

EAST TENNESSEE STATE UNIVERSITY
BOARD OF TRUSTEES
ACADEMIC, RESEARCH, AND STUDENT SUCCESS COMMITTEE
APRIL 2022 MEETING

8:00–9:30 am ET
Friday
April 22, 2022

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
Kara Gilliam
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 February 18, 2022](#)

ACTION ITEMS

- IV. [Promotion and Tenure of Faculty Members – *McCorkle*](#) (15 minutes)

INFORMATION AND DISCUSSION ITEMS

- V. [Academic Action Notification for Period of August 1, 2021 through December 31, 2021 –*McCorkle*](#) (15 minutes)
- VI. [ETSU Ballad Health Strong BRAIN Institute – Project Status Report – *McCorkle/Dixon*](#) (20 minutes)
- VII. [Alternative Breaks – Program Overview – *Sherlin/Fulkerson*](#) (15 minutes)

GENERAL INFORMATION ITEMS

- VIII. Committee Discussions
 - General Discussion
- IX. Other Business
- X. Adjournment

EAST TENNESSEE STATE UNIVERSITY
BOARD OF TRUSTEES

ACTION ITEM

DATE: April 22, 2022

ITEM: Approval of the Minutes from February 18, 2022

COMMITTEE: Academic, Research, and Student Success Committee

RECOMMENDED ACTION: Approve

PRESENTED BY: Adam Green
Board Secretary

The minutes of the February 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 February 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

February 18, 2022
Johnson City, Tennessee

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

I. Call to Order

Board Chair Dr. Linda Latimer called the meeting to order at 8:00 a.m. Committee Chair, Janet Ayers, arrived later in the meeting due to an unexpected delay.

II. Roll Call

Board Secretary Dr. Adam Green led the roll call and confirmed to Board Chair Dr. Linda Latimer that a quorum was present.

Committee Members present were:

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

Trustees Steve DeCarlo, Kara Gilliam, Ron Ramsey, and Kelly Wolfe also participated in the meeting.

III. Approval of the Academic, Research, and Student Success Committee Minutes from November 19, 2021

The minutes from November 19, 2021, were approved as submitted, with Trustee Virginia Foley making the motion and Trustee Melissa Steagall-Jones seconding the motion. The motion passed unanimously.

IV. Provost Update

Dr. Kimberly McCorkle, Provost and Senior Vice President for Academics, presented an update on several current initiatives underway across the Division of Academic Affairs.

Currently, the University is preparing for a 10-year accreditation reaffirmation with SACSCOC (The Southern Association of Colleges and Schools Commission on Colleges). According to Dr. McCorkle, writing teams have been formed to address the reaffirmation's topic areas. The teams are currently working on report drafts and gathering supporting documentation. Policy updates, which are also part of the process, are now underway, and the final report will be delivered in September of this year.

SACSCOC reaffirmation will necessitate the submission of a Quality Enhancement Plan (QEP) that demonstrates the institution's ability to focus on a plan targeted toward student success or enhancing student learning outcomes. "Engaged Learning" has been approved as the QEP Plan topic. Following the appointment of a QEP Director, a report containing assessment data and outcome measurements, as well as a commitment of University resources, will be finalized, and the QEP will be submitted as part of the SACSCOC reaffirmation process.

The Committee was provided with an update on leadership searches at the University. Two Deans are being sought, and those national searches are currently underway. With a planned completion date of July 1, 2022, new Deans will be appointed to the Colleges of Business and Technology and Arts and Sciences. Furthermore, Dr. McCorkle informed the Committee that searches for a Vice Provost for Research, Executive Vice Provost, and appointment of a QEP Director will be completed soon.

Spring enrollment is 12,546 students, a slight decrease from the previous spring, which had an enrollment of 12,716. From fall to spring, the retention rates are encouraging. Applications for the fall of 2022 are up from this time last year. Dr. McCorkle stated that she is optimistic enrollment will continue to rise in the aftermath of COVID. Included with the meeting materials were charts with enrollment data and trends for spring 2022.

Dr. McCorkle discussed curriculum development efforts, such as the investigation of new online programs in areas where enrollment growth is expected, as well as potential areas of focus for new degree programs. The Huron Consulting Group completed an evaluation of ETSU's online program offerings under the direction of

Dr. Karen King. The assessment findings were encouraging, and they point to opportunities for online programming in undergraduate workforce areas such as computer science, logistics and supply chain management, health sciences, and communications. Hospitality and tourism, data science, engineering, synthetic biology, and health programs are all possible areas of focus for new degree programs.

Finally, Dr. McCorkle updated the Committee on strategic planning activities. Curriculum planning and development, including online programming, will be among the planning initiatives, along with a review of the University's budget model, strategic enrollment planning, a review of all academic policies, and general education reform.

V. Student Success at ETSU: A Framework

Dr. McCorkle and Vice President for Student Life and Enrollment Dr. Joe Sherlin updated the Committee on current successes and challenges across Academic Affairs and Student Life and Enrollment.

ETSU has made good retention progress since 2013, with the exception being 2020 due to COVID. Dr. McCorkle pointed out that retention rates fell in 2020 but rebounded in the fall of 2021. Prior to the pandemic, first-year persistence had been steadily declining; in 2019, that figure increased from 66 percent to 78 percent. The six-year graduation rate increased by 10 percent during the same time period, and a high graduation rate is expected in May 2022. The time to degree was shortened during the same time period, and students completed the 30, 60, and 90-hour benchmarks much faster. As a result, ETSU has received an additional \$37 million in outcomes funding since 2012, an 81 percent increase.

Dr. Sherlin noted that progress was made at ETSU in the last 10 years, but gaps remain in student success. The equity success gaps mirror national trends. In terms of retention and graduation, women outperform men. White students are more likely than students of color to complete their education. Academic Affairs and Student Life and Enrollment are currently identifying and taking steps to close achievement gaps. The university hopes to increase the number of advisors so that they can assist students from the moment they contact the University until they complete their education.

The following initiatives were outlined as programs underway at ETSU to support student success:

- Preview and Quest are college transition programs designed to help incoming freshmen connect socially and academically to the institution.
- Bucs Academy and First-Year Experience Courses are also available to assist students in succeeding and transitioning.
- The Dean of Students Office targeted and awarded microgrants to over 100 students experiencing unexpected financial hardships.
- Care reports and academic alerts - academic advisors meet with students each term and reach out when they are off track or are not making expected progress related to their degree.
- Counseling Services and Peer Mentoring - an interdisciplinary care team served over 1200 students with various personal issues.
- The Mary V. Jordan Multicultural Center and Dr. Patricia Robertson Pride Center.

VI. Internationalization Initiatives at ETSU

Drs. Christopher Keller, Dean of the Honors and Senior International Officer, and Sam Mayhew, Associate Vice President for Student Life and Enrollment, provided an overview of the internationalization initiatives currently underway at ETSU. The Center for Global Engagement at ETSU was established on July 1, 2021, with the mission of enhancing internationalization across ETSU's teaching, service, and community engagement missions. The Center is dedicated to improving the educational experience of all students and providing valuable skills to meet workforce needs.

The primary programs and services housed in the new Center for Global Engagement include:

- Education Abroad
- International Student and Scholar Services
- Strategic International Partnerships
- ETSU Global Year Program (Ecuador, 2022-23)
- International Education Week
- Travel Abroad Risk Management (for ETSU students and staff employees)
- Global Living-Learning Community (collaboration with HRL)
- Faculty Course Internationalization Grants Program (e.g., COIL)
- K-12 Global Engagement Outreach Programs
- Bucs Abroad Passport Program (Donor Funded)

The presentation concluded with an update on the enrollment of international students and the efforts to increase enrollment in targeted areas. Charts and statistics were included in the meeting materials.

VII. Update on Recruitment and Marketing Efforts to Increase Enrollment

Ms. Heather Levesque, Director of Admissions, and Ms. Jessica Vodden, Chief Marketing and Communications Officer, presented an update of recruitment and marketing efforts for the fall 2022 semester. The Office of Admissions and the Office of University Marketing and Communications collaborated to create integrated marketing and recruitment plans which target key markets, audiences, and marketing channels. The new approach to recruitment and marketing resulted in an increased number of freshmen and international applications for fall 2022.

