

EAST TENNESSEE STATE UNIVERSITY
BOARD OF TRUSTEES
NOVEMBER 2020 MEETING

1:00 - 3:00pm ET
Friday
November 13, 2020

Telephonic Meeting

ORDER OF BUSINESS

- I. Call to Order
- II. Roll Call
- III. Public Comments
- IV. [Approval of Minutes from September 18, 2020](#)Tab 1
- V. Report from the Academic, Research & Student Success Committee (10 minutes)
- VI. Report from the Audit Committee (10 minutes)
- VII. Report from the Finance and Administration Committee (10 minutes)
- VIII. [Consent Agenda](#) (10 minutes).....Tab 2
 - A. [Modified Spring 2021 Academic Calendar](#)
 - B. [Letter of Notification: MS in Orthotics and Prosthetics](#)
 - C. [Audit Committee Minutes from October 21, 2020](#)
 - D. [Audit Committee Charter](#)
 - E. [October 2020 Budget Revisions](#)
- IX. [Title IX Rule](#) (Roll Call Vote)Tab 3
- X. [ETSU 125 Chapter 2 & Strategic Plan/KPI Update](#)Tab 4
- XI. [ETSU COVID-19 Medical Response Team Update](#)Tab 5
- XII. President’s Report
- XIII. Other Business
- XIV. Executive Session
 - A. Discuss pending legal action (if necessary)
- XV. Adjournment

EAST TENNESSEE STATE UNIVERSITY
BOARD OF TRUSTEES

ACTION ITEM

DATE: November 13, 2020

ITEM: Approval of Minutes from September 18, 2020

RECOMMENDED ACTION: Approve

PRESENTED BY: Adam Green
Secretary

The minutes of the September 18, 2020 meeting of the Board of Trustees are included in the meeting materials.

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

RESOLVED: The reading of the minutes of the September 18, 2020 meeting of the Board of Trustees is omitted, and the minutes are approved as presented in the meeting materials, provided that the Secretary is authorized to make any necessary edits to correct spelling errors, grammatical errors, format errors, or other technical errors subsequently identified.

EAST TENNESSEE STATE UNIVERSITY
BOARD OF TRUSTEES

MINUTES

September 18, 2020
Johnson City, Tennessee

The quarterly meeting of the East Tennessee State University Board of Trustees was held at 10 a.m. on Friday, September 18 via teleconference call due to extraordinary circumstances surrounding the COVID-19 outbreak. The meeting was livestreamed to allow individuals to attend remotely.

I. Call to Order

Chair Scott Niswonger called the meeting to order at 10 a.m.

In his opening remarks, Chair Niswonger spoke about the excitement surrounding the unique fall semester. Many traditional activities such as Preview and Faculty Convocation successfully transitioned to virtual delivery. He congratulated the 2020 Outstanding Faculty Award winners: Dr. Brooks Pond (Gatton College of Pharmacy), Dr. Mohamed Elgazzar (Quillen College of Medicine) and Dr. Donna Cherry (College of Clinical and Rehabilitative Health Sciences).

Chair Niswonger also applauded research grants obtained by ETSU faculty to address the COVID-19 pandemic as well as a \$2.7 million federal grant from HRSA Office of Rural Health Policy to create the Center for Substance Misuse in Rural America.

Even though the fall semester has only been underway for a few weeks, ETSU's mascot, Bucky, is leading a road trip with admissions' officers to meet with prospective students across the region and surrounding states.

Lastly, Chairman Niswonger announced Gov. Lee's appointment of Melissa Steagall-Jones to the ETSU Board of Trustees. Steagall-Jones is a graduate of ETSU and a partner in the accounting firm of Blackburn, Childers & Steagall PLC. She currently serves as the Steering Committee Chair for the ETSU Roan Scholars, is a member of the ETSU Community and Government Relations Advisory Council, a board member for the Northeast State Technical Community College Foundation, Advisory Board member of SunTrust Bank and Ex-Officio member of the Johnson City/Washington County/Jonesborough Chamber of Commerce Foundation.

II. Roll Call

Secretary Green provided special instructions for telephonic meetings. Because Trustees participated via Zoom, votes were taken by roll call. In accordance with Tennessee Code § 8-44-108 section (c) (3), Secretary Green asked Trustees two questions. First, he asked each Trustee if he or she could clearly hear and participate

in the meeting, and second, if any other persons were present in the room. All Trustees answered both questions with yes and no, respectively.

The following Trustees were present:

Janet Ayers
Steve DeCarlo
Virginia Foley
Dorothy Grisham
Linda Latimer
Scott Niswonger
Austin Ramsey
Melissa Steagall-Jones
Kelly Wolfe

Secretary Green said he did not detect a physical quorum present; however, a quorum existed by the inclusion of members participating by electronic means. In accordance with Tennessee Executive Order 51 permitting safe, open and transparent public meetings by electronic means, the meeting was necessary for the following reasons:

- Business critical decisions for the operations of the institution are slated for this meeting;
- Due to the COVID-19 virus outbreak and subsequent recommendations from the Centers for Disease Control and Prevention as well as Governor Bill Lee, social distancing measures and a limit on group gatherings are being observed.

Secretary Green said that for these reasons, he contended that participation by a quorum of the Board members by electronic or other means of communication is necessary. He then asked Chairman Niswonger for a motion and a roll call vote for a determination on the necessity of holding the meeting. Trustee Grisham made a motion, followed by a second from Trustee DeCarlo. All Trustees provided affirmative votes that the meeting had a necessity to proceed.

III. Public Comments

Because the meeting was conducted virtually, Chairman Niswonger said public comments could not be received in the traditional manner. Therefore, those who would like to submit comments for the Board to receive were encouraged to email trustees@etsu.edu.

IV. Consent Agenda

- a. Minutes from the July 17, 2020 Board of Trustee Meeting**
- b. Minutes from the April 24, 2020 Audit Committee Meeting**
- c. ETSU Mission Profile**

Chairman Niswonger made a motion to accept the consent agenda that was seconded by Trustee Foley and unanimously approved by roll call vote.

V. Approval Amendments to Bylaws

In reviewing the Board's Bylaws with the Executive Committee, it came to the attention of the Chairman that the board should consider two amendments.

The first is a direct result of the pandemic and the potential for any future extraordinary circumstances. The proposal is to amend Article II, Section, 1, C so that in the event that circumstances beyond the control of the Board arise during a year that prevent the standing committees from meeting, those meeting requirements of the standing committees are waived.

The second is a result of former Vice Chairman David Golden stepping down from the Board. This is the first executive committee vacancy the board has experienced. In reviewing the bylaws, the executive committee recommended allowing the full board to select a third executive committee member rather than tying that position to a specific committee Chairman. Therefore, the proposal is to amend Article II, Section 3, A so that a third Board member shall be elected by the Board to serve for two years, beginning July 1 of the year elected. In the event of a vacancy before expiration of the term, a successor shall be elected to fill the unexpired term at the next meeting of the Board following creation of the vacancy.

Trustee Grisham motioned to approve the amended bylaws as presented and Trustee Latimer seconded the motion. It was approved unanimously by roll call vote.

VI. Audit Committee

a. Approval of Audit Plan for 2020-21

In the absence of the Audit Committee meeting, President Noland asked Ms. Becky Lewis to present the Audit Plan for 2020-21.

Ms. Lewis stated that the annual audit plan is developed through a risk assessment process performed by the Department of Internal Audit for each auditable area. Each area is measured by several risk factors including previous audits performed, internal control systems, policy or personnel changes, size, sensitivity, and external audit coverage. The areas with highest risk value are a priority each year. Required audits are also included in the plan, such as those required by law, policy, financial institutions and the Corporation for Public Broadcasting. The plan also includes special requests from administrators, the Audit Committee and from other members of the Board of Trustees. Additionally, follow up reviews are conducted to assure actions have been taken based on prior recommendations. The audit plan also includes audits or investigations that were in progress from the prior fiscal year. The approved plan is submitted to the State of Tennessee's Comptroller of the Treasury, Division of State Audit. All revisions to the plan must be approved by the Audit Committee throughout the year, Lewis said.

President Noland said the structure of elements in the proposed plan are consistent with operations of the Board in the past. The follow up items, as Ms. Lewis noted, allow the University and the Audit Committee to ensure outcomes are being actualized from prior audits. He noted that audits of athletic programs upon a coaching departure are standard practice.

Trustee Latimer motioned and Trustee Ayers seconded the audit plan for 2020-21. It was accepted unanimously by roll call vote.

VII. Academic, Research, and Student Success Committee

A. Tenure Appointment with Rank of Professor in the Department of Audiology and Speech Language Pathology for Dr. Bess Sirmon-Taylor

Dr. Bess Sirmon-Taylor was appointed to serve as a faculty member and chair of the Department of Audiology and Speech Language Pathology in the College of Clinical and Rehabilitative Health Sciences. She comes to ETSU from a tenured position at the University of Texas at El Paso Health Sciences. Her CV was provided in the agenda materials.

Dr. Wilsie Bishop recommended Dr. Sirmon-Taylor be granted tenure and the rank of professor upon appointment.

A motion was made by Trustee Ayers and seconded by Trustee Steagall-Jones. The proposed tenure appointment passed unanimously by roll call vote.

B. Academic Action Notifications for the Period of January 1, 2020 through July 31, 2020

Twice each year, the Academic, Research, and Student Success Committee receives notification of academic actions, Dr. Bishop said. This summary is provided in the agenda material. Eighty-four actions were taken to affect the academic structure and units and to function at greater efficiency, she noted. Among the actions are new concentrations, certificate programs, renaming of programs to help with recruitment, new academic units (merging Continuing Studies to create the College of Graduate and Continuing Studies; and creating the Department of Medical Education).

C. Equity and Inclusion Strategic Action Plan

The action plan is a culmination of several years of work from many individuals such as the late Dr. Chris Dula and Dr. Angela Lewis. The ETSU campus has been engaged in conversations to shape and frame an active agenda for equity and inclusion and this plan actualizes the goals of the Board of Trustee's strategic plan.

