Trainees Policy (New)
Restrictive Covenant Policy	

GMEC Performance Indicators

The GMEC has identified the following performance indicators as important to its success in fulfilling its mission:

- Results of the most recent Institutional Self-Study
- Results of the Clinical Learning Environment Review (CLER) visits
- Accreditation status, citations and concerns of the Sponsoring Institution
- National Residency Match Program (NRMP) results of the sponsored programs
- Longevity of Program Directors and Program Coordinators in their respective roles
- Results of the ACGME Annual Resident/Fellow and Faculty Surveys
- Accreditation status, citations and concerns of each of the sponsored programs
- Completion of prior year AIR Action Plans

Results of the most recent institutional self-study visit

The Institutional Self-Study is tentatively due July 1, 2023 and a 10-year Site Visit to follow tentatively on July 1, 2025.

CLER Site Visit

The last CLER Site Visit was on December 19-20, 2017. A follow-up visit has not been scheduled.

Accreditation Status, Citations, and Concerns of the Sponsoring Institution

The sponsoring institution received an ACGME Letter of Notification on January 25, 2022 stating the institution received Continued Accreditation Status. There were no citations or areas of concern listed.

National Residency Match Program (NRMP) Results of the Sponsored Programs

Programs continue to be very successful in the NRMP. Due to the ongoing pandemic and the recommendations of AAMC, all interviews were conducted virtually. All programs participated in NRMP except for Addiction Medicine, which interviewed and filled two positions outside of the Match.

Program	2018	2019	2020	2021	2022
	Quota/Filled	Quota/Filled	Quota/Filled	Quota/Filled	Quota/Filled
FM Bristol	8/8	8/8	8/8	8/8	8/8
FM JC	6/6	6/6	6/6	6/6	6/6
FM Kingsport	6/6	6/6	6/6	6/6	6/6
IM	12/12	16/16	16/16	14/13	14/14
Cardiology	3/3	3/3	3/3	3/3	3/3
GI	2/2	2/2	2/2	2/2	2/2
ID	3/0	2/2	2/2	2/2	2/1
Oncology	3/3	2/2	3/2	2/2	3/3
Pul/CC	2/2	2/2	2/2	2/2	2/2
OB/GYN	4/4	3/3	3/3	3/3	3/3
Orthopaedic Surgery	n/a	n/a	2/2	2/2	2/2
Pathology	2/2	2/2	2/2	2/2	2/2
Pediatrics	7/7	7/7	7/7	7/7	8/8
Psychiatry	5/5	5/5	6/6	6/6	7/7
Surgery	7/6	9/9	9/9	9/9	8/8

Longevity of Program Directors and Program Coordinators in their Respective Roles

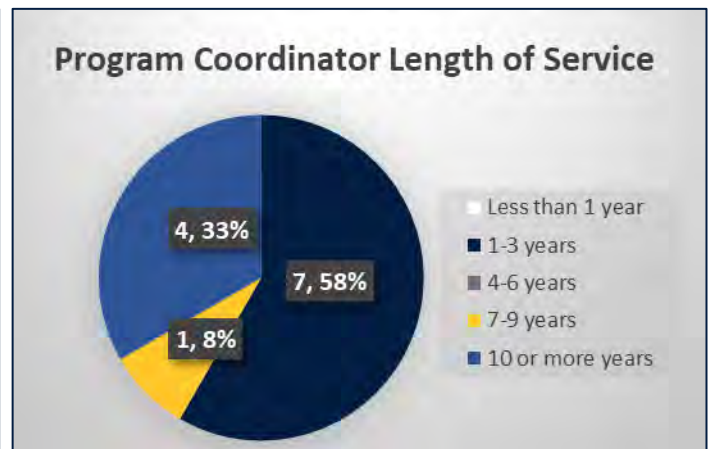
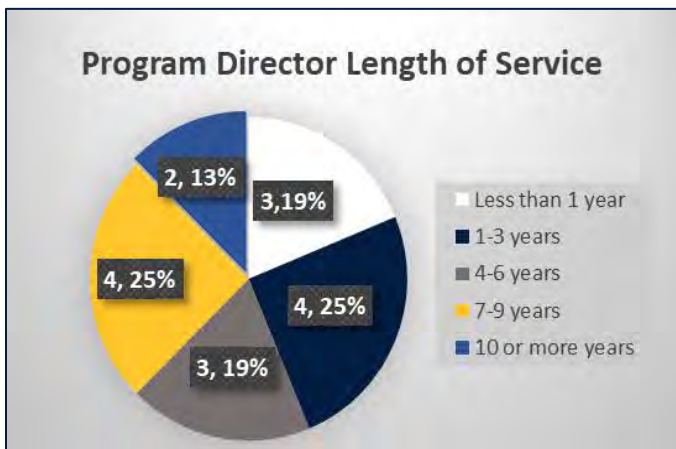
The GMEC approved four new program directors during the 2021 – 2022 academic year.

1. Dr. Greg Clarity became the new Program Director at the Bristol Family Medicine program beginning April 1, 2022 after the GMEC reviewed his credentials and approved him for appointment on March 17, 2022. He replaces Dr. Laura Helmly who resigned due to relocating to another state to begin a new residency program as the program director.
2. Dr. Max Bayard started as the Program Director of the Johnson city Family Medicine Program on July 1, 2021, replacing Dr. Reid Blackwelder who had been serving in the Interim PD role. Dr. Bayard was the PD at the FM Johnson City Residency Program until his move to Vermont 10 years ago. After a review of his CV and qualifications, GMEC approved Dr. Bayard's appointment on June 25, 2021.
3. Dr. Michael Allshouse became Program Director of Surgery after Dr. Joseph Lee stepped down from the role effective June 30, 2021. GMEC reviewed his credentials and approved his appointment prior to his appointment.
4. Dr. Bhavesh Gajjar began as Program director of Internal Medicine on July 1, 2021 after review and approval of his credentials and appointment from GMEC. Dr. Gajjar replaced Dr. James Myers who retired on June 30, 2021.

Program Director changes over the last five academic years:

- 2017-2018- Kent Hjerpe, MD (OB/GYN), James Myers, MD (IM), Paras Patel, MD (ID)
- 2018-2019 – Amanda Stoltz, MD (FM Bristol), Jim Holt, MD (FM Johnson City), Joyce Troxler, MD (Addiction Medicine)
- 2019-2020—Brian Earley, MD (FM Johnson City)
- 2020-2021—Lauren Helmly, DO (FM Bristol), Reid Blackwelder, MD (interim) (FM Johnson City), Mark Ransom, MD (OB/GYN), Lauren Swift, MD (Pediatrics)
- 2021-2022—Greg Clarity, MD (FM Bristol), Max Bayard, MD (FM Johnson City), Michael Allshouse, DO (Surgery), Bhavesh Gajjar, MD (Internal Medicine)