A new recruitment campaign, “Intent to Enroll,” is a data-driven initiative that focuses on yield efforts. The fall 2021 campaign efforts included the following activities:

- Personalized events on campus and in key high schools, including the expanded market areas of Chattanooga and Nashville
- Direct mail, handwritten letters, phone calls, text messages, and emails for personalized outreach
- Academic-specific campus tours
- Enhanced online, traditional, and social media marketing campaigns

VIII. Research Update

Dr. Nick Hagemeier, Interim Vice Provost for Research, updated the Committee on current external funding metrics, current University research rankings, and initiatives underway to increase the University’s research profile. The Higher Education Research and Development (HERD) Survey is conducted annually by the National Science Foundation (NSF). It is the primary source of information on research and development expenditures at U.S. colleges and universities. The fiscal year 2020 numbers indicate \$54 million in extramural sponsored activity for ETSU, of which \$13.925 million was spent on research and development.

Dr. Beaumont, Professor and Associate Dean for Research in the ETSU Quillen College of Medicine, provided an overview of his current funded research projects in biomedical sciences and discussed the process for research support in the Quillen College of Medicine.

The Quillen College of Medicine Office of Research and Graduate Education provides oversight of the COM research enterprise. This office acts as a liaison between COM and other ETSU colleges and external partners, and they also publicize and promote research accomplishments. Among the topics discussed were:

- There are currently 10 Quillen Distinguished Research Fellows working in the Department of Research and Graduate Education.
- Quillen Research and Scholarship Enhancement awards funded four research grants in the past two years (up to \$25,000 for one year).
- The Office of Research and Graduate Education administers the Biomedical Science Graduate Program, an interdisciplinary graduate program leading to a Ph.D. in Biomedical Science. There are 35 students currently enrolled in the program.
- Dr. Beaumont spoke about his current research focus, engaging the brain using vagal nerve stimulation (VNS) for the treatment of heart failure. The meeting materials included details of this research.

IX. Committee Discussions

Topics of Committee discussions included:

- Enrollment trends in postsecondary higher education – private versus public.
- The possibility of increasing the breadth and depth of interdisciplinary programs and offerings.
- Students who are at risk and the criteria used to define risk. Recognizing and assisting students who are experiencing non-academic difficulties.
- The need for data on employment outcomes and economic development, and the process for obtaining the data from the Boyd Center for Business and Economic Research at the University of Tennessee, Knoxville.
- Relationships, engagement, and recruitment, as well as athletics inclusion.

X. Other Business

No other business items were discussed.

XI. Adjournment

The Committee was adjourned with Trustee Virginia Foley making the motion and Trustee Melissa Steagall-Jones making the second.

EAST TENNESSEE STATE UNIVERSITY
BOARD OF TRUSTEES

ACTION ITEM

DATE: April 22, 2022

ITEM: Promotion and Tenure of Faculty Members

COMMITTEE: Academic, Research, and Student Success

RECOMMENDATION: Approve

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

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. Tenure is an essential tenet in upholding the value of academic freedom. Academic freedom is necessary for the creation, distribution and application of knowledge. The assurances that accompany tenure allow university faculty to responsibly engage in professional and community service, teach students to engage with empirically-sound information, and conduct ethical and important research. In this respect, tenure and promotion are essential to the University's mission to improve the quality of life in the region and beyond. 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**

Box 70734 • Johnson City, Tennessee 37614-1710 • (423) 439-4211 • Fax: (423) 439-4004

April 5, 2022

Adam Green, Ed.D.
Secretary to ETSU Board of Trustees

Dr. Green,

I recommend the Board of Trustees award tenure and/or promotion to the faculty indicated on attachment A. Attachment B provides numbers of ETSU faculty with tenure and by professorial rank in fall 2021. The faculty listed below are recommended for tenure upon appointment.

Recommended for Tenure upon Appointment

Dr. Heidi Campbell

University School
Clemmer College

Heidi Campbell was appointed to the faculty in University School in Clemmer College on September 30th, 2021. This recommendation for Dr. Campbell's tenure at the rank of Instructor is presented with the full support of University School faculty, the University School Director, the college dean, and the president. Dr. Campbell was originally hired at University School in 2012 and earned tenure in 2018. In July 2020, she was hired by Greeneville City schools as assistant principal for Greeneville High School. She has returned to University School in the position of K-12 Testing and Curriculum Coordinator. Dr. Campbell earned a B.A. in History and a Master of Arts in Teaching from Christopher Newport University. In 2021, Dr. Campbell successfully completed an Ed.D. in Educational Leadership and Policy Analysis at East Tennessee State University. She has worked in education as a teacher or administrator for more than 16 years and has an active service record in state and regional organizations.

Dr. Tau Huang

Art & Design
College of Arts & Sciences

Dr. Tau Huang will be appointed Chair of the Department of Art & Design in the College of Arts and Sciences effective July 1, 2022. This recommendation for Dr. Huang's appointment with tenure at the rank of professor is presented with the full support of the faculty and interim chair of the department, the college dean, and the president. Dr. Huang earned a Bachelor of Science in Industrial Design from the Beijing Institute of Technology. She also holds an M.F.A. in Industrial Design from the Guangzhou Academy of Fine Arts and a Ph.D. in Architecture and Design Research from Virginia Tech. Dr. Huang comes to ETSU from the Design BFA program at Southern Illinois University at Carbondale where she has held the rank of Associate Professor

since 2015. In addition to teaching courses in Industrial Design Analysis and Research, Basic Materials and Processes, and Computer-aided Industrial Design, Dr. Huang has an impressive publication record and has been an invited presenter at several national and international universities. Her notable achievements in teaching and scholarship are accompanied by a strong record of service and Dr. Huang has won a number of awards for her innovative work in design, technology, and teaching.

Dr. Kelly Karpa

Medical Education

Quillen College of Medicine

Dr. Kelly Karpa was appointed to the faculty in the Department of Medical Education in the Quillen College of Medicine on April 4, 2022. This recommendation for Dr. Karpa's appointment with tenure at the rank of professor is presented with the full support of the faculty and interim chair of the department, the college dean, and the president. Dr. Karpa comes to ETSU from the Department of Pharmacology in The Pennsylvania State University College of Medicine. Dr. Karpa holds a B.S. in Pharmacy from University of the Sciences and a Ph.D. in Pharmacology from Pennsylvania State University's College of Medicine. In addition to having more than 20 years of clinical experience, Dr. Karpa has an impressive record of scholarship, teaching, and service. She has published three books and more than 1200 brief articles, clinical updates, monographs, and peer-reviewed manuscripts. Her strong record of teaching is supported by numerous teaching awards, and she has taught team-based concepts to a variety of learners across the healthcare spectrum. Additionally, she has served the pharmacology profession through numerous roles in state, regional, and national organizations.