Dr. Keith Johnson provided presentational materials on the Office of Equity and Inclusion and the Equity and Inclusion Strategic Action Plan starting on pg. 64 of the agenda materials. He said the Office of Equity and Inclusion has been renamed and restructured so that compliance is housed in University Counsel, which allows the division to focus on how Equity and Inclusion relates to curriculum, programming and development, and how to advance the University's mission, vision, and values. Additionally, this plan aligns with the University's Strategic Plan.

The action plan is based upon six goals:

1. Promote a welcoming, supportive and inclusive living, learning, and working environment for all faculty, staff, students, and visitors.
2. Assess and monitor institutional progress on access, diversity, equity, and inclusion efforts.
3. Provide personal and professional development and public programming related to enhancing understanding of diversity and inclusion.
4. **A:** Recruit, retain, and graduate increasing numbers of students from underrepresented and underserved populations and international students.
B: Recruit and retain a greater number of individuals from underrepresented populations into administrative, faculty, and staff positions, and especially into leadership roles across campus, including chairs, deans, and vice presidents.
5. Promote undergraduate curricular requirements to include significant intercultural perspectives.
6. Develop and strengthen partnerships with diverse communities locally, regionally, nationally, and globally.

The complete plan is available on the Office of Equity and Inclusion website.

VIII. Finance and Administration Committee

a. Out of State Enrollment Strategy

Dr. Joe Sherlin provided a presentation (pg. 77 of agenda materials) on a proposed out of state enrollment strategy. He prefaced this with an overview of fall 2020 enrollment, which is down about 3.4% (undergraduate). Although the outcome of enrollment was not where he wanted to it to be, Dr. Sherlin said he was very proud of the work and support of staff during these difficult circumstances. This work was evident in the record retention rate for the institution. Additionally, the Promise Plus Program launch surpassed the goal of 200 students – there are 213 students taking advantage of the program this fall.

The enrollment team has been working with Maguire Associates to review current tuition strategy and identify strategic opportunities to spur enrollment growth, but also support student access, diversity, and engagement goals. Using historical data, predictive models were developed to determine where the greatest opportunities for out of state undergraduate students are. Surveys revealed that list price is a key factor in decision-making, and the pandemic has caused families to become more cost-conscious. As such, ETSU must strategize in terms of outcomes by focusing on access and affordability with a straightforward approach, Dr. Sherlin said.

In terms of the scholarship and discount rate, the current in state model and APS Scholarship structure is efficient, however, there are additional need-based approaches that will be developed to build on the work of Promise Plus, he added. Significant opportunities exist to improve the current out of state tuition model. Currently, ETSU's practice mimics a private school with high price and high aid (slide 4). The simplified geographic approach to out of state tuition includes:

- Net cost (\$10,500) for border counties Buncombe and Henderson continue
- Offer discounted rate (\$10,500) for students from 5 states:
 - Kentucky, Virginia, North Carolina, South Carolina and Georgia (current rate \$13,500)
 - Students from remaining states pay discounted rate (\$13,500)

The strategy models (100+ out of state students with net tuition and fee revenue growth) apply to incoming freshmen and transfers. Upon examining admit and enrollment data over the last several years, the out of state admit volume is high, but yield is low as shown in a series of maps (slides 6-7). The tuition strategy is an opportunity for ETSU to be more competitive with in state public institutions in Virginia and South Carolina. It "allows us to get in the door on price," compete on academic programs and expand into Atlanta and other diverse, metropolitan markets with a more transparent and competitive strategy, Dr. Sherlin said.

The plan comes with some risks and out of state enrollment must increase for the strategy to work. It depends on a more aggressive net pricing per student, therefore, an additional 40 students a year are needed to break even. The strategy actually models the addition of over 100 students and risk is mitigated because the total population is relatively small (10% of overall admit pool). The major focus has to remain in state, but this strategy expands ETSU's out of state footprint, Dr. Sherlin noted.

The new pricing model would be phased in with new and transfer students in fall 2021. Current students would continue with the scholarship model they entered with, he said. However, it does provide the opportunity to be as equitable as possible by holding out of state tuition flat for current students through their graduation.

Marketing is critical for this plan to be received positively. If the tuition strategy is approved, a multi-channel marketing strategy focusing on affordability will launch with print and digital messaging and a road tour. The enrollment team is already working with school administrators and counselors as well as the Alumni Association on ways to network with graduates in the five states included in the tuition reset. ETSU offers distinctive academic opportunities that are attractive to out of state students, Dr. Sherlin said.

The enrollment team will continue to work with Maguire Associates to analyze geographic and data modeling and to focus on high admit, lower yield counties. Dr. Sherlin explained that out of state students add to the campus experience because many live and eat on campus, stay on the weekends, and possibly relocate to the region after graduation.

Discussion continued on the topics of in-state tuition and housing capacity. Trustee Foley commended the plan and requested a similar review of graduate tuition.

Trustee Ayers made a motion to adopt the resolution approving the proposed out of state tuition strategy. It was seconded by Trustee Wolfe and accepted by roll call vote.

b. Quarterly Reports of Agreements \$250,000 or Greater

Dr. B.J. King provided an overview of agreements totaling \$250,000 or greater for the period of April 2020 – June 2020. She listed several forthcoming expenses including facilities renovation, graduation regalia, and internet service provider. This report does not include agreements approved through state Building Commission, she said.

IX. President's Report

In his report, President Noland provided an overview of the institution's COVID-19 response, fall enrollment, budget update and the launch of a renewed strategic planning initiative – the Committee for 125. 2: One ETSU.

Impact of COVID-19

President Noland provided reflections on the impact of COVID-19 on American higher education, noting national trends such as widespread layoffs, terminations, outbreaks, student dissatisfaction, and enrollment declines. As a contrast, ETSU has not experienced any of these issues, and in fact, student surveys revealed general confidence in ETSU's ability to keep students safe; students felt positive about their decision to return to campus; most students wanted to take courses on ground; and, students had sufficient access to technology to participate online.

The president observed that while COVID-19 had changed aspects of campus operations, it did not diminish the institution's commitment to health and safety as evidenced by the decisions to transition all residence halls to single occupancy, move the majority of classes to remote learning, and allowing staff to rotate schedules. A regularly updated website provides the latest information about the university's COVID-19 response, including a COVID-19 dashboard, contact tracing information, and quarantine protocols.

When asked about ETSU's interaction with government entities and the local health care community, President Noland reflected upon the rich relationship with outside entities, working with the Health Department to conduct contact tracing. Furthermore, ETSU Health had the first COVID-19 testing site, and the State has provided test kits that will be used for the institution's random testing program. Furthermore, an opt-in program for randomly administered COVID-19 testing has been launched for students, faculty, and staff.

Trustees applauded the university on its implementation of safety measures.

Fall Enrollment and Budget Update

President Noland presented an overview of fall enrollment, providing information along a variety of demographic categories. He stated that enrollment levels for the fall were within budget confidence levels, thereby hopefully negating the need for further budget adjustments during the academic year. The president also provided an overview of student success metrics, reporting that ETSU experienced its highest retention rate in history at 78 percent. For the second consecutive year, ETSU also has a record graduation rate at 50 percent.

ETSU was the top performing university along the THEC outcomes formula, which buffered ETSU against funding reductions. However, as a result of the decline in enrollment, ETSU faced an \$8.2 million shortfall, and base reductions were enacted during the summer.

Strategic Vision

The President reflected on the outcomes of the work of the Committee for 125, noting examples of strategic themes, opportunities, and action oriented outcomes that emerged from their 2013 report:

- Economic Development
- New Budget Model
- University branding
- Enhanced facilities concurrent with the facilities master plan

- The completion of the Martin Center
- Restructure of Institutional Advancement (fundraising campaign underway)
- Top performer in THEC outcomes formula

The higher education landscape has changed dramatically since the launch of the Committee for 125, and the president envisions updating this process during the fall semester (One ETSU).

X. Selection of Audit Committee Chair

Chairman Niswonger said the Bylaws for the Board of Trustees provide that the chair of each standing committee be designated by the Board for a two-year term upon the recommendation of the Chair. Competencies and professional or business expertise of members and previous board and committee experience of Trustees, together with any special qualifications required by these bylaws for certain committees, will be considered in committee and chair appointments. If a vacancy occurs in a committee or chair position prior to expiration of the two-year term, the Board shall appoint a Trustee to fill the remainder of the term, upon the recommendation of the Chair. Chairman Niswonger asked for a motion and a second for the appointment of Trustee Melissa Steagall-Jones as chair of the Audit Committee for the remainder of the unexpired term previously held by Mr. David Golden.

A motion to appoint Trustee Melissa Steagall-Jones as chair of the Audit Committee for the remainder of the unexpired term was made by Trustee Wolfe and seconded by Trustee Ayers. A roll call vote affirmed the appointment.

XI. Selection of Board Vice Chair

Chairman Niswonger stated that the bylaws for the Board of Trustees provide for the election of Chair and Vice Chair every two years.

Chairman Niswonger motioned for the appointment of Trustee Linda Latimer as Vice Chair of the Board of Trustees for the remainder of the unexpired term previously held by Mr. David Golden. Trustee Foley seconded the motion and the appointment was unanimously approved by roll call vote.

XII. Selection of Executive Committee Member

With the approval of the amendments to the bylaws for the Board of Trustees earlier in the meeting, the amended bylaws now provide for a third Board member that shall be elected by the Board to serve for two years, beginning July 1 of the year elected, Chair Niswonger stated. In the event of a vacancy before expiration of the term, a successor shall be elected to fill the unexpired term at the next meeting of the Board following creation of the vacancy.

Chairman Niswonger motioned for the appointment of Trustee Steve DeCarlo as a member of the Executive Committee that was seconded by Trustee Wolfe. The appointment was unanimously approved by roll call vote.

XIII. Resolution of Appreciations for Mr. David Golden

President Noland read a resolution for Mr. David Golden, who previously served as Vice Chair of the Board of Trustees.

Trustee Ayers motioned to approve the resolution for Mr. Golden. It was seconded by Trustee Latimer and approved by all Trustees through a roll call vote.