						Accreditation
Program	Length	Program Director	Program Coordinator	Total # of Residents	Original	Effective Date
Institutional Office	--	Reid Blackwelder, MD		--	--	1/25/2022
Addiction Medicine	1 year	Joyce Troxler, MD (3)	Ms. Rebecca Mahar (1.5)	2	7/1/2019	3/1/2022
Bristol Family Medicine	3 years	Greg Clarity, MD (<1)	Ms. Julie Robinette (12)	23	7/26/1976	2/2/2022
Johnson City Family Medicine	3 years	Max Bayard, MD (1)	Ms. Jennifer Edwards (3)	18	9/11/1979	2/4/2022
Kingsport Family Medicine	3 years	Mark Brummel, DO (8)	Ms. Kelly Fleenor (2)	18	9/29/1975	2/4/2022
Internal Medicine	3 years	Bhavesh Gajjar, MD (<1)	Ms. Heather Grove (7)	41	5/1/1977	3/4/2022
Cardiovascular Disease	3 years	Vijay K Ramu, MD (9.5)	Ms. Carla Hill (12)	9	7/1/1987	2/28/2022
Gastroenterology	3 years	Mark F Young, MD (11)	Ms. Carla Hill (12)	6	7/1/2010	2/28/2022
Infectious Disease	2 years	Paras Patel, MD (4)	Ms. Carla Hill (12)	4	7/1/1987	2/28/2022
Oncology	2 years	Devapiran Jaishankar, MD (7.5)	Ms. Carla Hill (12)	5	7/1/1997	2/28/2022
Pulmonary Disease and Critical Care	3 years	Girendra Hoskere, MD (6)	Ms. Carla Hill (12)	6	7/1/2000	2/28/2022
Obstetrics and Gynecology	4 years	Mark Ransom, MD (2)	Ms. Brandi Nave (2)	13	5/20/1993	4/12/2022
Orthopaedic Surgery	5 years	Dan Krenk, DO (9)	Ms. Caitlin Smith (3)	9	7/1/2011	5/20/2022
Pathology - Anatomic & Clinical	4 years	Salah Shurbaji, MD (11)	Ms. Terri McFeature (26)	8	7/1/1983	5/4/2022
Pediatrics	3 years	Lauren Swift, MD (1.5)	Ms. Kim Miller (1.5)	21	4/7/1991	3/15/2022
Psychiatry	4 years	Shambhavi Chandraiah, MD (6)	Ms. Linda Sweeney (2)	21	11/8/1985	4/4/2022
Surgery	5 years	Michael Allshouse, DO (<1)	Ms. Julie Simerly (10)	29	7/1/1978	3/7/2022

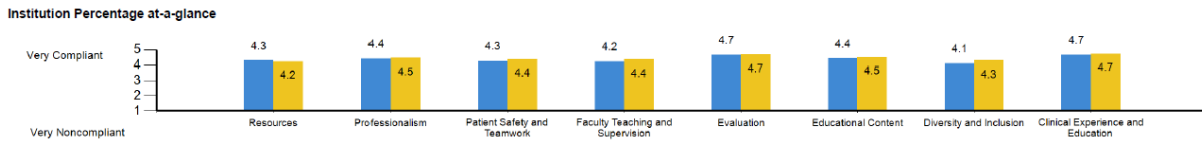
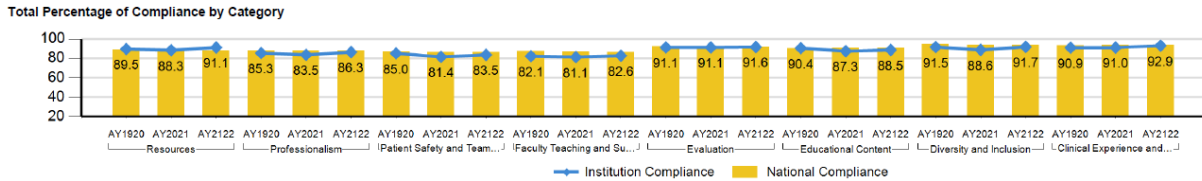
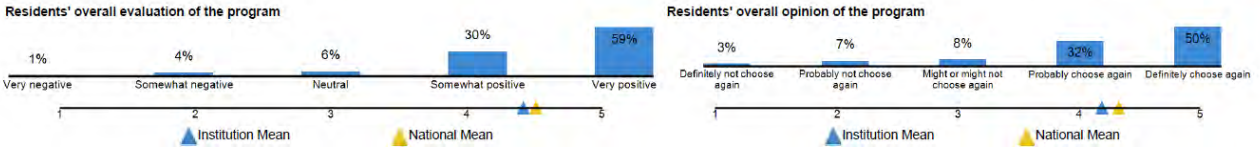


Results of the ACGME Annual Resident/Fellow and Faculty Surveys

Resident Results

The residents' satisfaction with their ETSU Graduate Medical Education experience (Institutional Mean) remains just below the National Mean. A small percentage of ETSU residents and fellows view their programs somewhat negatively (4%) or very negatively (1%), and 6% had a neutral view. This has changed slightly since the last survey of 2020 – 2021 where 5% of ETSU residents and fellows viewed their programs somewhat negatively and 11% viewed their programs as neutral. It should be noted that a somewhat positive view increased on the 2021-2022 survey to 30% from 25% the previous reporting period. Likewise, the residents and fellows reported a slightly increased very positive (59%) view of their programs over the previous year (57%).

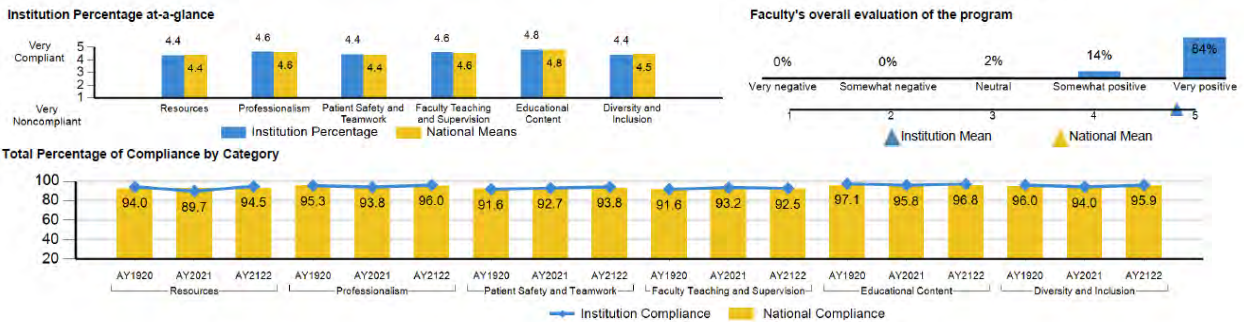
Residents' and fellows' overall opinion of their programs showed a slight upward trend over the 2020-2021 survey. Only 18% of residents and fellows answered that they might or might not choose, probably would not choose, or definitely would not choose the program again, an improvement from 27% the previous year. Similarly, 82% of residents and fellows reported that they probably would choose or definitely would choose the program again, an increase from 74% over the last reporting window.



Faculty Results

ETSU's teaching faculty's overall evaluation of the quality of their respective programs is on par to the national mean in all respective categories, except for diversity and inclusion with an overall of 4.4 as compared to 4.5 with the national mean. This was little change over the previous year's results. Faculty's overall evaluation of the programs increased slightly over the previous year. Two-percent of the faculty respondents answered neutral to the overall evaluation of the program, an improvement from 3% in the previous year. On the 2021-2022 survey, 84% of respondents answered very positive regarding the overall evaluation of the program, up from 79% one year ago.