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

Sincerely,



Brian Noland
President

Attachments

Copies:

Kimberly D. McCorkle, Provost
Human Resources

Attachment A: Tenure and Promotion Recommendations for 2022-2023

College/Faculty Name	Department	Rank ¹	Tenure Location ²	
Arts and Sciences				
P	Baker, Joseph	Sociology & Anthropology	Professor	
	Boner, Daniel	Appalachian Studies	Professor	
P	Deehan, Gerald	Psychology	Associate Psychology	
	Dodd, Julia	Psychology	Associate Psychology	
	Dunn, Robert	Media & Communication	Professor	
	Edwards, Bradley	Criminal Justice & Criminology	Associate Criminal Justice & Criminology	
	Fletcher, Rebecca	Appalachian Studies	Associate Appalachian Studies	
	Frye-Clark, Stephanie	Music	Associate Music	
	Holtmeier, Matthew	Literature & Language	Associate Literature & Language	
	A Huang, Tao	Art & Design	Professor Art & Design	
	Keaton, Rodney	Mathematics & Statistics	Associate Mathematics & Statistics	
	Kovac, David	Music	Associate Music	
P	Lange, Shara	Media & Communication	Professor	
	Morelen, Diana	Psychology	Associate Psychology	
	Nash, Steven	History	Professor	
	Richards, Melanie	Media & Communication	Associate Media & Communication	
	Ross, Andrew	Art & Design	Professor	
	Samuels, Joshua	Geosciences	Associate Geosciences	
	Vasiliev, Aleksey	Chemistry	Professor	
	Wilson, Kimberly	Political Sc, Intl Affairs, Pub Adm	Associate Political Sc, Intl Affairs, Pub Adm	
	Business and Technology			
	P	Kim, Sookhyun	Management & Marketing	Professor Management & Marketing
Liang, Beichen		Management & Marketing	Professor	
Mitchell, Lorianne		Management & Marketing	Professor	
Newhard, Joseph		Economics & Finance	Associate Economics & Finance	
Shrestha, Krishna		Engineering, Engin Tech, Surveying	Associate Engineering, Engin Tech, Surveying	
Uddin, Mohammad		Engineering, Engin Tech, Surveying	Professor	
Clemmer College				
A	Campbell, Heidi	University School	University School	
PT	Dunkley, Lisa	Counseling & Human Services	Associate Counseling & Human Services	
	Facun-Granadozo, Ruth	Early Childhood Education	Associate Early Childhood Education	
PT	Jones, Charles	Sport, Exer, Recreation, Kinesiology	Associate Sport, Exer, Recreation, Kinesiology	
	Keith, Karin	Curriculum & Instruction	Professor	
PT	Ko, Kwangman	Counseling & Human Services	Associate Counseling & Human Services	
	Milner, Rebecca	Counseling & Human Services	Associate Counseling & Human Services	
	Novotny, Bethany	Counseling & Human Services	Associate Counseling & Human Services	
PT	Olson, Leann	Sport, Exer, Recreation, Kinesiology	Associate Sport, Exer, Recreation, Kinesiology	
P	Rowe, Dawn	Educ Foundations & Special Educ	Professor	
	Weems, Bryan	University School	University School	
Clinical and Rehabilitative Health Sciences				
P	Boone, James	Rehabilitative Sciences	Associate	
	Bourassa, Michael	Rehabilitative Sciences	Associate	
	Dye, Heather	Social Work	Associate	
	Guntupalli, Chaya	Audio & Speech-Lang Pathology	Professor	
	Lee, Michelle	Rehabilitative Sciences	Professor	
	Thibeault, Deborah	Social Work	Associate	
Graduate and Continuing Studies				
	Johnson, Amy	Cross-Disciplinary Studies	Cross-Disciplinary Studies	
Library				
	Clamon, Travis	University Libraries	Associate University Libraries	

Tenure and Promotion Recommendations for 2022-2023

College/Faculty Name	Department	Rank ¹	Tenure Location ²
Medicine			
	Aziz, Saba	Internal Medicine	Associate
	Click, Ivy	Family Medicine	Associate
P	Denham, James	Medical Education	Professor
	Dodd, William	Pediatrics	Associate
	Harris, Erin	Family Medicine	Associate
	Ibrahim, Lamis	Internal Medicine	Professor
A	Karpa, Kelly	Medical Education	Medical Education
	Los, Evan	Pediatrics	Associate
	Ma, Zuchao	Surgery	Associate
P	Moore, Jennifer	Internal Medicine	Associate
	Ozment, Tammy	Surgery	Surgery
T	Polichnowski, Aaron	Biomedical Sciences	Associate
T	Rodriguez Gil, Diego	Biomedical Sciences	Associate
	Stockwell, Glenda	Family Medicine	Professor
	Wang, Ling	Internal Medicine	Associate
Nursing			
	Hemphill, Jean	Graduate Nursing	Professor
	Mullins, Christine	Graduate Nursing	Associate
	Weierbach, Florence	Graduate Nursing	Professor
Pharmacy			
	Covert, Kelly	Pharmacy Practice	Associate
Public Health			
	Zheng, Shimin	Biostatistics & Epidemiology	Professor

1 - if recommended for promotion; 2 – if recommended for tenure; A – tenure upon appointment; P – recommended for promotion by exception; T – recommended for tenure by exception

Attachment B
ETSU Faculty 2021-22 by Academic Rank

College	Professor	Associate Professor	Assistant Professor	Instructor	Senior Lecturer	Master Lecturer	Lecturer	Other	Grand Total
Academic Affairs		1							1
Arts and Sciences	84	62	56		20		14	1	237
Business and Technology	25	29	21	3	3		13		94
Clemmer College	23	20	21	42			6		112
Clinical and Rehabilitative Health Sciences	13	12	32						57
Gatton College of Pharmacy	10	11	7			1			29
Graduate and Continuing Studies	1	1	1						3
Honors	1								1
Nursing	1	11	23	31			2		68
Public Health	9	17	14	2	4		2	2	50
Quillen College of Medicine	70	40	77	2					189
University Libraries	1	2	6						9
Grand Total	238	206	258	80	27	1	37	3	850

ETSU Faculty 2021-22 by Tenure Status

College	Tenure	On Tenure Track	Clinical	Research	Ineligible	Term Contract	Grand Total
Academic Affairs	1						1
Arts and Sciences	149	49	1	1	38		238
Business and Technology	47	22	2		24		95
Clemmer College	70	32	4		6		112
Clinical and Rehabilitative Health Sciences	24	11	21	1			57
Gatton College of Pharmacy	8	3	17		1		29
Graduate and Continuing Studies	2	1					3
Honors	1						1
Nursing	14	13	23		18		68
Public Health	24	9	6	5	4		48
Quillen College of Medicine	51	9	113	13	2	1	189
University Libraries	3	3	3				9
Grand Total	394	152	190	20	93	1	850

EAST TENNESSEE STATE UNIVERSITY
BOARD OF TRUSTEES

INFORMATION ITEM

DATE: April 22, 2022

ITEM: Academic Action Notification for Period of August 1, 2021 through December 31, 2021

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 that are subsequently submitted to THEC as notification items. The following agenda materials outline the academic action notifications for the period of August 1 through December 31, 2021, which consist of:

<i>Type of Action</i>	<i>Quantity</i>
Revise Curriculum – Substantive	5
Establish New Concentration in Existing Program	2
Establish Minor	2
Change Name/Title for Program or Concentration	6
Establish Articulation Policy Between Degrees and Certificate	4
Establish Articulation Agreement	1
Revise Program Policy	5
Revise Articulation Agreement	2
Inactivate Academic Program or Concentration	2
Terminate Academic Program or Concentration	2

**Academic Actions Notifications
For the Period August 1, 2021 through December 31, 2021**

East Tennessee State University Board of Trustees
Academic Research and Student Success Committee
April 2022

The ETSU Board of Trustees must be apprised of select academic actions taken by the university on a periodic basis. Academic actions must occur in response to new or revised program guidelines and expectations from sources outside of ETSU such as federal, state, industry, and accrediting agencies. The following is an overview of academic actions from August 1 – December 31, 2021. All notifications to THEC for this time period have been submitted.

Academic Actions Submitted to THEC

Revise Curriculum: Substantive

Revise Curriculum: Substantive – Clinical Nutrition, MS

The MS/DI (Dietetic Internship) is a combined program and accredited by the Accreditation Council for Education in Nutrition and Dietetics (ACEND). The practicum/rotation courses have not been updated in more than 10 years. Due to changes in the accreditation competencies (as noted in the 2022 Accreditation Standards for Nutrition and Dietetic Internships) as well as a decrease in the required number of supervised practicum hours (from 1200 hours to 1000 hours), some course content and student learning outcomes are being updated and practicum courses are being revised to meet accreditation standards.

Revise Curriculum: Substantive – Biostatistics Certificate (change of credit)

This program revision recommendation will reduce the total credits for the Graduate Biostatistics Certificate from 15 credits to 13 credits. Removing two courses from the certificate makes the time for completion shorter and will also provide students more options in advisor approved elective choice. This customization of the certificate should enhance the educational experience of students and marketing of the program.