XIV. Other Business

No other business was brought before the ETSU Board of Trustees.

XV. Adjournment

The meeting adjourned at 12:35 p.m.

EAST TENNESSEE STATE UNIVERSITY
BOARD OF TRUSTEES

CONSENT AGENDA ITEMS

DATE: November 13, 2020

ITEM: Consent Agenda

RECOMMENDED ACTION: Approve

PRESENTED BY: Adam Green
Secretary

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

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

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

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

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

EAST TENNESSEE STATE UNIVERSITY
BOARD OF TRUSTEES

ACTION ITEM

DATE: November 13, 2020

ITEM: Revised Academic Calendar – Spring 2021

COMMITTEE: Academic, Research, and Student Success

RECOMMENDED ACTION: Approve

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

The spring 2021 academic calendar has been adjusted as a result of the COVID-19 pandemic and the institution's continued efforts to safeguard the health of ETSU students, faculty, staff and visitors. University Council approved a revised academic calendar earlier this week for the Spring 2021 semester that reflects an adjustment to Spring Break. Highlights of the calendar include:

- The Spring 2021 semester will begin January 19 as originally planned. (ETSU will be closed Monday, January 18 in observance of Martin Luther King Jr. Day)
- Spring Break will not take place March 15-21; rather, those five days will be dispersed throughout the semester. Classes will not meet Thursday and Friday, Feb. 18-19; Monday and Tuesday, March 15-16; and Wednesday, April 14. As always, the university will remain open during Spring Break.
- The university will be closed in observance of Good Friday on Friday, April 2. Classes will not meet that day and all offices will be closed.
- The 2020-21 Winter Session will be held Dec. 16, 2020 to January 10, 2021 as originally planned.
- All other events and deadlines listed on the calendar will remain as scheduled.

The Quillen College of Medicine and Gatton College of Pharmacy will continue to follow their own academic calendars for the upcoming semester.

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

RESOLVED: Upon the recommendation of the University Council, the Senior Vice President for Academics, and the President, the Board of Trustees approves the alterations to the academic calendar for the Spring 2021 semester as outlined in the meeting materials.

EAST TENNESSEE STATE UNIVERSITY
BOARD OF TRUSTEES

ACTION ITEM

DATE: November 13, 2020

ITEM: Letter of Notification (LON) Regarding the Establishment of a Masters of Science in Orthotics and Prosthetics

COMMITTEE: Academic, Research, and Student Success Committee

RECOMMENDED ACTION: Approve

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

The Letter of Notification (LON) for the Master of Science of Orthotics and Prosthetics (MSOP) is the first step in a series of East Tennessee University Board of Trustees (ETUBT) review protocols necessary for establishing a new academic program. The LON has been approved through the ETSU Academic Approval process, including approval by Academic Council and Office of the President. Pending Board of Trustee approval, the LON will be forwarded to the Tennessee Higher Education Commission (THEC), where it will be posted for public comment. At a future Board meeting, the proposal to establish the degree (pending development and intervening approvals) will return to the ETSUBT for approval. Implementation of this academic program is anticipated to be in the Summer of 2022, pending the post-LON THEC approval process.

The College of Clinical and Rehabilitative Health Sciences (CCRHS) proposes to establish a program of study that leads to a Master of Science degree in Orthotics and Prosthetics. This academic program will prepare students, in consultation with physicians and other rehabilitation members, to design and fit orthoses for patients with disabling conditions of the limbs and/or spine and prostheses for patients who have partial or total absence of a limb or significant superficial deformity. Content areas include but are not limited to biomechanics, pathomechanics, kinesiology, pathology, neuroanatomy, materials science, diagnostic imaging, patient analysis and measurement, assistive/restorative technology and engineering applications, diagnostic and definitive fitting and alignment, postoperative management, and patient counseling and follow-up. Professional standards set by the American Orthotic and Prosthetic Association require a master's degree for entry into the labor market. Graduates with this degree are eligible to seek board certification and licensing as an Orthotist or Prosthetist practitioner.

This degree would be the first degree of its kind in the state of Tennessee and surrounding Appalachia, and it would be one of the few graduate programs in Orthotics and Prosthetics

offered by a public institution in the nation. The geographic location of East Tennessee State University and the absence of any graduate Orthotics and Prosthetics programs in Tennessee combine to create an ideal environment for a high-quality program of study that prepares individuals for career opportunities in this growing field.

The Master of Science in Orthotics and Prosthetics will add both breadth and depth to existing programs in CCRHS and enhance the overall medical program portfolio at ETSU. This program will build on the university's mission to "provide strong, comprehensive educational, research, and service programs in the health sciences that advance the health and wellness of people throughout Tennessee and Southern Appalachia and of rural populations around the world." This program will also enhance new and existing partnership opportunities. CCRHS has a close affiliation with Mountain Home Veterans Administration Medical Center through existing programs in physical therapy, audiology, and speech-language pathology. There is high interest in collaborating with the VA to establish this program which will serve the need of combat veterans who have suffered limb loss.

Attachments:

- Letter of Notification
- THEC Financial Projections Form

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

RESOLVED: The Letter of Notification (LON) Regarding the Establishment of a Masters Degree in Orthotics and Prosthetics (MSOP) is approved by the Board, as outlined in the meeting materials. The University is directed to submit the LON with the decision of the Board to the Tennessee Higher Education Commission for its consideration.



EAST TENNESSEE STATE UNIVERSITY

Letter of Notification

Proposed Academic Program Name and Degree Designation

Master's Degree in Prosthetics and Orthotics

Proposed Academic Program Concentrations

None

Proposed CIP Code, Title, and Definition

51.2307 Orthotist/Prosthetist

A program that prepares individuals, in consultation with physicians and other rehabilitation members, to design and fit orthoses for patients with disabling conditions of the limbs and/or spine, and prostheses for patients who have partial or total absence of a limb or significant superficial deformity. Includes instruction in biomechanics, gait analysis, pathomechanics, kinesiology, pathology, neuroanatomy, materials science, diagnostic imaging, patient analysis and measurement, impression taking, model rectification, assistive/restorative technology and engineering applications, product finishing, diagnostic and definitive fitting and alignment, power devices, postoperative management, and patient counseling and follow-up.

Proposed Implementation Date

Summer 2022

Proposed Delivery

Traditional

Academic Program Liaison

Dr. Wilsie S. Bishop
Interim Provost



EAST TENNESSEE STATE UNIVERSITY

Proposal for the MS in Prosthetics and Orthotics Table of Contents

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EAST TENNESSEE STATE UNIVERSITY

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

Prosthetics and Orthotics, Master's Degree, 51.2307

B. Proposed Concentrations

None

C. Proposed Implementation Date:

Summer 2022

D. Anticipated Delivery:

Traditional

E. Academic Program Liaison (APL):

Wilsie Bishop
Interim Provost
204 Dossett Hall
P.O. Box 70733
Johnson City, TN 37614
(423) 439-4219
bishop@etsu.edu

F. Background Concerning Academic Program Development

The College of Clinical and Rehabilitative Health Sciences (CCRHS) currently houses the Doctorate of Physical Therapy (DPT) program and currently has submitted a Letter of Notification to implement a Doctorate of Occupational Therapy (OTD) program. Developing the Master's in Prosthetics and Orthotics (P&O) program provides a full complement of physical rehabilitation programs that are offered within our college. With the current focus in health

care on team-based care and ETSU's emphasis on interprofessional education and collaborative practice, the P&O program adds both breadth and depth to our existing programs and builds on the university's mission to "provide strong, comprehensive educational, research, and service programs in the health sciences that advance the health and wellness of people throughout Tennessee and Southern Appalachia and of rural populations around the world." Additionally, CCRHS has a close affiliation with Mountain Home Veterans Administration Medical Center with our physical therapy, audiology, and speech-language pathology programs. There is high interest in collaborating with the VA to establish a P&O program to serve the need of combat veterans who have suffered limb loss. We have met with Congressman Phil Roe, former Chairman and current Vice-Chairman of the Veterans Affairs Committee, who fully supports this new academic program (please see his letter of support, Appendix E, p. 37). As guests of Congressman Roe, Dean Don Samples and Associate Deans Lynn Williams and Andy Clark toured the Prosthetics and Orthotics Clinic, 3D Medical Applications Center, and the Biomechanics Research Lab at Walter Reed National Military Medical Center in December 2018 (see Appendix A, pp. 20-23). Congressman Roe also arranged for us to meet with Dr. Kenneth Jones, Director of Associated Health Education and Dr. Jason Highsmith, National Program Director for Clinical Orthotist & Prosthetist Service, U.S. Department of Veterans Affairs in Washington, D.C. We discussed collaboration between ETSU and the VA in establishing P&O residencies. They are enthusiastic and supportive of the proposed P&O program at ETSU. We continue to conference with them as we are moving forward in the development of our proposal.

G. Purpose and Nature of the Proposed Academic Program

The College of Clinical and Rehabilitative Health Sciences proposes to establish a program of study that leads to a clinical master's degree in Prosthetics and Orthotics (P&O). The American Orthotics and Prosthetics Association describes the field of orthotic care to include, but is not limited to, patient evaluation, orthosis design, fabrication, fitting and modification to treat limb loss for purposes of restoring physiological function and/or cosmesis. The P&O health care professional is formally educated and trained to blend technical and clinical skills to care for patients who have neuromuscular and musculoskeletal disorder and/or patients who have a partial or total absence of a limb. Providing custom or pre-fabricated external prostheses and orthoses is unique to the P&O profession.

Professional standards set by the American Prosthetics and Orthotics Association require a master's degree for entry into the labor market. Graduates with this degree are eligible to seek board certification and licensing as a Prosthetic and Orthotics practitioner. This degree would be the first degree of its kind in the state of Tennessee and surrounding Appalachia, and it would be one of the few graduate programs in P&O offered by a public institution in the US.