In the compliance by category section, trends over the past three years are tracked within the six survey sections. All categories increased slightly over the previous year, except the faculty and supervision category which fell slightly from 93.2 in 2020-2021 to 92.5 in 2021-2022.



Accreditation Status, Citations, and Concerns of Sponsored Programs

Program	Status	Self-Study or Next Site Visit	Citations	Concerns
Addiction Medicine	Continued Accreditation	Postponed	0	0
Bristol Family Medicine	Continued Accreditation	Postponed	0	0
Johnson City Family Medicine	Continued Accreditation	Postponed	1	0
Kingsport Family Medicine (Core)	Continued Accreditation	Postponed	1	0
Kingsport FM (Osteopathic Recognition)	Continued Accreditation	Postponed	0	0
Internal Medicine	Continued Accreditation	Postponed	0	0
Cardiovascular Disease	Continued Accreditation	Postponed	0	0
Gastroenterology	Continued Accreditation	Postponed	0	0
Infectious Disease	Continued Accreditation	Postponed	0	0
Oncology	Continued Accreditation	Postponed	0	0
Pulmonary Disease and Critical Care	Continued Accreditation	Postponed	0	0
Obstetrics and Gynecology	Continued Accreditation	Postponed	1	6
Orthopaedic Surgery	Continued Accreditation without Outcomes	Postponed	1	1
Pathology - Anatomic & Clinical	Continued Accreditation	Postponed	0	0
Pediatrics	Continued Accreditation	Postponed	0	0
Psychiatry	Continued Accreditation	Postponed	0	0
Surgery	Continued Accreditation	Postponed	3	0

The Institution received an ACGME Letter of Notification (LON) on January 25, 2022 stating Continued Accreditation with no citations or Areas for Improvement (AFI). The Institution had two programs that moved from Initial Accreditation to Continued Accreditation during the 2021-2022 year. The Addiction Medicine fellowship program had a site visit on October 18, 2021. As a result of the site visit, the program successfully moved from Initial Accreditation to Continued Accreditation as of March 1, 2022 with no citation or AFIs. Additionally, the fellowship requested a temporary increase in complement to accommodate an off-cycle fellow. The Orthopaedic Surgery residency program had its site visit on February 21, 2022, which also resulted in the program moving from Initial Accreditation to Continued Accreditation without Outcomes in its LON dated May 20, 2022. The letter outlined one extended citation and one AFI. The program and GME continues to address the citation.

Johnson City Family Medicine and Kingsport Family Medicine residency programs each received a letter of notification on February 4, 2022 from the ACGME noting a new citation for each of the programs in regard to the number of patient encounters each resident must meet before graduating. Because of the impact COVID-19 had on in-person visits, the programs are still working to meet the requirements for some of its more heavily impacted resident years.

OB/GYN received a letter of notification on April 12, 2022 outlining one new citation and six AFIs. The citations referenced a downward trend in the 2021 Resident Survey, initiating the citation. GME continues to support the program in rectifying the citation and AFIs.

The general surgery residency program received a letter of notification on March 7, 2022 stating continued accreditation. The letter delineated two extended citations and one new citation. GMEC works to support the program to ensure the resolution of these citations and areas for improvement, maintaining continued accreditation status.

Citations and Concerns by Categories (as of June 30, 2021)

Citation Category	Citations
Institutional Support	0
Resident Appointment	0
Program Personnel and Resources	1
Education Program	4
Evaluation	0
Non-Reporting Category Codes	2
Total	7

Concern Category	Concerns
Diversity and Inclusion	1
Evaluation	1
Faculty Supervision	0
Learning and Working Environment	2
Patient Safety	1
Procedural Volume	1
Resources	1
Total	7

Citation Category	Number of Citations	Specialties/Subspecialty Receiving Citation
1. Institutional Support		
A. Institutional Support-Sponsoring Institution		
B. Institutional Support-Program Director		
C. Institutional Support-Participating Institution		
D. Facilities-Educational Space Including Library		
E. Facilities-Clinical Space		
F. Medical Records Retrieval		
G. On-call Rooms		
H. Appropriate Food Services		
I. Safety/Security		
J. Patient Support Services		
2. Resident Appointment		
A. Resident Appointment Issues		
3. Program Personnel & Resources		
A. Qualifications of Program Director		
B. Responsibilities of Program Director	1	GS
C. Qualifications of Faculty		
D. Responsibilities of Faculty		
E. Other Program Personnel		
F. Resources		
4. The Education Program		
C. Progressive Resident Responsibility		
D. ACGME Competencies		
D.1. Patient Care		
D.2. Medical Knowledge		
D.3. Practice-based Learning and Improvement		
D.4. Interpersonal and Communication Skills		
D.5. Professionalism		
D.6. Systems Based Practice		
E. Educational Program - Didactic Components		
F. Educational Program - Patient Care Experience		
G. Educational Program - Procedural Experience		
H. Service to Education Imbalance	1	GS
I. Scholarly Activities	1	ORS
J. Supervision		
K. Learning and Working Environment	1	GS

K.1. 80 Hours per week		
K.2. 1 day in 7 free		
K.3. Minimum Time Off Between Scheduled Duty Periods		
K.4. Maximum Duty Period Length		
K.5. In-House Call Frequency		
K.6. Moonlighting		
K.7. Other		
K.8. Oversight		
K.9. Culture of Professional Responsibilities	1	OBG
K.10. Transitions of Care		
K.11. Maximum Frequency of In-House Night Float		
K.12. At-Home Call		
K.13. Patient Safety		
K.14. Quality Improvement		
K.15. Well-Being		
K.16. Fatigue Mitigation		
K.17. Teamwork		
5. Evaluation		
A. Evaluation of Residents		
A.1. Evaluation of Patient Care		
A.2. Evaluation of Medical Knowledge		
A.3. Evaluation of Practice-based Learning/Improvement		
A.4. Evaluation of Interpersonal/Communication Skills		
A.5. Evaluation of Professionalism		
A.6. Evaluation of Systems-based Practice		
B. Evaluation of Faculty		
C. Evaluation of Program		
D. Performance on Board Exams		

Institutional Action Plans

2021 – 2022 Institutional Action Plans

Action Item	Description	Goal	Status	Target/Timeframe
Standardized Diversity Goals	Develop standardized goals for recruitment of a diverse group of residents and fellows.	Each program to use the goals when recruiting new applicants.	Not Started	July 2022
Wellness Curriculum	Develop and present a wellness curriculum	Develop curriculum presented annually to residents.	In process	July 2022
Wellness Subcommittee	Continue Wellness Committee to develop and enhance the wellness curriculum.	Appoint a new Wellness Committee Chair and hold regular wellness committee meetings.	In process	September 2022
Faculty development	Need for expanding central GME faculty development around teaching and evaluation.	Office of GME to design and implement ongoing series, explore opportunities with Office of Academic and Faculty Affairs	Not Started	July 2024
Resident/Fellow Salaries & Benefits	To work with hospital partners to reach at least the mean GME salary for	Hospital partners have committed a 3% increase for	The initial commitment of three years continues	In Progress, To continue until

	residents/fellows in the southern region as reported by the AAMC	three consecutive years beginning in this academic year.	through academic year 2021-2022. To be reassessed.	southeast mean is attained.
Diversity and Inclusion	Implement diversity and inclusion training sessions for faculty.	Diversity and Inclusion Director to provide "Train the Trainer" session on Diversity and Inclusion for program faculty.	Not started.	January 2023