Revise Curriculum: Substantive – Epidemiology Certificate (change of credit)

This program revision recommendation will reduce the total credits for the Graduate Epidemiology Certificate from 15 credits to 13 credits. This proposed change will introduce flexibility and a faster time to completion for the online adult learners engaged in this program.

Revise Curriculum: Substantive – Health Care Management Certificate (change of credit)

This program revision recommendation will reduce the total credits for the Graduate Health Care Management Certificate from 16 credits to 13 credits. This proposed change will bring the certificate curriculum in line with the MHA degree allowing certificate students that pursue the MHA the opportunity to apply for course transfer into the degree program.

Revise Curriculum: Substantive – English as a Second Language Certificate (change of credit)

This program revision recommendation will reduce the total credits for the ESL certificate from 18 credits to 12 credits. The Tennessee Department of Education has agreed that the lower number of credits in this certificate is appropriate to address standards for the ESL add on endorsement. Other universities in the state have already addressed this reduction and this action will keep this program competitive in the state.

Establish New Concentration in Existing Program

Establish New Concentration in Existing Program: BS Health Science (Biomedical Sciences Concentration)

This new interdisciplinary concentration is focused on the areas of biomedical sciences, but would also include advanced topics in genomics, microbiology, immunology, and neurobiology. It would specifically appeal to those students that are explicitly interested in human or animal disease with a laboratory or clinical focus in the future. Additionally, it would offer a unique, interdisciplinary viewpoint as courses in the concentration would be offered by both the Biological Sciences and Health Sciences Departments.

Establish New Concentration in Existing Program: BS Biology (Biomedical Sciences Concentration)

This new interdisciplinary concentration is focused on the areas of biomedical sciences, but would also include advanced topics in genomics, microbiology, immunology, and neurobiology. It would specifically appeal to those students that are explicitly interested in human or animal disease with a laboratory or clinical focus in the future. Additionally, it would offer a unique, interdisciplinary viewpoint as courses in the concentration would be offered by both the Biological Sciences and Health Sciences Departments.

Establish Minor

Establish Minor: Audio Production (BA Music)

The proposed minor builds upon the existing course sequence offered in the concentration and will have the advantage of allowing students from other programs at the University to benefit from these courses and complete a minor. The minor will also expand opportunities for students to utilize the department's state-of-the-art recording studio and audio production computer lab. The proposed minor is distinct from other programs in the field in that it is designed specifically

for musicians, primarily acoustic musicians, a focus that will offer a major competitive advantage to graduates as they enter the workforce.

Establish Minor: Jazz Studies (BA Music)

Classical performance majors are often more marketable with a secondary genre/skill. The Jazz Studies minor is an excellent option for students to demonstrate marketability in a variety of performance genres. This minor will allow music students to document skill in additional performance areas. This minor will also be available to students in other disciplines that may seek to engage in jazz as a secondary area of study.

Change Name/Title of Academic Program or Concentration

Change Name/Title of Academic Program or Concentration: Theory/Composition Concentration to Composition (BA Music)

The accrediting body has not approved this concentration because a split concentration requires an equal number of classes in each area. This would require 50% in music theory and 50% in composition. A decision was made to refocus the concentration entirely on composition with only pre-requisite background courses in music theory. This will meet the accreditation requirements for NASM and allow students to focus study in music composition.

Change Name/Title of Academic Program or Concentration: Applied Music Concentration to Performance (BA Music)

In Fall 2021, the ETSU Department of Music launched the Bachelor of Arts degree with six concentrations offered in performance and academic fields. The proposed name change of the concentration in Applied Music to Performance will reflect the standard title for B.A. degrees with concentrations in classical music performance. The proposed name change will also allow the concentration to be broadly understood and widely accepted, thus allowing the department to effectively market the degree to prospective students. The name will change from Applied Music to Performance.

Change Name/Title of Academic Program or Concentration: Bluegrass, Old-Time, and Country Music Studies Minor to Bluegrass, Old-Time, and Roots Music (BA Music)

The department recently changed the name of the major to Bluegrass, Old-Time, and Roots Music Studies, and would like the minor to also reflect this change. "Roots" music more accurately describes our offerings, as well as the current vocabulary used to describe these musics. The capitalization of "Old-Time" is also more appropriate for this genre.

Change Name/Title of Academic Program or Concentration: Music and Culture Concentration to Music History (BA Music)

In Fall 2021, the ETSU Department of Music launched the Bachelor of Arts degree with six concentrations offered in performance and academic fields. The current title of the concentration in music history, Music and Culture, reflected the department's desire to attract

students with an interest in musicology and who also wished to pursue a liberal arts degree. Upon review by the National Association of Schools of Music (NASM), the department has elected to change the name of the concentration to Music History. The proposed name change will better reflect the curriculum within this concentration and its focus on historical musicology. The proposed name change will also allow the concentration to be broadly understood and widely accepted, thus allowing the department to effectively market the degree to prospective students. The name will change from Music and Culture to Music History.

Change Name/Title of Academic Program or Concentration: Theory/Composition Concentration to Composition (BA Music)

The accrediting body, the National Association of Schools of Music (NASM), has not approved this concentration because a split concentration requires an equal number of classes in each area. In this case, that would require 50% in music theory and 50% in composition. The Department faculty have decided to refocus the concentration entirely on composition with only pre-requisite background courses in music theory. This will meet the accreditation requirements for NASM and allow students to focus specifically in one area. The name will change from Theory/Composition to Composition.

Change Name/Title of Academic Program or Concentration: Classical Studies Minor to Classical and Medieval Studies (BA Music)

The change reflects the historical continuity between Classical and Medieval civilizations, and the proposed name better represents the range of courses offered in the minor.

Establish Articulation Policy Between Degree and Certificate

Establish Articulation Policy: Heritage Interpretation and Museum Studies Certificate and MA History

This articulation policy recommendation will allow students completing the Heritage Interpretation and Museum Studies Certificate to have an opportunity to apply for transfer of up to 12 credits from the certificate toward the MA History degree.

Establish Articulation Policy: Health Care Management Certificate and Master of Health Administration

This articulation policy recommendation will allow students enrolled in the Master of Health Administration the option to transfer credits from the Health Care Management Certificate to the Master of Health Administration. It is anticipated that this opportunity will enhance the ability for students to continue their education beyond the Health Care Management Certificate and transfer to the Master of Health Administration.

Establish Articulation Policy: MSAH and ELPA Graduate Certification in Higher Education Teaching Certificate

Students in the Master of Science in Allied Health may take electives associated with teaching in higher education/clinical settings and students in the Certificate in Higher Education Teaching may take pedagogy courses as well. It would be an interdisciplinary benefit for students in both programs to be able to access courses with teaching and curriculum in both programs. This agreement would allow students the option to access any of the four courses identified in the articulation agreement.

Establish Articulation Policy: PhD in Psychology and Higher Education Teaching Certificate

Several of the courses in the Higher Education Teaching Certificate are included in the Psychology PhD program. Students who complete the Higher Education Teaching Certificate may be interested in articulating credit to the PhD. Students completing the Higher Education Teaching Certificate may transfer up to nine credits from the certificate into the Psychology PhD program with advisor approval, as long as the courses fall within matriculation limits. Students in the Psychology PhD program may transfer two of the following courses into the Teaching Certificate: PSYC5800, PSYC5801, and PSYC6801.

Establish Articulation Agreement

Establish Articulation Agreement: Social Work BSW and Psychology BS

This agreement will allow students to complete both a degree in Social Work and a degree in Psychology. Students in this pathway will be better prepared for professional opportunities and graduate work. Students completing this pathway will be eligible to apply for the Advanced Standing MSW program while allowing Psychology students to obtain credentials required for many jobs that they could otherwise not be eligible.