Graduates of the Prosthetics and Orthotics program will be candidates for employment in a wide range of clinical, educational, and community settings. Currently Tennessee is underserved in prosthetics and orthotics health services (Projections Central, 2019). The geographic location of East Tennessee State University and the absence of any graduate

Prosthetics and Orthotics programs in Tennessee combine to create an ideal environment for a high quality program of study that prepares individuals for career opportunities in this growing field.

H. Alignment with State Master Plan and Institutional Mission

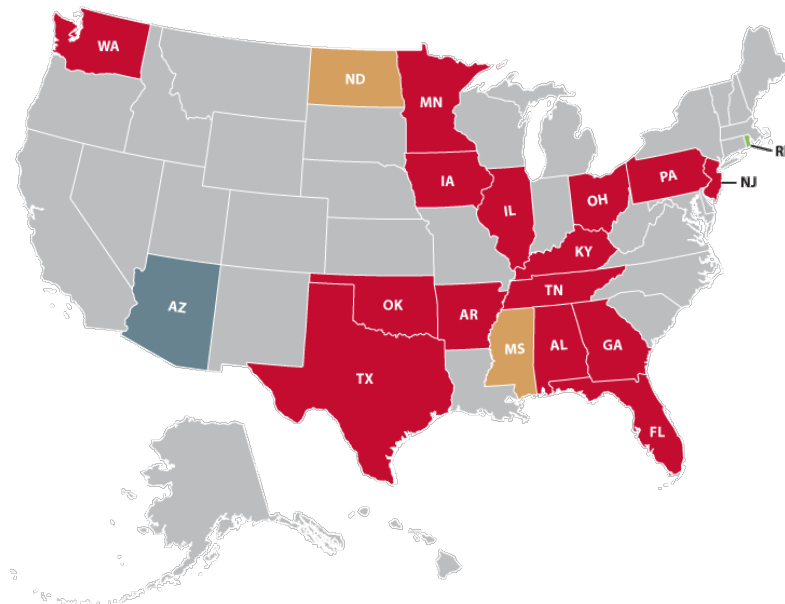
The Master Plan for Tennessee Postsecondary Education 2015-2025 calls for a statewide strategic development of higher education programs that increases the educational attainment levels of Tennesseans; addresses the state’s economic development, workforce development, and research needs; and calls for institutional mission differentiation to realize statewide efficiencies through institutional collaboration, minimized redundancy, a focus on location, and research.

The proposed P&O degree meets the State Master Plan to increase the educational attainment levels of Tennesseans by creating a graduate degree program for immediate entry into Tennessee projected labor categories, provides state of the art rehab care, and contributes to research needs of health and interdisciplinary service.

Prepare Graduates for Fastest Growing Labor Categories	Data supportive of the State Master Plan comes from the Bureau of Labor and Statistics, which projects that the need for orthotists and prosthetists is projected to grow 22% from 2016 to 2026, much faster than the average for all occupations. The demand for P&O professionals is similarly projected to increase in Tennessee with an estimated 22% job growth. Please refer to Appendix C (p. 26) for data from Burning Glass, an analytics software company that provides real-time data on labor market trends.						
	Examination of the supply and demand for P&O practitioners between 2016-2025 is provided below from the Dobson/DaVanzo workforce demand projections. As these data indicate, there is a supply/demand imbalance that reflects a clear shortage of workers that is projected to continue to increase between 2016 and 2025.						
		2016			2025		
Category	Demand of Providers	Supply of Credentialed Providers	Demand to Supply Ratio	Demand of Providers	Supply of Credentialed Providers	Demand to Supply Ratio	
Orthotists	3,731	3036	1.3	4000	2109	1.9	
Prosthetics	1217	1880	0.7	1305	1376	0.9	
Prosthetics & Orthotics	1525	1680	0.9	1635	1401	1.2	
Sub-Total	6474	6274	1.0	6940	4887	1.4	

The intent of the Focus Act was to empower universities that were former TBR institutions. Of these universities, ETSU is in the best position to impact the regional market and access the southeast high market need. Without a P&O program in the state of Tennessee, the entire workforce of TN P&O practitioners has been educated outside of the state.

The Tennessee Prosthetics and Orthotics Association (TSOP) has worked with Tennessee legislators to create state licensing criteria, and Tennessee is one of only 15 states in the US requiring a license for work. Licensure enables Prosthetics and Orthotics practitioners to open private practices and allow insurance carriers to provide patient coverage for rehabilitation and dispersion of Durable Medical Equipment (DME). This will open up a substantial market that includes children, veterans, victims of trauma, senior citizens, and those in correctional facilities. Fifteen states grant licensure for orthotists and prosthetists, while two additional states have regulatory requirements that professionals be certified by either American Board of Certification (ABC) or Board of Certification (BOC) of Prosthetics and Orthotics. Although neither certification nor state licensure is required to render O&P services in the remaining 35 states and the District of Columbia, only custom-fabricated devices provided by state licensed orthotists and prosthetists, or American Board of Certification of Prosthetics and Orthotics (ABC) and/or Board of Certification (BOC) certified orthotists and prosthetists who practice in non-licensure states, are eligible for Medicare reimbursement. The figure below shows the 15 states in red that require licensure, of which Tennessee is one.



<p>Increased Need for Rehabilitation</p>	<p>Data supports the State Master Plan to prepare Tennesseans with highly trained P&O graduates who are better equipped to provide state of the art rehabilitative care and contribute to the research needs of the healthcare community. Specifically, According to the US Census Bureau, there is a concern with the increasing number of patients requiring orthotic or prosthetic care and the ability of the present number of certified orthotists and prosthetists to meet that demand. The large baby-boom population is aging, and orthotists and prosthetists will be needed because both diabetes and cardiovascular disease, the two leading causes of limb loss, are more common among older people (Bureau of Labor Statistics). Data supports the State Master Plan to prepare Tennesseans with highly trained P&O professionals who are equipped to provide state of the art rehabilitative care and contribute to the research needs of the healthcare community.</p>
<p>Focus on Inter-disciplinary Education and Collaboration</p>	<p>Data supports the need to provide students with an option to obtain a degree with an interdisciplinary focus and options for collaboration. Healthcare systems are changing, and the healthcare professionals of the future will need to function as part of an interprofessional team. In the proposed P&O curriculum, collaboration will occur within the University between Physical Therapy and the College of Medicine with joint classes planned throughout the curriculum with each of these departments. In addition, there are interprofessional resources and options for both academic and research interactions between this program and PT, Counseling, Social Work, Nursing, and Medicine. The interprofessional curriculum proposed for this P&O program will provide graduates with expertise in each of these key areas (refer to summary information on Student Interest, p. 10). Data from a recent survey conducted among current ETSU college students interested in healthcare also supports development of a degree with interdisciplinary focus (see Appendix D, pp. 29). The majority of those surveyed (67%) indicated they were definitely or somewhat interested in applying to a P&O program at a university that has an interprofessional education (IPE) program with opportunities to learn with students enrolled in other health care programs (i.e., medicine, nursing, pharmacy, PT, etc.)</p>

Institutional Mission

The proposed Masters of Prosthetics and Orthotics degree aligns with the mission and vision of East Tennessee State University, the Academic Health Sciences Center, and the goals of the College of Clinical and Rehabilitative Health Sciences. ETSU’s mission statement highlights the need to “provide strong, comprehensive educational, research, and service programs in the health sciences that advance the health and wellness of people throughout Tennessee and Southern Appalachia and of rural populations around the world.” The strategic plan for the Masters of P&O addresses the promise of ETSU’s mission and its commitment to excellence in

teaching, research, and public service in the health sciences through its inclusion with well-established and fully-accredited graduate programs in physical therapy, speech-language pathology, audiology, and nutrition as well as accredited undergraduate programs in engineering, radiography, and cardiopulmonary science.

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

Based on the East Tennessee State University Mission, Vision and Strategic Plan as outlined above, the proposed Masters of P&O degree will meet the following objectives:

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

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

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

Providing an option for P&O degree at a public university makes the degree more financially feasible for many students in this region (see Appendix D, p. 30). Only 38% of P&O degree conferrals in 2017 were from a public university.

In addition to overall tuition costs being lower at a public institution than a private university, East Tennessee State University offers scholarships to assist with decreasing the financial burden of out-of-state tuition. The George L Carter Scholarship awards up

to \$14,000 per year for full-time graduate students who reside within a 250 mile radius of ETSU, and the Sidney G. Gilbreath Scholarship awards up to \$11,000 per year for full-time graduate students who reside beyond the 250 mile radius of ETSU.

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

The proposed Masters of P&O degree meets the goals of the College of Clinical and Rehabilitative Health Sciences in the following ways:

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

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

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

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

I. Institutional Capacity to Deliver the Proposed Academic Program

The capacity of the university, college, and department to deliver the proposed Masters of P&O degree within existing and projected resources is positive based on both external and internal data. Externally, three sources of data support enrollment capacity and sustainability: (1) student interest survey data in which 60% indicated interest in a P & O program if offered at ETSU; (2) employer survey data in which 100% agreed there is a need for an OT program in the region that offered a public option; and (3) Burning Glass data regarding location quotient, which is the ratio of the area concentration of occupational employment to the national average concentration. According to the BLS, the location quotient for states bordering Tennessee are less than one, indicating occupation is less prevalent in the area than the national average and therefore growing regional and national demand for orthotists and prosthetists. The program will be located in the Department of Rehabilitative Sciences, which includes a recently launched undergraduate degree in rehabilitative health sciences (RHSC). Similar to the RHSC degree program implemented in fall 2018, we will implement recruitment strategies that are comprehensive, aggressive, meaningful, and relevant to the targeted populations (high school students, community college transfers and degree completion students, and previously enrolled adult learners). Additionally, our recruitment plan will market to and recruit from a minority population and individuals located within medically underserved communities. Data from our first year of the RHSC program indicate that our recruitment strategies have been highly successful. We predicted an enrollment of 26 students in Year 1 and by the end of the academic year we had exceeded that by 142% with 63 students. As of November 2019, enrollment has exceeded 100 students who have declared the RHSC major. It is therefore projected that the proposed Masters of P&O degree program will have a positive net gain on overall enrollment at the institution. The proposed program will bring in undergraduate students (freshman and transfers), who may not otherwise attend ETSU to complete their undergraduate degree and apply for admission to the Masters of P&O degree. In addition, we anticipate that students who receive their undergraduate degrees at other institutions will apply for admission to the Masters of P&O degree at ETSU. Students in good standing in the RHSC program will have the opportunity for early acceptance to secure a seat in the Masters of P&O degree, thereby incentivizing incoming freshman and transfer students to enroll at the institution as undergraduates.