2022 – 2023 Institutional Action Plans

Action Item	Description	Goal	Status	Target/Timeframe
Standardized Diversity Goals	Develop standardized goals for recruitment of a diverse group of residents and fellows.	Each program to use the goals when recruiting new applicants.	Not Started	July 2022
Program Director Committee	Develop program director committee to new horizons.	Discuss best practices and innovations to propel ETSU programs	Started	Fall 2022
Addition of Assistant Dean of Wellness	To identify a faculty member with a focus on resident/faculty wellness to improve and align initiatives by UME and GME	With the addition of an Assistant Dean for Wellness the Office of GME can reestablish the Wellness Committee and launch a robust wellness curriculum to increase coordination and continuum of activities	In process	January 2023
Wellness Curriculum	Develop and present a wellness curriculum for residents/fellows.	Develop curriculum presented annually to residents and update current wellness and resiliency resources. Appoint new Assistant Dean for Wellness.	In process: AMA GCEP modules purchased and assigned; new Assistant Dean for Wellness appointed	July 2022
Wellness Subcommittee	Create a wellness subcommittee to enhance the wellness curriculum.	One to two resident/fellow members from each program. Include faculty member as well.	In process: Committee to reconnect and reconvene.	July 2023
Addition of Fellowships	Collaborate with Ballad Health and ETSU to identify opportunities for fellowship expansion	Strategically plan for creation and accreditation of fellowships that meet enterprise needs.	In process: Multiple subspecialties have been discussed with C&A Psychiatry fellowship planning moving forward.	July 2024
Institutional Curriculum on Fatigue Mitigation, Diversity, and Inclusion	Incorporate institutional presentation on fatigue mitigation, diversity and inclusion to augment the GCEP modules	Improve coordination of education to increase awareness of the topics of fatigue mitigation, diversity and inclusion	In process	July 2023
Faculty development	Expand central GME faculty development around teaching and evaluation.	Implement standardized foundation for faculty development using AMA GCEP modules; DIO to discuss faculty development with each program	In process: AMA GCEP modules implemented.	July 2022
Ballad and ETSU Program Collaboration	Recent merger of sponsoring hospital systems and formation	Create consistent process for ensuring ETSU GME needs and	In process: DIO and Ballad Chief Academic Officer have	To continue

	of ETSU Health has created opportunities for a more-unified approach to meeting our joint mission	processes align with Ballad planning and resources	begun monthly meetings to ensure needs are prioritized based on financial support, infrastructure, and regional resources	
Resident/Fellow Salaries & Benefits	To work with hospital partners to reach at least the mean GME salary for residents/fellows in the southern region as reported annually by the AAMC	Hospital partners have committed a 3% increase for 2022-23 and 2023-24	In process: ETSU remains behind the reported AAMC southern regional mean.	To continue until southeast mean is attained.
Communication within Programs	Communication processes within programs received low compliance on the 2021-22 ACGME Resident/Fellow Survey	To improve communication processes ensuring openness, transparency, and confidentiality.	In process: DIO developing an AAMC project which includes annual meeting with residents emphasizing opportunities for improvements and focused discussions with PDs with workshops to be implemented	July 2023

EAST TENNESSEE STATE UNIVERSITY
BOARD OF TRUSTEES

INFORMATION ITEM

DATE: February 17, 2023

ITEM: Quality Enhancement Plan (QEP) Update

COMMITTEE: Academic, Research, and Student Success

PRESENTED BY: Dr. Susan McCracken
Vice Provost for Community Engagement and
Director of the QEP

Staff will provide an update on ETSU’s Quality Enhancement Plan (QEP). The QEP is a component of ETSU’s reaffirmation and accreditation process with the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). ETSU’s QEP, “*Go Beyond the Classroom*” reflects the institution’s mission by elevating community-engaged learning as a vehicle to achieve key student learning outcomes and enhance student success. Community-engaged learning is a form of experiential education in which students engage in activities that address human and community needs together with structured opportunities for reflection to bridge the gap between classroom learning and out-of-class experiences. *Go Beyond the Classroom* will provide opportunities for students to gain practical skills relevant to their future careers and encourage them to examine what it means to be an engaged citizen.

Go Beyond the **classroom**

COMMUNITY-ENGAGED LEARNING
ETSU'S QUALITY ENHANCEMENT PLAN (QEP)

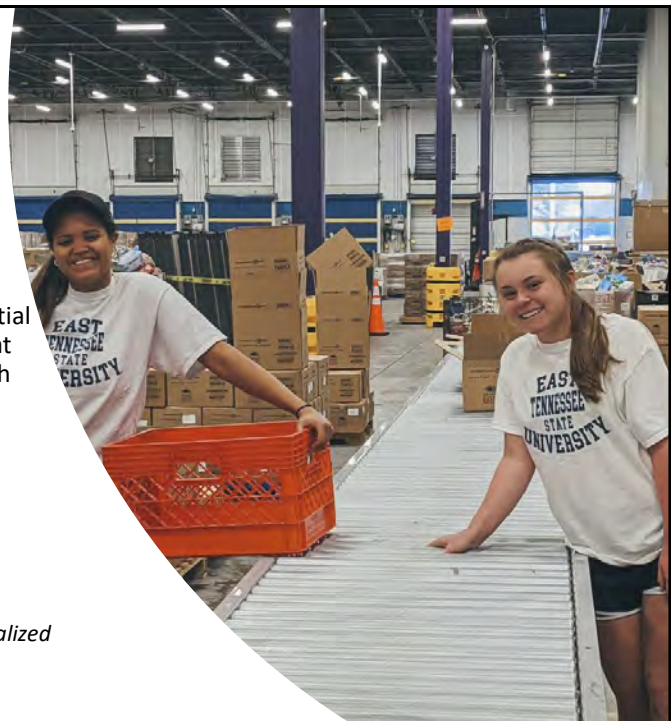


ETSU's QEP is Community-Engaged Learning

Community-Engaged Learning is a form of experiential education in which students engage in activities that address human and community needs together with structured opportunities for reflection designed to achieve desired learning outcomes.

Key Components to Community-Engaged Learning

- Applied and Experiential
- Mutually-beneficial and Reciprocal
- Critical Reflection:
 - *continuous, connected, challenging, and contextualized*





Our Aspirations

- 50% of all ETSU Freshmen will have a Community-Engaged Learning experience during their first year.
- 75% of all ETSU seniors will have had a Community-Engaged Learning experience prior to graduation.

As a result,

- Students will make meaningful connections between their community-engaged learning experiences and academic course content.
- Students will critically reflect on how community-engaged learning influences their future aspirations.
- Students will articulate how community-engaged learning prepares them to make productive contributions in a diverse society.