Revise Program Policy

Revise Program Policy: Admission – Nursing BSN

This policy raises the undergraduate minimum cumulative GPA for acceptance into the BSN program from 2.6 to a cumulative GPA minimum of 3.0. This will bring the program in line with other BSN programs in the state and will provide a stronger likelihood for students enrolling in the program to be more successful on certification examinations as there is a research-based correlation between higher entrance GPAs and pass rates on these examinations.

Revise Program Policy: Admission - Doctor of Nursing Practice

This policy removes the admission requirement stating that applicants must have a minimum of two years of full-time work experience or equivalent in nursing as a registered nurse. The requirement is being dropped as this is not a predictor of success in the program. Removing this will increase the applicant pool for the program.

Revise Program Policy: Admission – MA Sociology

This policy recommendation clarifies admission criteria and includes requirements for prior statistics coursework as well as defining who should complete letters of recommendation. It also clarifies what is considered as a writing sample.

Revise Program Policy: Admission - MS Mathematical Sciences

The GRE requirement is being dropped for applicants to the M.S. program in Mathematical Sciences. Many graduate programs in the region and across the nation are removing this admission requirement. This change will keep this program competitive in the state and region and is expected to increase student applications.

Revise Program Policy: Admission – Special Ed., MEd Early Childhood Concentration / Special Ed MEd High Incidence Concentration / Special Ed MEd Low Incidence Concentration / Early Childhood Education MA Initial Licensure Concentration / Teacher Education MAT Middle Grades Education 6-8 Concentration / Teacher Education MAT Secondary Education 6-12 and PK-12 Concentrations

The Council for the Accreditation of Educator Preparation (CAEP) has approved new standards impacting admission to educator preparation programs. The recommendations include specific changes to minimum composite score on ACT, combined score on SAT and Praxis Core score in writing. This will bring admission requirements, for each concentration area identified, into alignment with accreditation standards.

Revise Articulation Agreement

Revise Articulation Agreement: Graduate Biostatistics Certificate

The Graduate Biostatistics Certificate was revised from 15 credits to 13 credits. The following revision is being recommended: Students who have completed the Biostatistics Graduate Certificate and subsequently are admitted into the MPH in Biostatistics may have up to thirteen (13) of the certificate credits applied toward the degree program of study.

Revise Articulation Agreement: Graduate Epidemiology Certificate

The Graduate Epidemiology Certificate was revised from 16 credits to 13 credits. The following revision is being recommended: Students who have completed the Graduate Certificate in Epidemiology and subsequently are admitted into the MPH degree program with a concentration in epidemiology may have up to thirteen (13) of the certificate credits applied toward the degree program of study as long as the courses fall within matriculation limits.

Inactivate Existing Program or Concentration

Inactivate Existing Program or Concentration: Concentration in Jazz Studies (Bachelor Music)

Jazz Studies has been offered as a concentration for six years and we have only graduated one

student. Currently there are only three students enrolled in the concentration. We do not have the resources in the department to continue offering this concentration for such a small number of students. The concentration requires multiple classes that are specific to that concentration only; therefore, a class of very small numbers is often required for students to meet graduation requirements. The concentration as a whole has not been successful so it is recommended that the Concentration in Jazz Studies be inactivated.

Inactivate Existing Program or Concentration: Forensic Nursing Certificate

There have been only two admission inquiries which did not result in enrollment into the program. As a result of lack of interest and concern for program sustainability the recommendation to inactivate the program will provide time to review and consider programming changes in this area.

Terminate Academic Program or Concentration

Terminate Academic Program or Concentration: Conducting Concentration (BA Music)

The National Association of Schools of Music (NASM) has rejected accreditation of this program. The scope of change and resources required to meet required accreditation standards for this program is beyond the current capacities of the department. The concentration does not have any students enrolled.

Terminate Academic Program or Concentration: Marching Band (BA Music)

The National Association of Schools of Music (NASM) has rejected accreditation of this program. The scope of change and resources required to meet required accreditation standards is beyond the current capacities of the department. The concentration does not have any students enrolled.

EAST TENNESSEE STATE UNIVERSITY
BOARD OF TRUSTEES

INFORMATION ITEM

DATE: April 22, 2022

ITEM: ETSU Ballard Health Strong BRAIN Institute – Project Status Report

COMMITTEE: Academic, Research, and Student Success

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

Dr. Wallace Dixon
Professor, Chair Department of Psychology and
Founding Director of the Strong Brain Institute

This information item is being presented to the ETSU Board of Trustees as an update on activities associated with the ETSU Ballard Health Strong BRAIN Institute (SBI). The SBI works to promote awareness and empirical study of Adverse Childhood Experiences (ACEs) and promotes development and dissemination of evidence-based practices that prevent, reduce, or mitigate the negative effects of ACEs on health and health disparities, as well as promoting a trauma-informed citizenry and workforce in the Appalachian Highlands region and beyond.

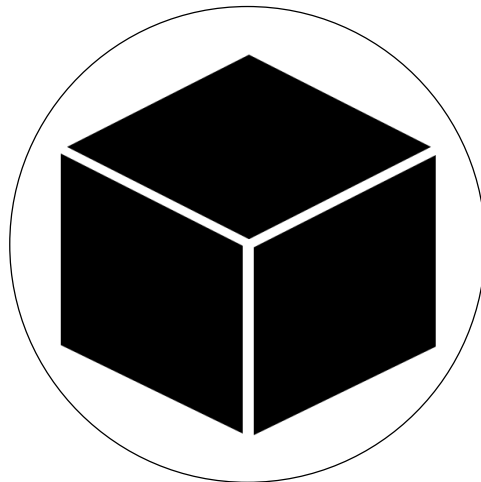
This presentation will include information on the novel administrative structure and mission of the ETSU Ballard Health Strong BRAIN Institute and an update on the following projects:

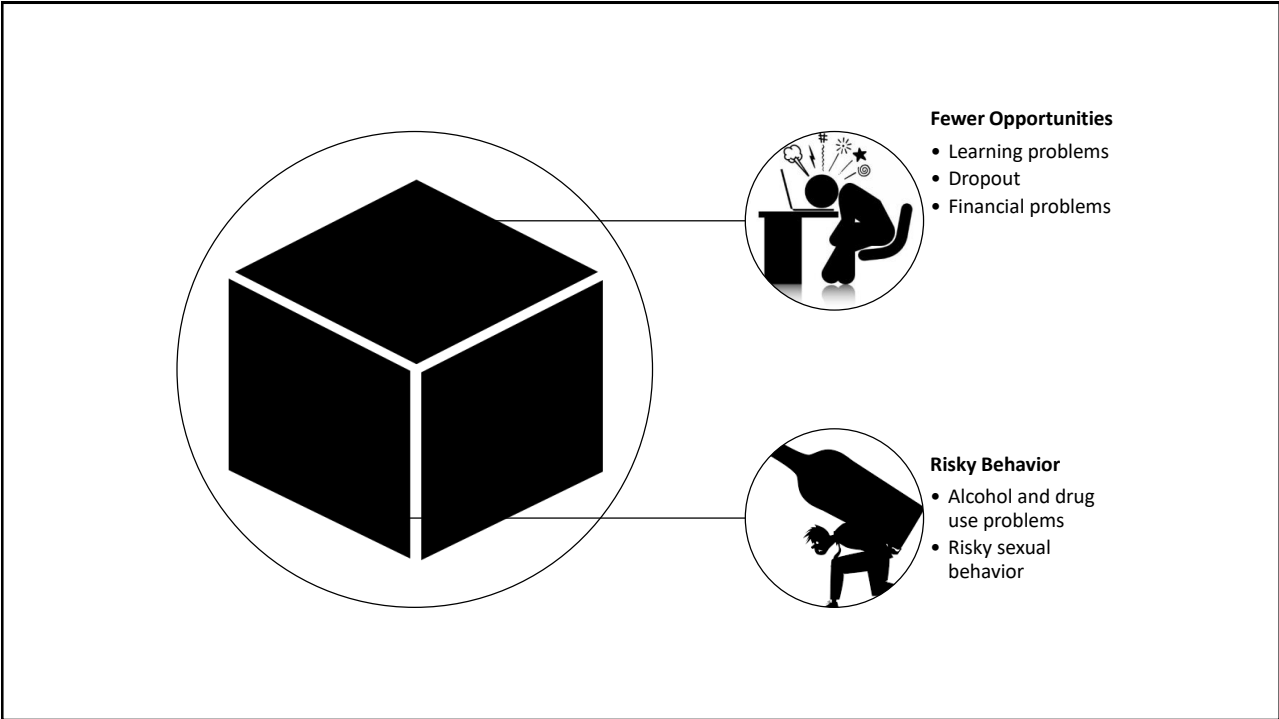
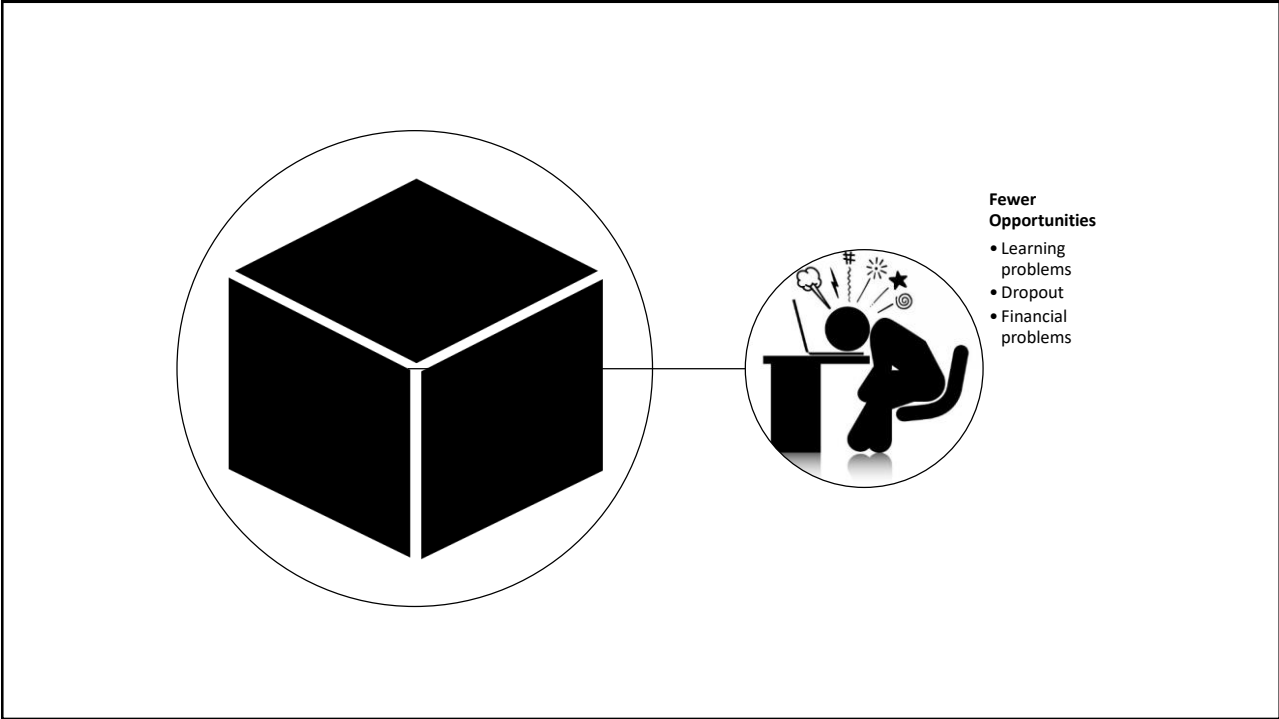
- The Gatton College Culture of Resilience project
- The Clemmer College Culture of Resilience project
- Tennessee Department of Health Office of Injury Prevention development of a statewide Trauma Informed Workplace Protocol
- Free Level 1 Training on ACEs and Resilience for the Appalachian Highlands Community
- 30-hour Professional Certificate Program Development
- Colleges and Universities for Resilience (CURE) Working Group
- Resilience Presentation Series

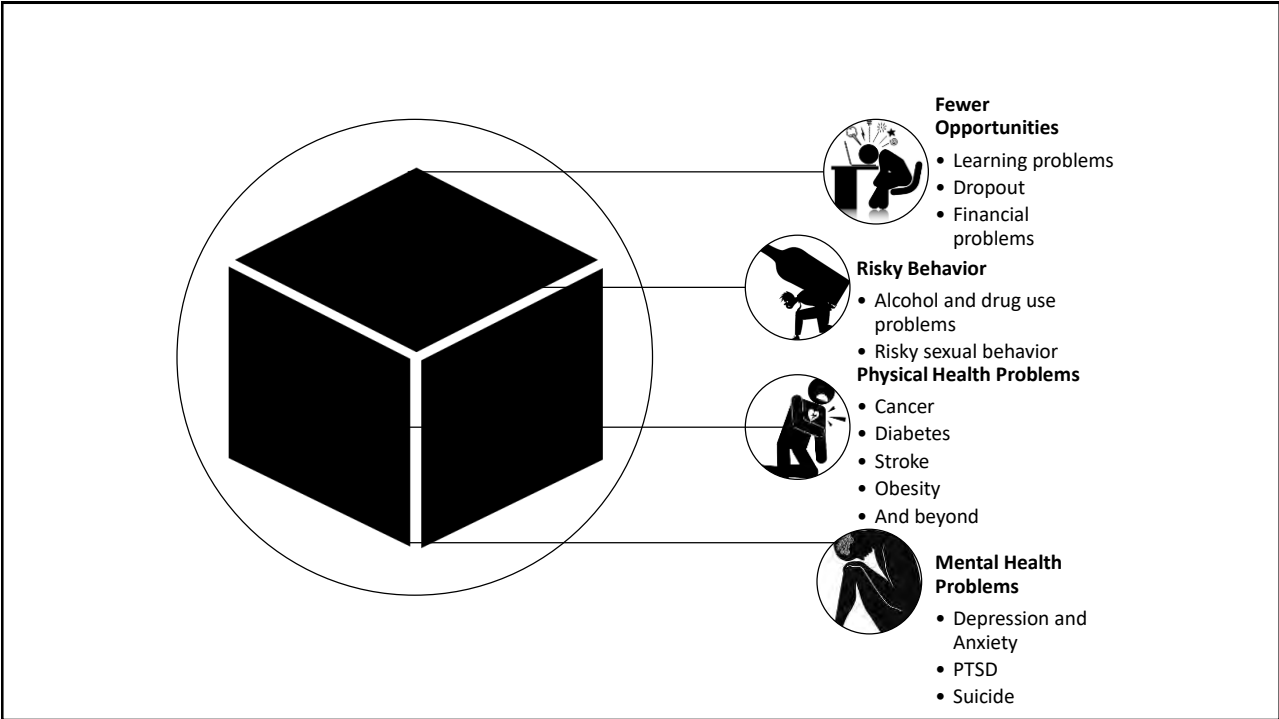
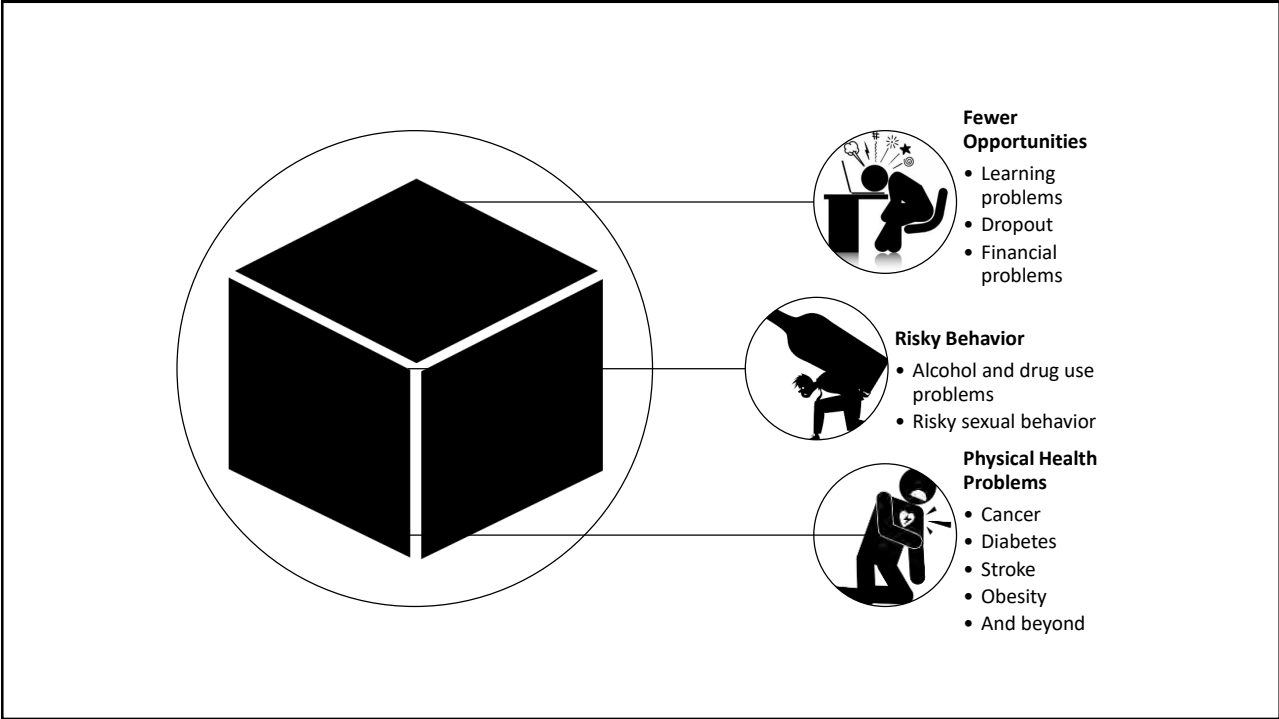