Internally, the college has institutional capacity to deliver the Masters of P&O degree with the required instructional capacity and student support. Tuition and health science fee revenue plus institutional reallocation funded from the college's carryover and contingent funding will support implementation of the program in hiring the required faculty. Additionally, existing faculty within the RHSC program and some shared curriculum with Physical Therapy and the developing OTD program will provide additional instructional support and capacity to deliver the Masters of P&O degree.

J. Need for Program: Feasibility Study

A comprehensive study was conducted to evaluate the feasibility of offering a master’s degree in prosthetics and orthotics with the final report for the study attached as Appendix B. Pertinent findings are provided below.

<p>Student Interest</p>	<p>To gage the student interest at ETSU for a proposed Masters P&O program, a student survey was sent to over 1,000 ETSU undergraduate students in 2018 (1,069 ETSU undergraduate students registered as minors within the College of Clinical and Rehabilitative Health Science in Pre-PT, Pre-OT, Pre-CDIS, Allied Health, and Rehab Sciences, in addition to students in Psych, Human Services, Pre-Health, Exercise Science, and Public Health). A summary of the results are included in Appendix D (pp. 29) and presented below:</p> <ul style="list-style-type: none"> • A total of 70 student responses were received. The majority of the respondents were seniors (35%) followed by freshmen (28%) and juniors (23%). • 60% of students indicated interest in pursuing a master’s degree in a P&O program if offered at ETSU. Only 17% were “definitely not” interested in a P&O program. • 88% of respondents expressed the definite preference of a public education over a private option for graduate school option because of lower tuition rates. • 67% of students expressed interest in applying to a P&O program with emphasis in interprofessional education (IPE) and opportunities to learn with students enrolled in other health care programs, such as medicine, PT, nursing, pharmacy, etc. • 70% of students reported interest in matriculating into a P&O program if they were not accepted into their first degree of choice. <p>The student survey results confirm strong ETSU student interest in this program of study. These data are commensurate with data from the Bureau of Labor Statistics and Burning Glass that the projected job growth is expected to grow much faster than the average for all occupations.</p> <p><u>Competitor Analysis:</u> There are no graduate level Prosthetic and Orthotic programs in the state of Tennessee. The absence of a Master’s degree in Tennessee prevents Tennesseans from seeking an affordable, in-state option to complete their education. In order for students matriculating from undergraduate programs to seek employment as a Prosthetic and</p>
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	<p>Orthotic practitioner, they currently need to continue their education out of state.</p> <p>In the Southeast, there are only three institutions that offer a master’s in Prosthetic and Orthotics degree: Alabama, Florida, and Texas, making the Academic Common Market a possibility for students from other states.</p>
<p>Employer Need and Demand</p>	<p><u>Labor Market Analysis:</u> Prosthetics and Orthotics practitioners and related professionals will meet a positive labor market outlook over the next 10 years. P&O occupations in Tennessee are projected to grow at a faster rate (22%) than the projected growth for all occupations in the state between 2016 and 2026. Similarly, regional and national labor projections support a positive Prosthetics and Orthotics employment climate.</p> <p>Market demand for Prosthetic and Orthotic practitioners in the region is high. The Bureau of Labor Statistics’ (BLS) most recent estimates suggest that orthotists and prosthetists held approximately 8,500 full-time jobs in 2012 and that by 2022 the job prospect for these providers is projected to increase to 11,500 or by 36 percent. The provision of orthoses appears to be the primary driver of our overall demand and supply projections for the P&O profession. Of the total demand for P&O services of 19,126 providers, orthoses services account for almost 92 percent of all demand (17,574 providers). Furthermore, the BLS estimates that there are 10,964 providers delivering orthoses services in 2016.</p> <p><u>Program Demand Forecast:</u> ETSU would be the first higher education institution in Tennessee to offer Prosthetics and Orthotics at the graduate level. Student demand continues to grow as Prosthetics and Orthotics practitioners are being employed to address an expanding number of physical health issues. Prosthetic and Orthotics practitioners are increasingly employed at veteran centers, oncology centers and skilled nursing facilities.</p> <p>ETSU Survey: A survey instrument was sent to nine P&O professionals in the area to assess need in master’s Prosthetics and Orthotics programs. A summary of the results are included in Appendix D (pp. 32-35) and are presented below:</p> <ul style="list-style-type: none"> • Three employer responses were received, which was a 33% response rate.

- 100% of respondents strongly agreed that there is a need for certified Prosthetists and Orthotists in the area.
- 100% of regional employers agreed or strongly agreed that it is difficult to hire certified P&O practitioners.
- 100% strongly agreed that it is difficult to hire P&O professionals with interprofessional experience.
- 100% indicated they would be interested in offering clinical internships to ETSU P&O students.

Below is a list of regional employers, along with ETSU President Brian Noland, Congressman Roe and Dean Depew, who have provided letters of support for the proposed P&O program (see Appendix E, pp. 36-45).

Company	Official	Official Title
ETSU	Dr. Brian Noland	President
U.S. Congress	Dr. Phil Roe	Chairman, Veterans Affairs Committee
Mountain Home VA Medical Center	Dr. Colleen Noe	Associate Director of MHVAMC
Mountain Home VA Medical Center	Mr. John Brothers	Certified Prosthetist and Orthotist (CPO)
Holston Medical Group	Dr. Alan Meade	Director of Rehabilitation Services
TalkBack Pediatric Therapy	Mr. Jon L. Morris	Vice President
Victory Orthotics & Prosthetics	Mr. Zach Smith	Certified Prosthetist and Orthotist (CPO)
Excel Prosthetics & Orthotics	Mr. Chad McCracken	Certified Prosthetist and Orthotist (CPO)
ETSU College of Business and Technology	Dr. Dennis Depew	Dean

These letters of support, along with the survey reports from local employers and practitioners, indicate enthusiastic support for a P&O program that will address a need in Tennessee to offer this degree, especially within an interprofessional team-based college.

<p>Local and Regional Need/Demand</p>	<p>Regional demand for P&O practitioners is higher than the national average. According to the Bureau of Labor Statistics, a 22% projected employment growth increase is expected in Tennessee between 2018 and 2026. Additionally, location quotients provide relevant employment information. The location quotient is the ratio of the area concentration of occupational employment to the national average concentration. According to the BLS, the location quotient for states bordering Tennessee are less than one, indicating the occupation is less prevalent in the area than the national average. A total of seven bordering states, including VA, NC, KY, GA, MS, AR, and MO, have a location quotient below 1, which is well below the national average https://www.bls.gov/oes/current/oes291122.htm#(9)</p> <p>It is not surprising, then, that P&O programs in closest proximity to ETSU, per their website, have a 100% job placement rate at the time of graduation. Increased regional need indicates there is an increased demand for P&O students who are qualified to meet that need. According to NCOPE, the accreditation body for P&O, the aggregate program data indicate that the trends in enrollment continue to increase from year to year. These trends are expected to continue to rise.</p> <p>Given the regional and national need, it is critical that more qualified students enter P&O programs to assure access to quality care for individuals with amputations and orthopedic impairments. Without a state option for students to pursue this degree, all current P&O practitioners in Tennessee have had to obtain their degree outside the state.</p>
<p>Future Sustainable Need and Demand</p>	<p>Two aspects of the proposed program support the future sustainable need and demand for graduates of this program. One aspect is associated with the changing demographics. A second aspect is connected to the innovative curriculum of the proposed program that focuses on interprofessional practice with occupational therapy (developing program), physical therapy and medicine as well as the university’s emphasis on interprofessional education with all health science programs. Each of these aspects is described below.</p> <p><u>Changing Demographics:</u> A number of health trends are contributing to an increased demand for P&O practitioners. According to the American Academy of Orthotists and Prosthetists, these health trends include an increase in diabetes (15.3 million new cases in the U.S. since 1980); heart disease (projected more than a 26% increase by 2030); and obesity (rising with an increase of more than 22% since 1960). The proportion of the population that is at risk for peripheral vascular disease (PVD) and</p>

amputation is expected to increase significantly by the year 2020. The incidence of diabetes and diabetes-related amputation also continues to increase. The number of Americans with diagnosed diabetes is projected to increase 165% by 2050. Of all amputations, 50-70% are diabetes related.

Additionally, with an aging population of 72 million Americans predicted to be in the 65+ age group by 2030, the demand for P&O practitioners is expected to continue. The highest percentage of amputations due to disease occur in the 61-70 year age group, which creates a large proportion of the population at continued risk for those diseases/disabilities requiring orthotic/prosthetic care.

Coupled with these health and aging trends, almost 25% of P&O practitioners are 55 years or older and likely to retire in the next 10 years. This will leave a significant gap for new student applicants to enter the profession.

Innovative Curriculum: Healthcare systems are changing, and the healthcare professionals of the future will need to function as part of an interprofessional team. This proposed degree fosters the application of the four core competencies of interprofessional collaborative practice (roles and responsibilities of health professions, teams and teamwork, ethics, and interprofessional communication). These core competencies are the foundation of ETSU's Interprofessional Education Program, which includes graduate programs from all of the five health science colleges (Clinical and Rehabilitative Health Sciences, Medicine, Nursing, Pharmacy, and Public Health). ETSU is nationally recognized for its IPE Program and recently received the 2018 U.S. Public Health Services Award in Washington, DC from the Interprofessional Education Collaborative (IPEC). In addition to the health sciences, the P&O program will also incorporate coursework within the ETSU Biomedical Engineering Technology program. This IPE emphasis is especially valuable in a P&O program which requires a unique combination of skills. According to the Academy of Orthotists and Prosthetists, the P&O profession is a "blend of science, art, technology, creativity, and healthcare."