Go Beyond the Classroom Student Experiences

Student Engagement

Go Beyond the Classroom Foundational and Capstone Experiences
(*First Year Experience, General Education, Internships, Capstone Courses, Undergraduate Research & Creative Activities*)

Examples

Community-based Internships

Film and Media Studies
Public Health

Alternative Break Experiences

Environmental Conservation in Charleston, SC

Community-Engaged Learning Classes

ARTA 4957: Art and Public Space



Community-Engaged Learning: Meeting the Challenge of ETSU 125 Chapter

Community-Engaged Learning Experiences will help address the economic and workforce needs of the Appalachian Highlands.

Community-Engaged Learning Experiences will prepare students for the career demands of the future.

Community-Engaged Learning Experiences will be a signature experience for all ETSU students.



Questions?



EAST TENNESSEE STATE UNIVERSITY
BOARD OF TRUSTEES

INFORMATION ITEM

DATE: February 17, 2023

ITEM: Student Mental Health and Wellness Update

COMMITTEE: Academic, Research, and Student Success

PRESENTED BY: Dr. Michelle Byrd
Dean of Students

Sarah Bedingfield
Counseling Center Associate Director

Vanessa Smith
Practice Administrator for University Health Clinic and
Johnson City Community Health Center

Student mental health and well-being has been increasingly at the forefront of university planning and operations. As the COVID-19 pandemic surged, college campuses were warned of a burgeoning “mental health tsunami” by experts and agencies (N.I.H., et al.). Subsequently, mental healthcare services have received a renewed focus across the landscape of the nation’s higher education system. Local and national providers have confirmed that the epidemic accentuated typical mental health challenges and, additionally, created new stressors. Those included fear and anxiety for the safety of oneself and family and unique social challenges.

Consistent with national trends, ETSU has seen an increase in student use of campus mental health services. In order to meet that demand, new collaborations based on holistic health and student well-being have been created. Across the university, campus providers are navigating the “new normal.” A report detailing these initiatives follows this agenda item.



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Student Mental Health and Well-Being

Sarah Bedingfield, Associate Director, ETSU Counseling Center
Vanessa Smith, Practice Administrator, ETSU University Health Center



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Changing Landscape of Student Well-Being

- Pre-COVID
 - Comfortable, Familiar, Functional (seemingly)
- COVID
 - Change, Pivot, Modify, Flexibility
- Now
 - Higher demand and higher severity
 - Flexible, Intentional, Creative, Innovative, Integrated



Collaboration

- University Health Center
- Counseling Center
- Wellness Corner
- Campus Recreation
- Multicultural Center
- Dean of Students
- Athletics
- Academic Departments (Psychology, Social Work, Counseling)
- + MANY MORE



Emotional

- Stepped Care Model at CC*; RA-Required QPR Training*

Physical

- Stepped Care Model at UHC; Exercise is Medicine*

Spiritual

- Enhanced relationships with campus ministry leaders (luncheons, direct communications with ministry leaders for student support)

Cultural

- ONE VOICE Support Group*

Intellectual

- Academic coaching at the CFAA; Academic recovery program within advising

Financial

- Insurance Application Assistance*; SNAP Benefits- JCCHC*; retention/completion grants; emergency grants

Environmental

- Campus enhancements; focus on outdoor socialization; renovation of residence halls and campus spaces

Occupational

- Career and Internship Services: New Internships and employment connections; networking between business and Colleges

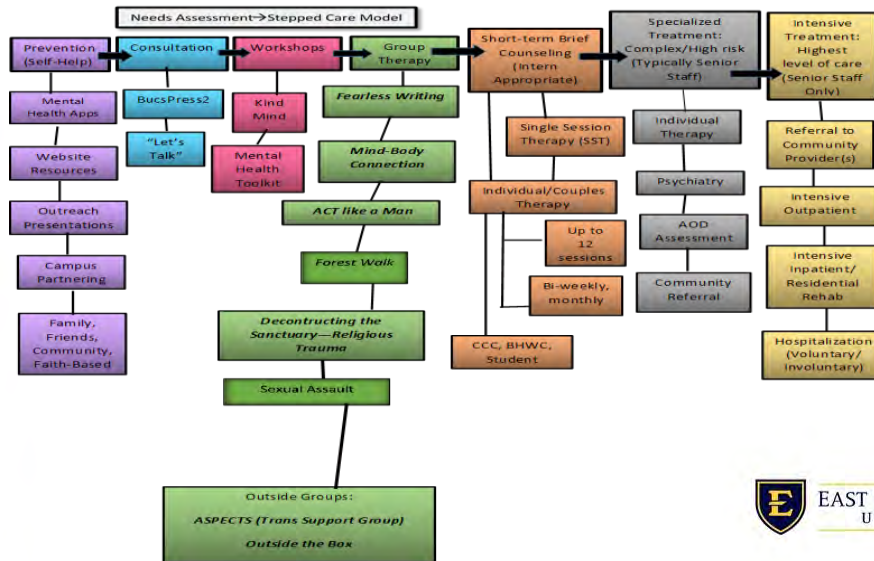
Social

- Outreach, Events, Clubs, opportunities for engagement, Community*

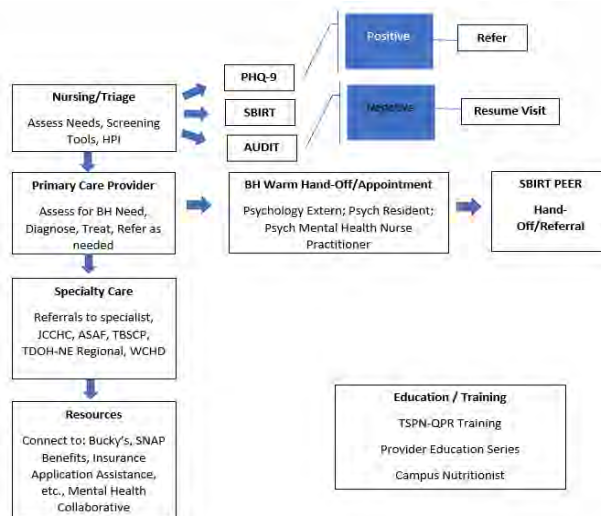
* Indicates activity involving more than one unit and/or more than one dimension of wellness

Stepped Care Model

www.etsu.edu/students/counseling



Integrated Behavioral Health Collaborative Care Model



www.etsu.edu/nursing/universityhealth



Moving Forward

- Peer Education Programming
 - Mental Health Ambassadors
 - Wellness Coaches
 - RAs
- Faculty/Staff Training
 - Suicide Prevention
 - Trauma-Informed Practices
- Holistic and Collaborative Spectrum of Support for Students





EAST TENNESSEE STATE
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EAST TENNESSEE STATE UNIVERSITY
BOARD OF TRUSTEES

INFORMATION ITEM

DATE: February 17, 2023

ITEM: Research & Synthetic Biology Update

COMMITTEE: Academic, Research, and Student Success

PRESENTED BY: Dr. Nick Hagemeyer
Vice Provost for Research

Dr. Robert Pack
Executive Vice Provost

Staff will provide an update on ETSU's external funding metrics and recently released university rankings. Staff will also discuss needs related to the university meeting the goals outlined in ETSU 125 Chapter 2 and strategic agenda of becoming a premier R2 research university.