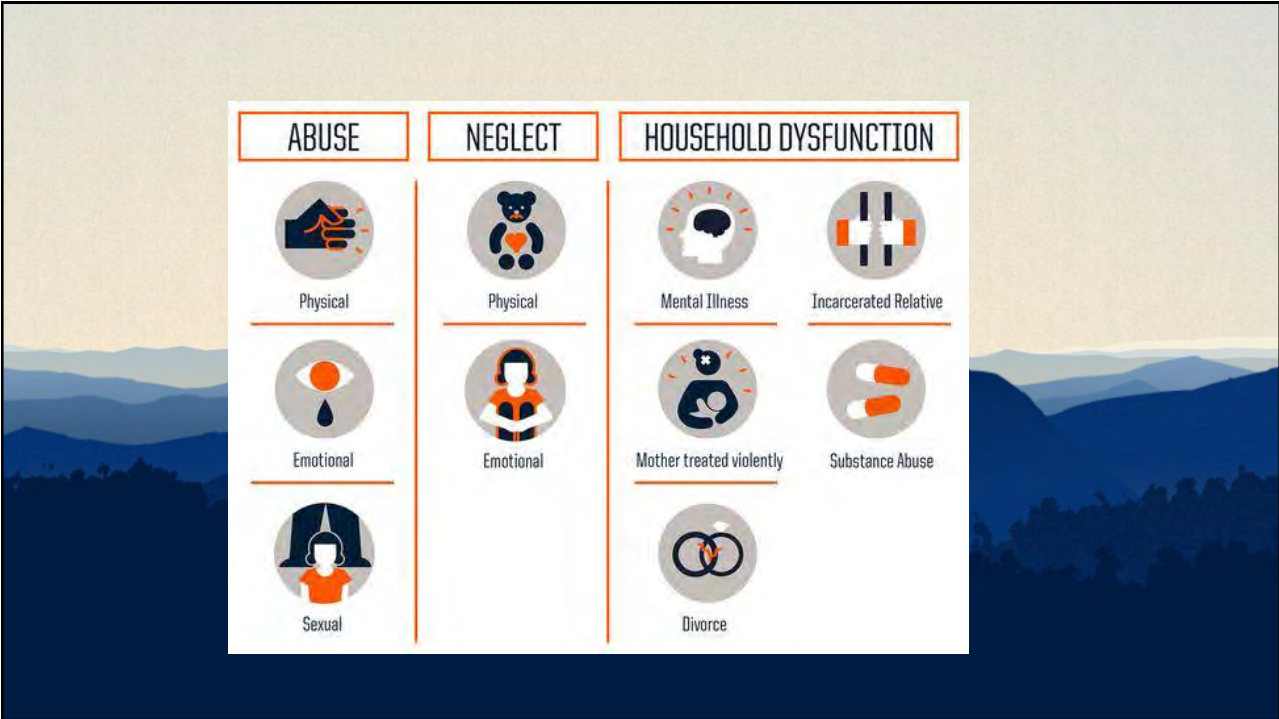
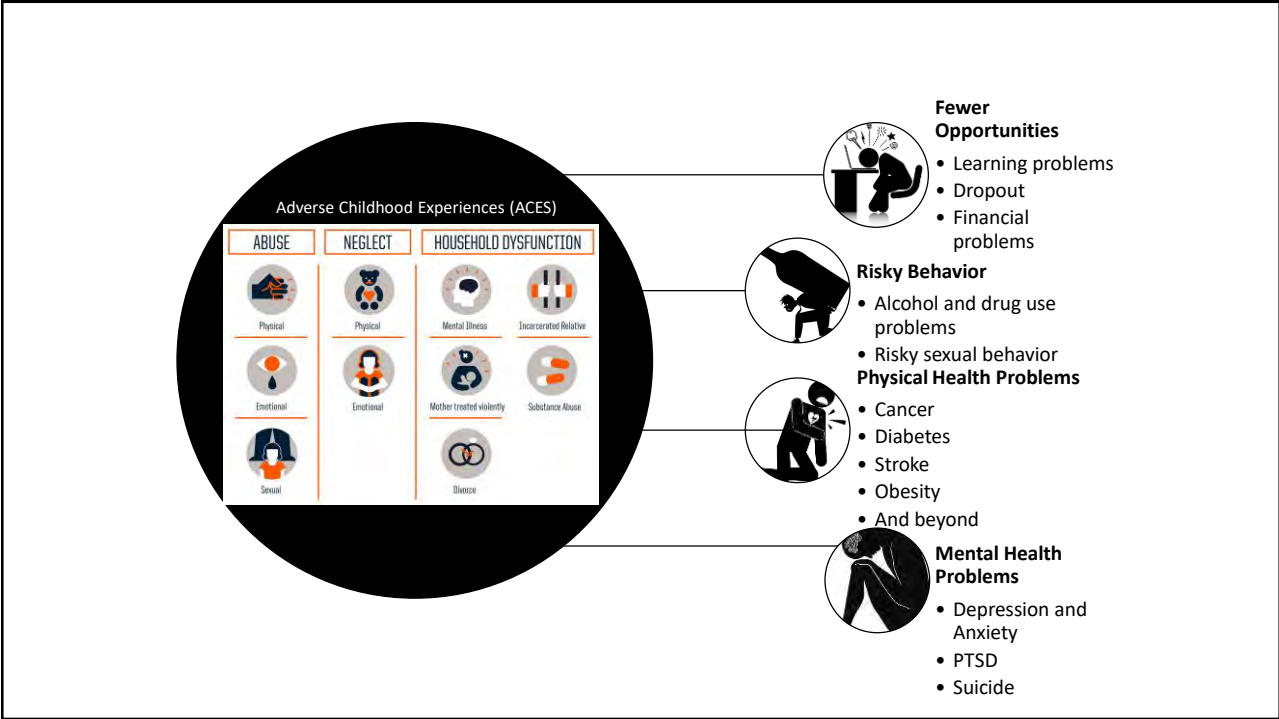
A Primer on the ETSU Ballad Health Strong BRAIN Institute