Finally, the Burning Glass report's key findings and program demand forecast for P&O nationally provide substantial support for the future sustainable need and demand for the proposed P&O program (Appendix C, pp. 26-28).

- **Student interest and demand are growing with national conferral volumes increasing 151% between 2013 and 2017.** In order to meet

	<p>the state’s projected employment growth between over the next ten years, additional graduates are needed each year.</p> <ul style="list-style-type: none"> • Competitive saturation is low for the P&O degree. ETSU would be the first institution in Tennessee to have a P&O program. With only 12 P&O programs in the country, there would not be another program within 400 miles.
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K. Existing Programs Offered at Public Institutions

There are no P&O programs within the state of Tennessee. According to the National Commission on Orthotic and Prosthetic Education (NCOPE), there are 12 accredited Prosthetics & Orthotics programs currently accepting students across the United States (Refer to: <http://www.ncope.org/accredited/practitioner/>)

These programs are listed in the table below.

Institution	Location	School Type	Program
Alabama State College of Health Science	Montgomery, AL	public	Master's Degree in Orthotics & Prosthetics
California State University USUDH Orthotic & Prosthetic Education Center	Los Alamitos, CA & La Jolla, CA	public	Master's Degree in Orthotics & Prosthetics
Loma Linda University School of Allied Health Professionals	Loma Linda, CA	private	Master's Degree in Orthotics & Prosthetics
University of Hartford Masters Science Prosthetics and Orthotics	Hartford, CT	private	Master's Degree in Orthotics & Prosthetics
Florida International University College of Engineering & Computing	Miami, FL	public	Master's Degree in Orthotics & Prosthetics
Northwestern University Prosthetic orthotic Center	Chicago, IL	private	Master's Degree in Orthotics & Prosthetics
Eastern Michigan University	Ypsilanti, MI	public	Master's Degree in Orthotics & Prosthetics
Concordia University	St. Paul, MN	private	Master's Degree in Orthotics & Prosthetics Consortium with Century College
University Pittsburgh School Health & Rehabilitation Science	Pittsburg, PA	public	Master's Degree in Orthotics & Prosthetics

Baylor College of Medicine School Allied Health Science	Houston, TX	private	Master's Degree in Orthotics & Prosthetics
University of Texas Southwestern Medical Center Orthotics and Prosthetics Program	Austin, TX	public	Master's Degree in Orthotics & Prosthetics
University of Washington School of Medicine and Division of O&P	Seattle, WA	public	Master's Degree in Orthotics & Prosthetics

While about half of these programs are housed in public universities, Burning Glass data indicates that the market share of degree conferrals from public universities is only 38%. Therefore, greater public institution participation is needed to meet the market demand. Of these programs, only two are in the southeast. The closest programs to ETSU are over 400 miles away (University of Pittsburgh and Alabama State University). There is clearly a need for additional P&O programs in the U.S., particularly within the southeast.

According to the American Board for Certification (ABC) in Orthotics and Prosthetics:

- There are currently 74 ABC accredited facilities in Tennessee which are accredited to disperse and fit patients with *orthotics*. These do provide patient care.
- There are currently 77 ABC accredited facilities in Tennessee which are accredited to disperse and fit patients with *prosthetics*. These do provide patient care.
- There are currently 100 ABC certified orthotic practitioners and 100 ABC certified prosthetic practitioners in the state of TN.

Based on these statistics, a P&O program at ETSU would be well placed and would provide an opportunity for certified prosthetists and orthotists working in the state of Tennessee to receive their education in the state.

L. Program Costs and Revenues

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

program. As can be seen from the subsequent data, the proposed prosthetics and orthotics program will have revenue that exceeds expenditures by the second year.

Expenses

One-Time Expenditures		
Item	State reason for expenditure	Total Expenditure
New/Renovated Space	This degree will require special facilities with renovation or new space for classrooms, labs and faculty offices. These do not include shared lecture spaces with other departments.	\$250,000
Equipment	This degree will require special equipment. Some equipment can be shared with occupational therapy, physical therapy and the IPE facilities. Specific equipment needs include lab tools, machines, and supplies.	\$500,000
Library	This degree will not require special holdings at the library, as they are currently part of their capabilities.	\$0
Consultants	Consultants for internal and external reviews.	\$ 10,000
TOTAL	One-time Expenditures	\$ 760,000
Recurring Expenditures		
Item		Total for Years 5
Administration and Faculty Salary	<p>Program Director will be hired in Y1 at \$90,000 annual salary at a 3% increase annually</p> <p>One faculty starting in Y1, second faculty starting in Y2, and another .5 FTE faculty (shared between departments) will start in Y2. Faculty annual salary of \$90,000 at a 3% increase.</p>	\$1,298,890
Administration and Faculty Benefits	<p>Program Director \$30,350 annual benefits in Y1 with a 3% increase</p> <p>Faculty benefits will be \$30,350 annually increased 3% each year.</p> <p>Note: Benefits are calculated as follows: 20% of salary + \$12,350</p>	\$438,016
Support Staff Salary	Support staff start in Y2 at \$40,000 annually increased 3% each year	\$212,365
Support Staff Benefits	Support staff benefits will be \$20,350 annually increased 3% each year	\$108,041
Operating	Travel: \$4,000 in Y1, \$7,000 Y2, \$8,000 subsequent years	1,135,501

	Accreditation Dues: \$5,000 Y1 (initial accreditation), \$2,000 subsequent years University Administration: Starting in Y2 at 30% of Total Program Revenue Supplies: starting Y2 at \$35,000 annually	
TOTAL	Reoccurring Expenditures	\$3,192,813

Projected Enrollments

Enrollment is based on an initial cohort of 14 full-time students. The projected number of graduates is 13, which assumes a 95% retention rate (5% attrition rate) from the first year of the program to the third year.

Year 1	Year 2	Year 3	Year 4	Year 5
14	27	27	27	27

Revenues

Item		Total Revenue Five Years
Tuition and Fees (tuition)	Maintenance fees projected beginning Y2 with a 3% increase Fees: AHSC \$50 credit + Lab Supplies \$60 credit= \$110 per credit per students Tuition and fees are calculated at the current rates multiplied by 3% on annual basis multiplied by number of student and credit hours.	\$3,026,084
Institutional Reallocations	Institutional reallocations will be needed in the planning year and year one of program implementation, provided by the ETSU College of Clinical and Rehabilitative Sciences	\$885,753
Grants	N/A	\$0
TOTAL	Revenues	\$4,632,353

Expenditure/Revenue Summary

Year	Expenditure	Revenue
Planning	\$889, 350	\$889, 350

1	\$516,322	\$516,322
2	\$612,128	\$612,128
3	\$628,241	\$628,241
4	\$644,839	\$644,839
5	\$661,933	\$661,933

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Standards and Guidelines for the Accreditation of Educational Programs 7/13/2017.

Appendix A: Walter Reed National Military Medical Center



Mr. John Witherspoon
Senior Legislative Assistant
Rep Phil Roe (R-TN), Chairman HVAC

Thursday, 6 December 2018

- 1300 **OFFICIAL PARTY ARRIVES**
The Historic Tower Plaza / Building 1
Greeted by: COL Rod Gonzalez, MC, USA, Chief of Staff, WRNMMC
Mr. Don Champion, Legislative Director, WRNMMC
- 1305 **WALKING TOUR – 3D MEDICAL APPLICATIONS CENER**
President Zone / Building 1 / Fourth Floor
Peter Liacouras, PhD, Director of Services, 3D Medical Applications Center, WRNMMC
- 1330 ***TRANSITION TO AMERICA ZONE, BUILDING 19***
- 1335 **WALKING TOUR- MILITARY ADVANCED TRAINING CENTER**
America Zone / Building 19 / First Floor
LTC Keith Myers, Deputy Chief, Department of Rehabilitation, WRNMMC
David Laufer, Service Chief, Orthotics & Prosthetics Service, WRNMMC
- 1430 **OFFICIAL PARTY DEPARTS**



Walter Reed National Military Medical Center Bethesda, MD

3D Medical Applications Center

The 3D Medical Applications Center (3D MAC) at Walter Reed National Military Medical Center provides Computer Aided Design (CAD) and Computer Aided Manufacturing (CAM) for the fabrication of medical models and custom implants, provides technical support for virtual treatment planning, and provides image captures in support of patient treatment, graduate medical/dental education and research.



The 3D MAC is able to use CAD and CAM in a wide variety of methods, including:

- **Rapid Prototyping** can be accomplished in a variety of methods with a variety of material. Plastics, metals, infused powders and even multiple materials can all be Rapid Prototyped to suit needs for models, guides, devices and custom implants.
- **Stereolithography** is an additive manufacturing process using a vat of liquid UV-curable photopolymer "resin" and a UV-laser to build parts one layer at a time. On each layer, the laser beam traces a cross-section pattern on the surface of the liquid resin. Exposure to UV-laser light cures and solidifies the pattern traced on the resin and adheres it to the layer below. The models are generally clear or solid in color. Anatomical landmarks can be "colored" within the model by manipulating the exposure times.
- **3D Printing** consists of an inkjet printing system using a Z Corp printer. The printer creates the model one layer at a time by spreading a layer of powder and then inkjet printing a binder into the cross-section of the part. The process is repeated until every layer is printed. This technology is the only one that allows for the printing of full color prototypes. Our models are also infused with a resin to be stone-like in durability.
- **Electron beam melting (EBM)** is a type of additive manufacturing for metal parts. The technology manufactures parts by melting metal powder layer per layer with an electron beam in a high vacuum. Unlike some metal sintering techniques, the parts are fully dense, void-free, and extremely strong. The materials are jetted in ultra-thin layers onto a build tray, layer by layer, until complete. Each layer is cured immediately, producing models that can be handled and used immediately, without post-curing

Main Services:

- **Orthopaedic Reconstruction:** Orthopedic services include the fabrication of surgical models in a variety of different materials to plan surgical procedures. In consultation with our biomedical engineers and technicians, surgical cutting, positioning and bending guides can be developed and fabricated, all customized to each individual situation.
- **Research and Development:** The 3D Medical Applications Center has the software and designers to support the medical center's research and special needs. Aside from medical models, devices can be fabricated to help with patient needs in occupational therapy and daily activities as well as concept models. Computer aided design software can be used to bring concepts to a working physical model. Whether it is a stand to hold a test tube at a specific angle or design of a handle on a cane to accommodate a patient, 3D MAC can provide the full spectrum design services.
- **Dental Surgery / Implants:** Models can be fabricated that indicate anatomical features such as the lingual nerve for better viewing of the proposed surgical area for orthognathic surgery, tumor resections, or dental Implant placement. Surgical guides for cutting, drilling, positioning, and bending of bones, plates and dental implants can be fabricated for any surgical plan.
- **Craniofacial Reconstruction:** Craniofacial services include the fabrication of surgical models in a variety of different materials to plan the surgical procedures. In consultation with our Biomedical Engineers and technicians, surgical cutting, positioning and bending guides can be developed and fabricated.