Additionally, staff will provide an update on recent activities and initiatives related to synthetic biology at the university, including details of the synthetic biology implementation plan. The Synthetic Biology Task Force (SBTF) report published in June 2022 offered strategy suggestions regarding university investments in synthetic biology. With significant leadership from the ETSU Research Corporation and the Office of the Provost, several SBTF suggestions have already been realized, including the Growing the Bioeconomy Symposium hosted by the ETSU Research Corporation in October 2022. Additionally, work has begun to create pathways for learners to earn synthetic biology credentials at ETSU, including a minor. Finally, BioBuilder exposure continues to gain momentum in the Appalachian Highlands. ETSU is well-positioned to be a destination for students interested in pursuing synthetic biology careers.



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Research & Synthetic Biology Update

Nick Hagemeyer, PharmD, PhD, Vice Provost for Research & CRO
Robert Pack, PhD, MPH, Executive Vice Provost

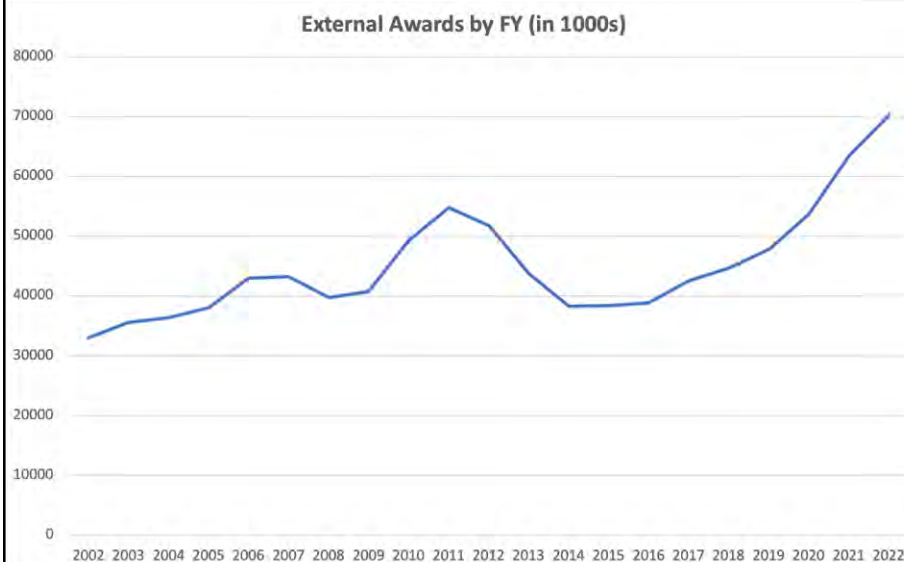
February 17, 2023

Agenda

- Research Metrics & Activities
- Synthetic Biology Progress



External Funding



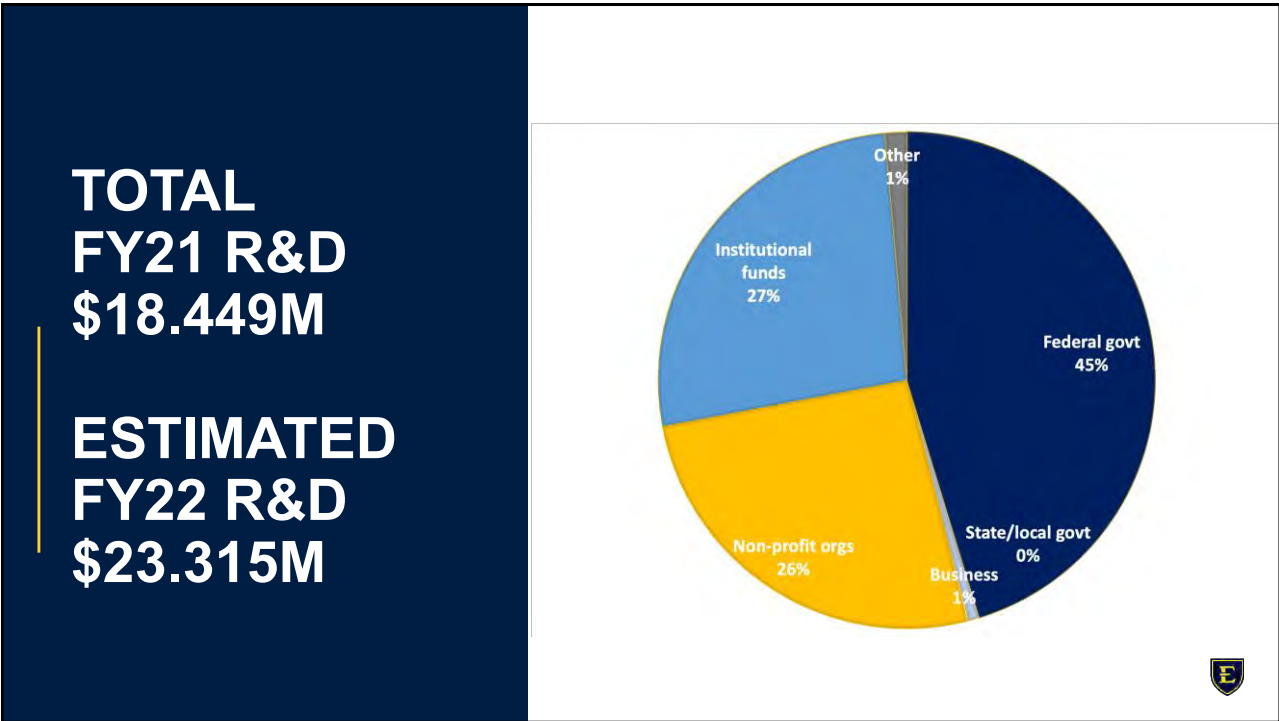
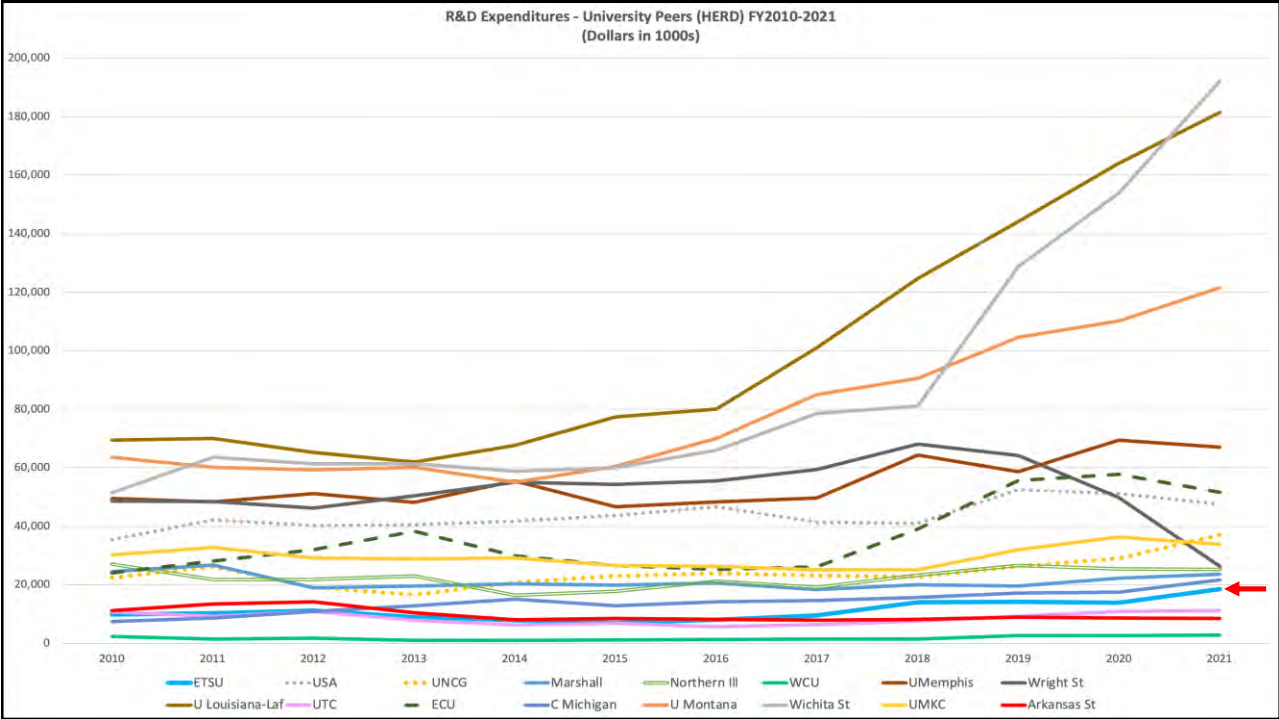
- \$22.1M federal awards
- 231 monetary awards
- \$176M sought
- 279 funding requests