ETSU Board of Trustees Meeting
April 22, 2022

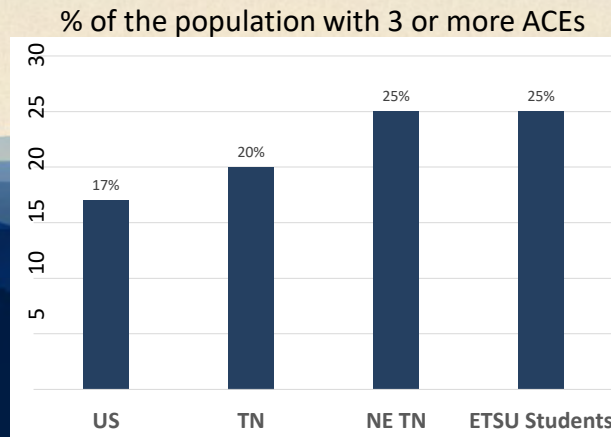








ACEs Prevalence



Origins

The Strong BRAIN (Building Resilience through ACEs-Informed Networking) Institute was founded through a 5-year gift from Ballad Health to ETSU and is guided by an Advisory Board comprised of content experts and community members. The Institute's strategic objectives align with those of ETSU and Ballad Health to serve as a regional, national, and international resource on ACEs and the social determinants of health.

Vision

The ETSU/Ballad Health Strong BRAIN Institute will be the preferred resource for promoting the awareness and empirical study of Adverse Childhood Experiences (ACEs); for promoting the development and dissemination of evidence-based practices that prevent, reduce, or mitigate the negative effects of ACEs on health and health disparities; and for promoting a trauma-informed citizenry and workforce in the Appalachian Highlands region and beyond.

Goals

- Developing certificate and other educational programs to promote trauma awareness;
- Developing a plan for transforming ETSU policies, procedures, and philosophies to better align with promoting resilience and ACEs mitigation;
- Consulting with other community agencies for transforming their policies, procedures, and philosophies to better align with promoting resilience and ACEs mitigation;
- Promoting, coordinating, conducting, and spotlighting ACEs-related research and service collaborations;
- Promoting, coordinating, and spotlighting ACEs-related collaborations with multiple community sectors, such as those focused on healthcare delivery, education, business innovation, and faith-based initiatives;
- Providing infrastructural support for ACEs-related grant applications and grants management; and
- Providing consultation on ACEs-related topics throughout the community and beyond.

Leadership

- Wallace E. Dixon, Jr. (Psychology) – Director
- Megan Quinn (Public Health) – Associate Director of Extramural Funding and Innovation
- Andi Clements (Psychology) – Associate Director of Research Design and Implementation
- Diana Morelen (Psychology) – Associate Director of Training Dissemination and Innovation
- Ben Schoenberg – Research Services Coordinator
- “Steering Wheel” – Above Directors + Becky Haas (Community Content Expert), Michele Moser (Psychiatry), Janna Scarborough (Clemmer Dean), Karen Schetzina (Pediatrics), Phyllis Thompson (Literature and Languages)

Impact

- The Gatton College Culture of Resilience project (1 year of internal funding (~\$50K))
- The Clemmer College Culture of Resilience project (2 cycles of external funding (~\$70/year))
- Contract with Tennessee Department of Health Office of Injury Prevention to develop a statewide Trauma Informed Workplace Protocol (5 cycles of external funding @ ~\$80K/year)
- Free Level 1 Training on ACEs and Resilience for the Appalachian Highlands Community (450+ registered to date)
- 30-hour Professional Certificate Program Development
- Founded Colleges and Universities for RESilience (CURE) Working Group
- Resilience Presentation Series (Webinar Attendance ~100-300)

STRONG BRAIN INSTITUTE

RESILIENCE PRESENTATION SERIES

Am I a Trauma-Informed Leader?

DEBRA BERKE, PH.D., CFLE

Director, Psychology/Organizational Dynamics Programs
Wilmington University
College of Cultural and Behavioral Sciences



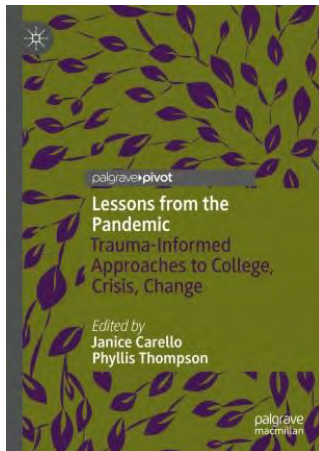
"Organizations and employers must shift to trauma-informed leadership (TIL) to bolster staff – before there are none left to render care" (Fink-Samnick, 2021). The past several years has been incredibly challenging for individuals across the globe. Leaders have had to lead in times of uncertainty and unrest; individuals have had to negotiate work and family and health and safety in ways not done before. This presentation will explore what it means to be a trauma-informed leader during times of trauma and toxic stress and how to promote healing and well-being for self and others.

DATE: March 28
TIME: Noon EST
ZOOM LINK:
<https://tinyurl.com/sbseries4>



CONTACT | nwaneki@etsu.edu | (423) 676-0657

Other SBI efforts



Trauma and Resilience

The Trauma and Resilience minor offers students a theoretical and practical understanding of trauma and its treatment. Students will study the impact of trauma on an individual, their family system, as well as the societal impact. The Trauma and Resilience minor seeks to prepare students for entry level careers or graduate studies in work with traumatized populations. This minor is available 100% online.

NEWS

STRONG BRAIN INSTITUTE HOLDS ANOTHER TOWN HALL ON ELECTRONIC COMMUNICATION

Crafting a Resilient Return to Campus

Brought to you by:



Thank you!

Advice, Suggestions, Questions?

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Strongbraininstitute.org

EAST TENNESSEE STATE UNIVERSITY
BOARD OF TRUSTEES

INFORMATION ITEM

DATE: April 22, 2022

ITEM: Alternative Breaks – Program Overview

COMMITTEE: Academic, Research, and Student Success

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

Ms. Joy Fulkerson
Director, Leadership and Civic Engagement, Student Life
and Enrollment

Each year, ETSU offers student-led and developed service experiences as an “alternative” to the traditional spring and fall breaks. Alternative Breaks provide students with the opportunity to travel to locations throughout the country and learn about complex social justice issues, while also immersing themselves in direct and purposeful service. In addition to student leaders and trip participants, each experience engages a faculty or staff-learning partner who advises and supports student leaders in designing trips that build connections among ETSU students and community members, while enhancing personal growth, mutual awareness, and life-long learning.

Alternative Breaks: Transformative Experiences

Ms. Joy Fulkerson
Director, Leadership and Civic Engagement
Student Life and Enrollment

Academic, Research and Student Success Committee
April 22, 2022



*Nashville, TN | Access to Healthcare
Alternative Spring Break 2022*

Alternative Breaks

An immersive experience allowing students to engage in direct hands-on service and become life-long social advocates through the exploration of complex social justice issues.



Alternative Breaks – A Data Supported Model

“Alternative break participation leads to positive experiences that result in many of the positive hallmarks associated with higher education such as the development of **mature relationships, perspective change**, and a **commitment to citizenship**.” (Johnson & Martin, 2017)

“The research revealed that [...] students who participated in alternative breaks became **sensitive to social issues** and seemed **committed to community causes**.” (Bowen, 2011)



Alternative Breaks Impact at ETSU

“As someone that is going into healthcare, I think it is extremely important to know as much as possible about healthcare inequality [...] in order to best serve and advocate for my future patients, friends, family, and community.” – *Participant, Spring 2022*

“Substance abuse is an issue that impacts the entire world, especially in rural Appalachia. Thus, it is very important for people to build a knowledge base about substance abuse, addiction, recovery, and stigmas those with an addiction face.” – *Participant, Spring 2022*



Alternative Breaks 2022 – Service in Action



**Food Security & Sustainability
Memphis, TN**



**Education & Youth Development
New Orleans, LA**



Alternative Breaks 2022 – Service in Action



**Healthcare Access
Nashville, TN**



**Alcohol & Substance Abuse
Danville, KY**