Walter Reed
National Military
Medical Center

MILITARY ADVANCED TRAINING CENTER

From Injury to Independence

Dedicated to the care and rehabilitation of America's sons and daughters recovering from injuries sustained in service, the Military Advanced Training Center (MATC) is a state-of-the-art facility located at the Walter Reed National Military Medical Center. Wounded, Ill and Injured Service Members, Retirees and Family Members use sophisticated prosthetics and cutting-edge athletic equipment to confirm pre-injury capabilities as they restore their sense of selves.

The MATC uses a Sports Medicine model which offers much of the same sports and exercise equipment as found at the finest sports rehabilitation training rooms across the country. Many of the same fitness drills practiced by professional athletes are replicated by the Service Members to work on core strength, balance and stability.

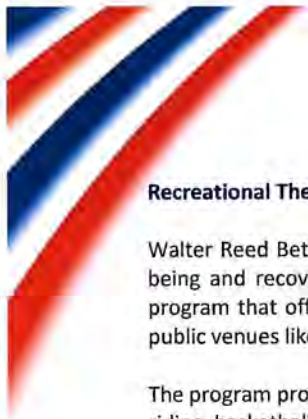
The total focus of MATC's expert staff is to match the drive and determination of these service members— build their strength, skills and confidence and return them to the highest level of physical, emotional and psychological functional ability. A major goal of the MATC is to enable the Service Members to make their own choices and not let their futures be dictated by the injuries sustained.

We serve active duty, retired and family members. Appointments are made by referral from the Amputee Clinic held by the Physical Medicine and Rehabilitation Service.

Amputee Physical and Occupational Therapy

The MATC is setting world-class standards of care and providing the leading edge in rehabilitative as well as prosthetic care. The comprehensive effort of rehabilitation is where physical and occupational therapists follow the Service Members from their initial evaluations through their discharge from the hospital, course of outpatient rehabilitation and return to active duty or civilian life.

The Prosthetics Service, offering a full range of prosthetic and orthotic services, uses state of the art advanced prosthetic limb technology for design, milling, and production of prosthetic devices. Prosthetic devices are manufactured and fit and adjusted in the Orthotics and Prosthetics Service which is adjacent to the MATC to enable the Prosthetists to work closely with the physical and occupational therapists to ensure the best possible fit and utilization of the prosthetic devices.



Recreational Therapy & Adaptive Sports

Walter Reed Bethesda recognizes the importance of recreational and adaptive sports to well-being and recovery. The Recreational Therapy staff coordinates a community re-integration program that offers a wide variety of experiences outside the clinic setting, including trips to public venues like shopping areas, movie theaters, restaurants and museums.

The program provides adaptive sports activities such as scuba diving, therapeutic horseback riding, basketball, cycling, running and golf, which allow the patients to be challenged and help provide meaning and purpose. Additionally the MATC offers a Service/Therapy Dog program, which is coordinated for the facility to make referrals for patients who request a service animal.

Computer Assisted Rehab Environment (CAREN)

One of ten of its kind in the world, the CAREN provides a safe, controlled setting where patients can work on balance, coping with stress, using new prosthetics and other skills necessary to achieve functional real-life goals. Using specialized cameras and computers linked to sensors on their bodies, recovering Service Members interact with a virtual world projected onto a life-sized curved screen by shifting their weight on a motion platform with an embedded treadmill. More than 70 scenarios enable recovering Service Members to perform virtual activities such as steering a boat through buoys in a lake or replicate running up and down trails in woods, or walking through city streets without fear of falling.

Center for Performance and Clinical Research (CPCR)

The Gait Lab of the Center for Performance and Clinical Research (CPCR) uses sophisticated motion analysis equipment (27 infra-red cameras, reflective markers and six force plates) to quantify the patients' movement. The information gained through motion analysis helps care providers to evaluate or modify physical therapy programs and prosthetic and orthotic components. The ultimate goal is to facilitate improvement of functional tasks such as walking, running and jumping.



**Walter Reed
National Military
Medical Center**



Appendix B: Program Development and Implementation Timeline



Complete by	Task	Activities
Mar 2019	LON	Finalize Budget Access Burning Glass data Get Letters of Support Finalize LON
Mar 2019	Consultant	Hire external consultant
Apr 2019	Space	Meet with Dean Block, Jeremy Ross, Colleen Noe
Apr 2019	VA affiliation	Talk with Colleen Noe, John Brothers (MHVAMC); Jason Highsmith (VA)
Apr 18, 2019	Academic Council	Submit LON to ETSU Academic Council: present on Apr 25
Sum-Fall 2019	NAPP	Develop syllabi
Fall 2019	NAPP	Learning Outcomes Program Requirements Academic Standards Curriculum Map Assessment and Evaluation Library Source Review Communication Plan Program of Study Recruitment Plan: Diversity Budget (Faculty Resources, Facilities and Equipment Accreditation Faculty Vitae

Sept 2019	Board of Trustees	Submit LON
Nov 2019	THEC	Reviews LON: approval is good for 2 years
February 2020	NAPP	Enter into Curriculog
March 2020	College Curriculum Committee	Submit NAPP Attend curriculum meetings
Sept 2020	Graduate Curriculum Council	Submit NAPP Attend curriculum meetings
Summer 2020	State Building Commission	Approval to build P&O Lab
Fall 2020	NCOPE	Work on Candidacy Application
Fall 2020	THEC	Site Visit
Nov 2020	Academic Council	Approve NAPP
Jan 2021	ETSU President	Approve NAPP
Feb 2021	Board of Trustees	Approve NAPP
March 2021	NCOPE	Submit Candidacy Application
April 2021	THEC	Submit NAPP Present to Commissioners
TBD	SACS	Substantive Change Prospectus Site Visit
Spring 2022	NCOPE	Site Visit
Summer 2022	Program Implemented	First Class Admitted

Appendix C: Burning Glass Report

Data from Burning Glass Technologies (an analytics software company that provides real-time data on labor market trends), was obtained for Prosthetics and Orthotics. The following is the full report of the employment potential, competitive landscape, and market alignment.

The key findings and program demand forecast for the P&O program in the southeast and nationally provide substantial support for the future sustainable need and demand for the proposed P&O program.

- **Student interest and demand are growing with national conferral volumes increasing 151% between 2013 and 2017.** In order to meet the state's projected employment growth between over the next 10 years, additional graduates are needed each year. P&O graduates will meet a positive labor market outlook over the next 10 years.
- **Competitive saturation is low for the P&O degree.** ETSU would be the first institution in Tennessee to have a P&O program. With only 12 P&O programs in the country, there would not be another program within 400 miles. Trends in the current competitor market indicate a need for a public and more affordable option for students.

Program Insight and Labor Insight

Labor Market Research Tools for Academic Program Development and Assessment



Understanding the labor market is key to successful academic planning. Make data-driven program decisions quickly, easily, and accurately with Program and Labor Insight.

Labor Market Research and Liberal Arts

Burning Glass's research tools enable higher education administrators to understand how liberal arts offerings can continue to nurture the mind and spirit of liberal arts students through a well-rounded education while also ensuring that students graduate with a repertoire of skills and skill-sets that will improve their job and career prospects upon graduation.

By coupling particular, field-specific skills and skill-sets with the baseline skills that form the foundation of liberal arts teachings, ETSU leaders can design and build a curriculum that continues to deliver on the core ideals of a liberal arts education, while at the same time aligning educational pathways to the jobs and careers that will ensure student success.

In many cases, students can acquire these additional skill-sets through "co-curricular" offerings – Burning Glass will enable ETSU to understand how to craft the right learning at the right time to the right segments of the university.



Contact:
Ian Vogler
ivogler@burning-
glass.com
603-703-8929



Understand the Demand for Graduates in the Area

Burning Glass reveals high demand jobs in any given region, including education and experience requirements. Our tools list the largest and most active employers in any area, informing efforts to bolster partnership and internship opportunities.



Align Programs with Employer Needs

Burning Glass identifies the skills and certification levels that will give students a competitive advantage when searching for jobs. This skill-level information helps educational organizations determine how well their proposed programs align with the market and identify any gaps in staff, capital, or technology in building the optimal curricula.



Anticipate Students' Employment Potential

The Employment Potential dashboard within Program Insight provides income data predicting the earning potential of graduating students as they enter the workforce and after several years' experience.



Assess the Competitive Landscape

An understanding of the market's capacity to support additional enrollments is crucial to implementing a new program. Program Insight uses IPEDS data analysis to help monitor the competition, visualize trends in degree conferrals, and develop differentiation in program strategy.