Higher Education Research & Development (HERD) Survey

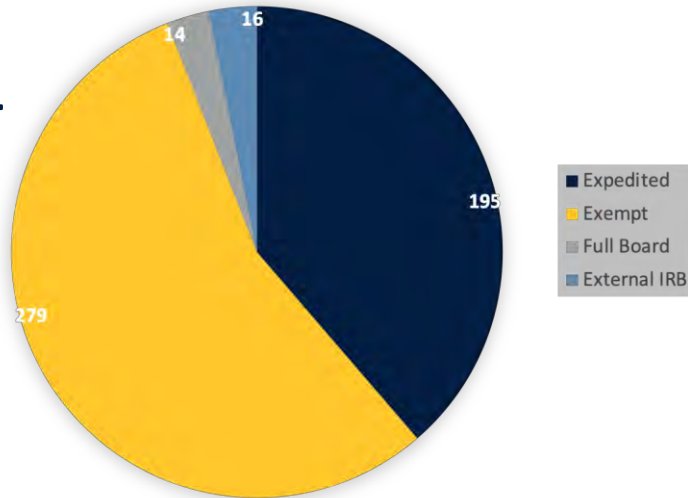
- Conducted by NSF annually
- R&D expenditures explicitly defined
- All institutions with \$150K+ in R&D expenditures ranked
 - 1 = Johns Hopkins University (\$3.2B)
 - 648 = Jacksonville St University (\$268K)
- Captures federal, institutional, state/local government, business, nonprofit, other R&D expenditures





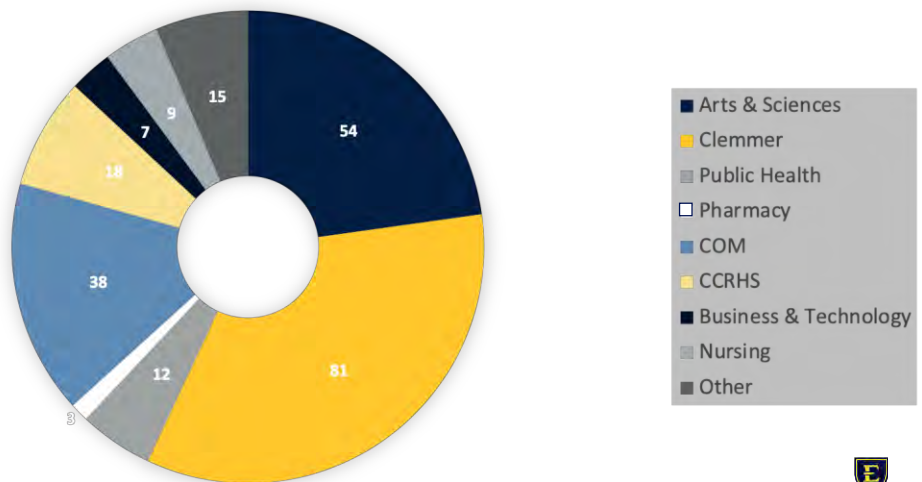
HRPP Metrics

Active Studies by Review Level - FY22 Close



HRPP Metrics

Initial Approvals by College - FY22

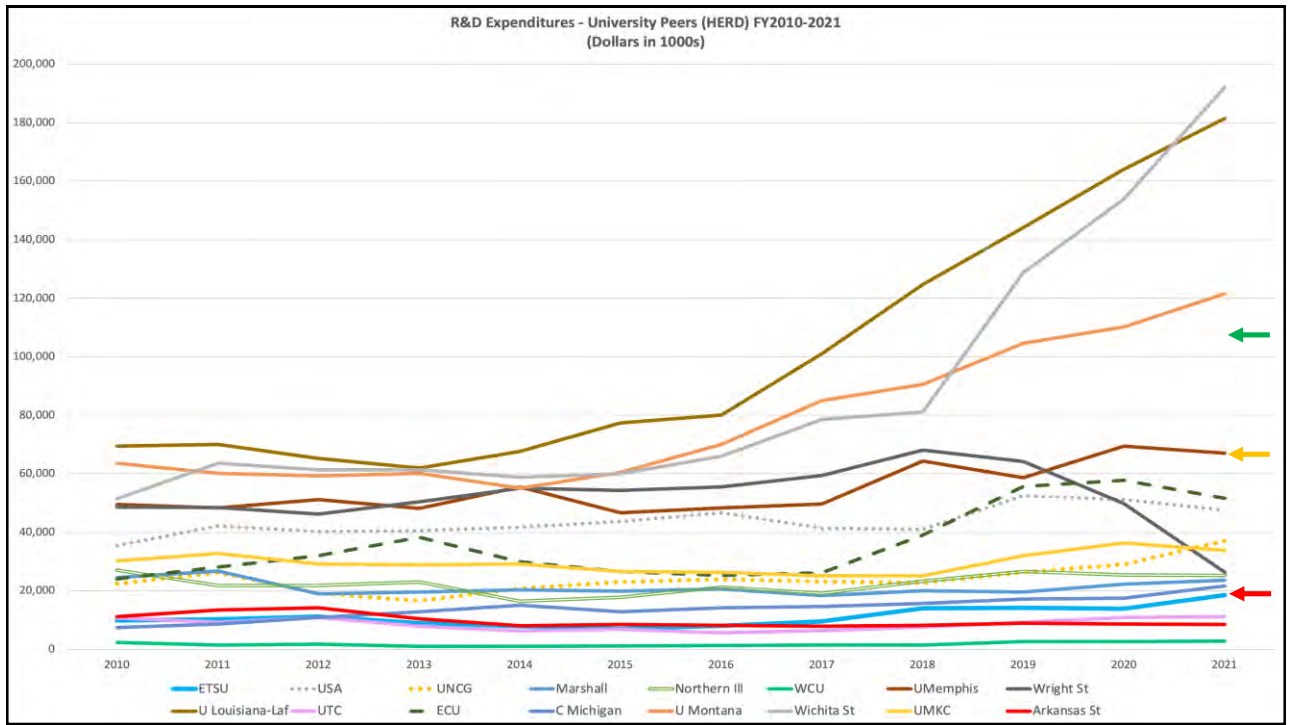


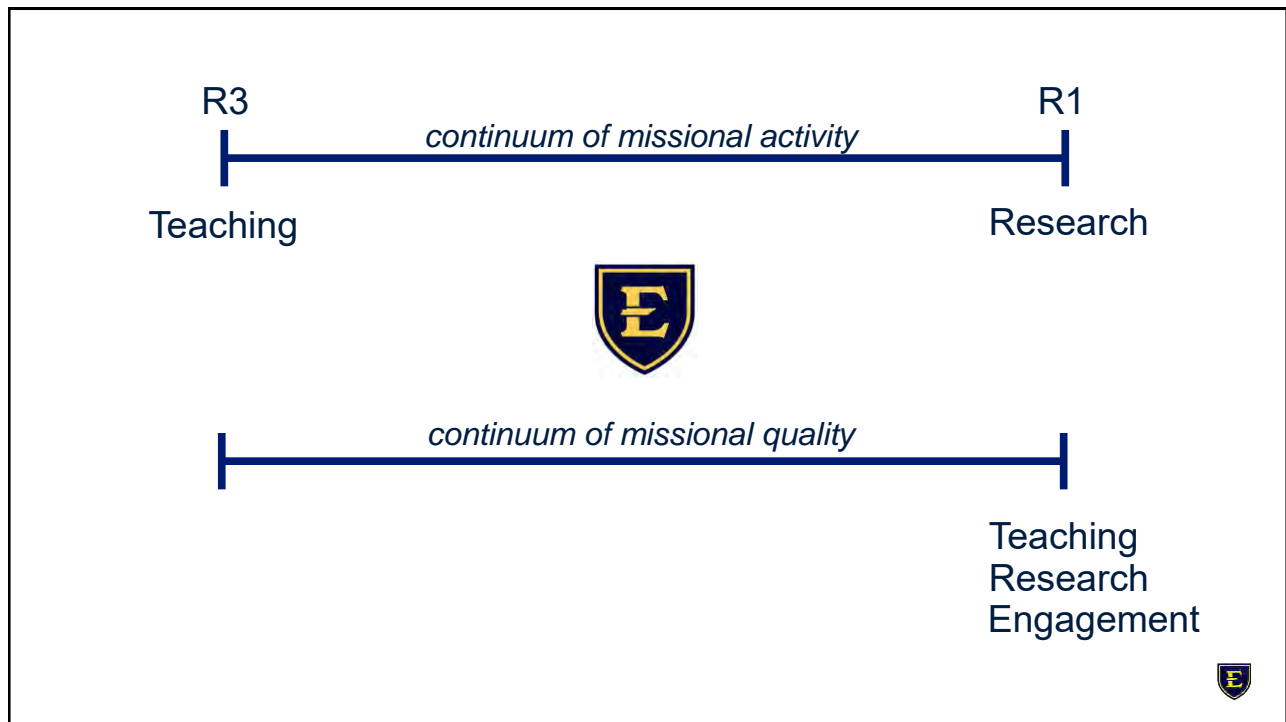


ETSU COMMITTEE FOR 125 CHAPTER II



Research and Scholarship Task Force: ETSU is recognized, through funding and program rankings, as one of the premier R2 research universities in the nation.





**To realize the
125.2 vision we
must...**

- Invest in research operations
- Integrate research into the education experience
- Integrate research into clinical care
- Integrate our research and engagement efforts
- Build business partnerships
- Name our priorities



SynBio Academic Implementation Plan

Phase I Gantt chart outlining implementation steps and timeline for SynBio initiatives at ETSU – From present to Fall 2023

Action Item	Responsible	Nov 22	Dec 22	Jan 23	Feb 23	Mar 23	Apr 23	May23	Jun 23	Jul 23	Aug 23
Post Biology faculty advertisement- SynBio focus	Biology Chair	■									
Codify & disseminate procedure for joint faculty hires	Implementation Team*				■						
Create ETSU landing page for BioBuilder alumni	UMC & ETSU Research Corporation						■				
SynBio Minor 1 – Curriculum plan shared October 5	Biology faculty/Chair						■				
Identify scholarship funding for BioBuilder alums	ETSU Advancement										■
Clemmer faculty consult with Natalie Kuldell regarding BioBuilder & P-20 STEM pathways	Pam Mims/Clemmer faculty										■
Explore investments in Valleybrook facility	Research Corporation										■
Planning for Bioengineering Program and Infrastructure											
SynBio Minor 2 – Curriculum plan shared October 5	Bioengineering TF**										■
Identify and plan research lab needs	Bioengineering TF										■
Interdisciplinary SynBio Major Planning	Bioengineering TF										■
Planning for new Institute for Biotechnology											
Identify Director & Co-Director	Implementation team			■							
Advertise faculty position – start Fall 2023	Director of Institute					■					
Design, plan and fundraise for BioBuilder Learning Lab on ETSU Campus; a space for transition to college	Director of Institute/ Research Corporation								■		
Establish iGEM team/initiative	Research Corporation								■		
Fundraising for new institute	ETSU Advancement										■

*Implementation/Steering Team: Drs. Pack, Hagemeyer, Bidwell, Pittarese, Golden, Flora and Prince – Monthly meetings; more frequent as needed.

**Bioengineering Task Force (TF): Drs. Prince, Kumar, Standaert, Fox, Mims, Jones & Williams – Drs. Pack, Flora, Bidwell and Pittarese attend as needed.



General SynBio Academic Initiatives

Action Item	Responsible	
Biology faculty advertisement- SynBio focus	Biology Chair	Nov 22
Establish procedure for joint faculty hires	Implementation Team	Feb 23
1 st SynBio Minor	Biology faculty/Chair	Feb-Mar 23
Create ETSU landing page for BioBuilder alumni	UMC & ETSU Research Corporation	Apr 23
Identify scholarship funding for BioBuilder alums	ETSU Advancement	ongoing
Clemmer faculty consult with Natalie Kuldell regarding BioBuilder & P-20 STEM pathways	Clemmer faculty	ongoing
Explore investments in Valleybrook facility	Research Corporation	ongoing



Planning for Bioengineering Program and Infrastructure

Action Item	Responsible	
2 nd SynBio-related Minor - Interdisciplinary	Bioengineering TF	Fall 23
Identify and plan research lab needs	Bioengineering TF	Fall 23
Interdisciplinary SynBio Major Planning	Bioengineering TF	ongoing



Planning for Institute for Biotechnology

Action Item	Responsible	
Identify Director	Implementation team	Jan 23
Advertise faculty position – start Fall 2023	Director of Institute	Mar 23
Design, plan and fundraise for BioBuilder Learning Lab on ETSU Campus; a space for transition to college	Director of Institute/ Research Corporation	Jun 23
Establish iGEM team/initiative; ~\$50,000	Director of Institute/Academic Colleges/Research Corporation	Jun 23
Fundraising for new Institute	ETSU Advancement	ongoing