VALIDATE: COMPETITIVE LANDSCAPE

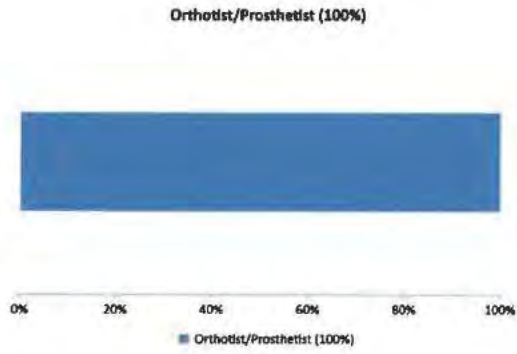
PROJECT CRITERIA

Validate	Programs
Location	Nationwide
Degree Level	Master's degree
Time Period	2/1/2018 - 1/31/2019
Selected Programs	Orthotist/Prosthetist (51.2307)
Career Outcomes mapped to Selected Programs of Study	Orthotist / Prosthetist

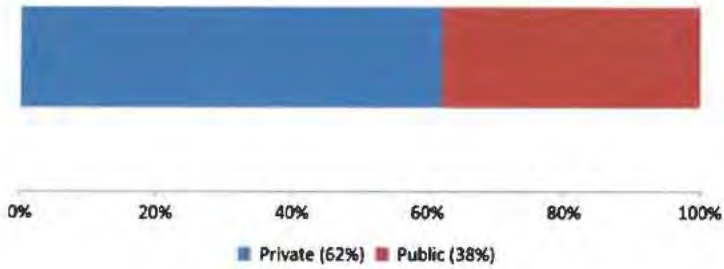
OVERVIEW

	#	% Change (2013-2017)
Degrees Conferred	216	151%
Number of Institutions	12	71%
Average Conferrals by Institution	18	50.00%
Median Conferrals by Institution	16	45.50%

MARKET SHARE BY PROGRAM



MARKET SHARE BY INSTITUTION TYPE



Institution Type	Conferrals	Market Share (%)
	(2017)	
Private	134	62.04%
Public	82	37.96%

TOP 10 INSTITUTIONS

Institution	School Type	Market Share (2017)	Market Share Change	Conferrals (2017)	Conferrals Change (2013-2017)
Northwestern University	Private	21.30%	21.30%	46	100.00%
University of Hartford	Private	14.81%	2.02%	32	190.90%
Loma Linda University	Private	11.11%	11.11%	24	100.00%
Baylor College of Medicine	Private	8.80%	8.80%	19	100.00%
University of Pittsburgh-Pittsburgh Campus	Public	8.80%	-14.46%	19	-5.00%
Eastern Michigan University	Public	7.41%	-20.50%	16	-33.30%
University of Texas Southwestern Medical Center	Public	6.94%	-7.01%	15	25.00%
Concordia University-Saint Paul	Private	6.02%	6.02%	13	100.00%
University of Washington-Seattle Campus	Public	5.56%	-4.91%	12	33.30%

Georgia Institute of
Technology-Main
Campus

Public 5.56% -6.07% 12 20.00%

Occupational Skills for Orthotist / Prosthetist



Click a segment to explore more skills

Top Distinguishing skills by demand

Skill	Salary Premium	Job Postings Requesting
Healthcare Common Procedure Coding System (HCPCS)		62
Etiquette		57
Amputation		37
Podiatry		36

Related Jobs

Table View





Education Solutions™

Driving Successful Career Outcomes



Comprehensive Labor Market Research Solutions

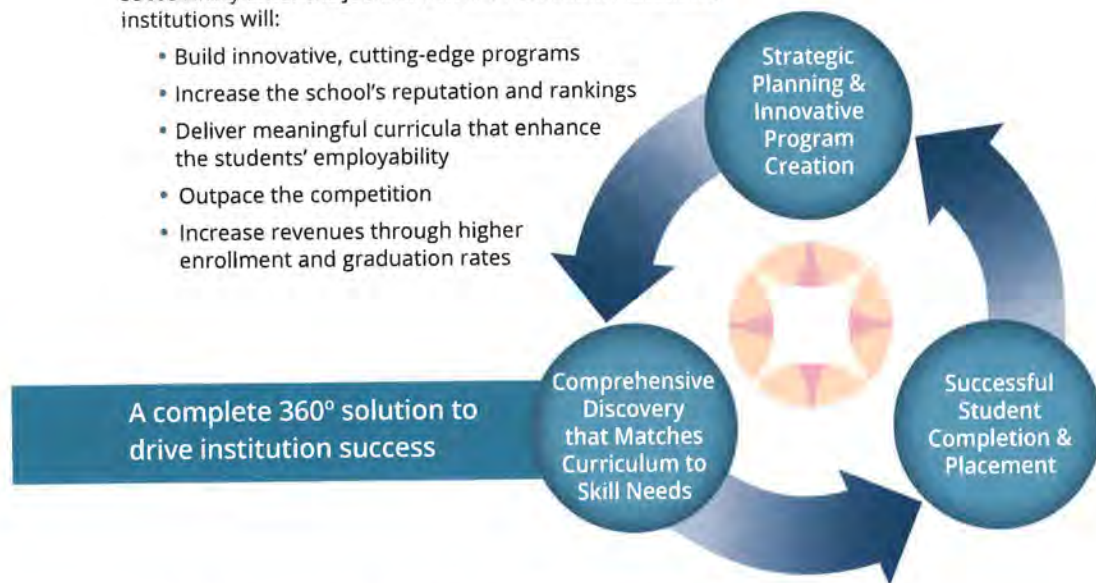


Education Solutions™

Intuitive Research Software that Drives Success

Education Solutions, which includes Program Insight™, Labor Insight™ and Career Insight™, provides advanced labor market research and career outcomes information that helps institutions uncover their unique value when creating programs and engaging students. By using Burning Glass Technologies' superior insight, organizations will engage students with impactful curricula, increase student completion, achieve higher placement rates, and help students learn and master the exact skills they need to successfully enter the job market. With Education Solutions, institutions will:

- Build innovative, cutting-edge programs
- Increase the school's reputation and rankings
- Deliver meaningful curricula that enhance the students' employability
- Outpace the competition
- Increase revenues through higher enrollment and graduation rates



Institutions can enrich their environment by...

- Building a successful academic plan
- Aligning with the local job market
- Understanding competitive factors
- Guiding curriculum decisions to match needed skills
- Identifying partnership and investment opportunities

The latest labor market information and analysis from the most trusted name in jobs data

Increased enrollment and student success are just a click away



Program Insight™

Executive Insights Delivered Quickly

Program Insight enables administrators to make data-driven program decisions quickly, easily, and affordably. Whether validating a decision to launch a new program or assessing the contents and targeting of an existing one, the product helps drive the administrators' decision process using trusted information. Educators can walk through a step-by-

step process to determine how well the proposed degree or certificate program lines up with current and projected demand, saving hours of time and preventing unnecessary costs from occurring.



Labor Insight™

Comprehensive Analysis that Delivers Results

Labor Insight provides the most in-depth, accurate portrayal of current and future job market needs targeted to a specific region. With this product, administrators can dive deep into data analysis to identify new opportunities for program development, see how a curriculum aligns with employer demands,

and find partner organizations to ensure long-term student success. The software uses patented technology and advanced analytic tools to understand real-time demand for specific job titles, employers, skills, credentials, salaries, and more.



Career Insight™

Driving Successful Student Placement

Career Insight improves lead generation and conversion by presenting prospective learners with personalized career recommendations through integration with education provider websites. A custom-built recommendation engine takes into account a learner's skillset and career priorities, and identifies pathways to desired career outcomes via provider programs.

Allow Education Solutions to drive institution success today!



To learn more about Education Solutions:

+1 (617) 227-4800

sales@burning-glass.com

BurningGlass.com

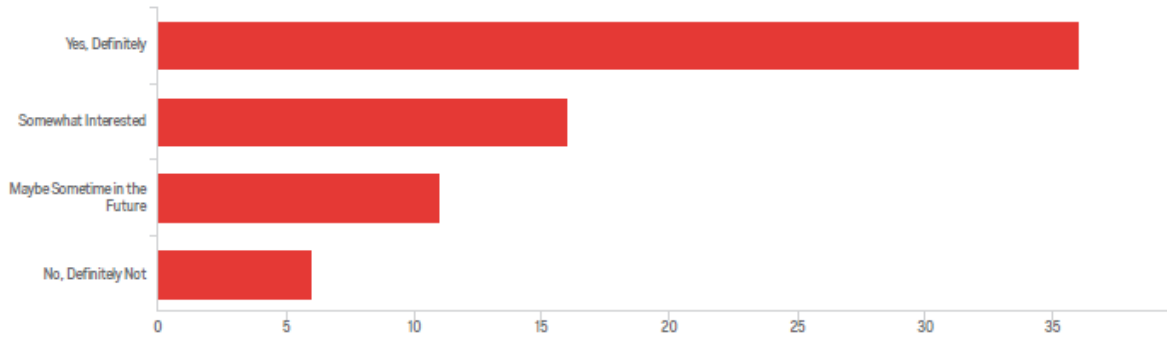


© 2018 Burning Glass Technologies

Appendix D: Feasibility Studies: Student and Employer Surveys

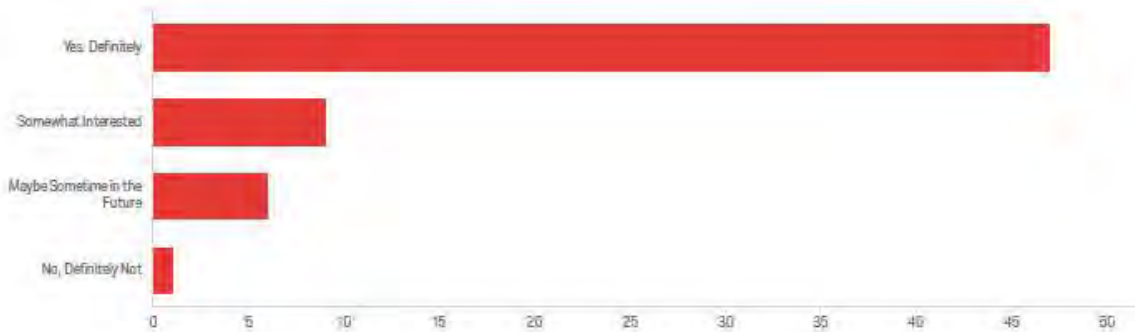
Students

Q3 - I am interested in pursuing a graduate degree.



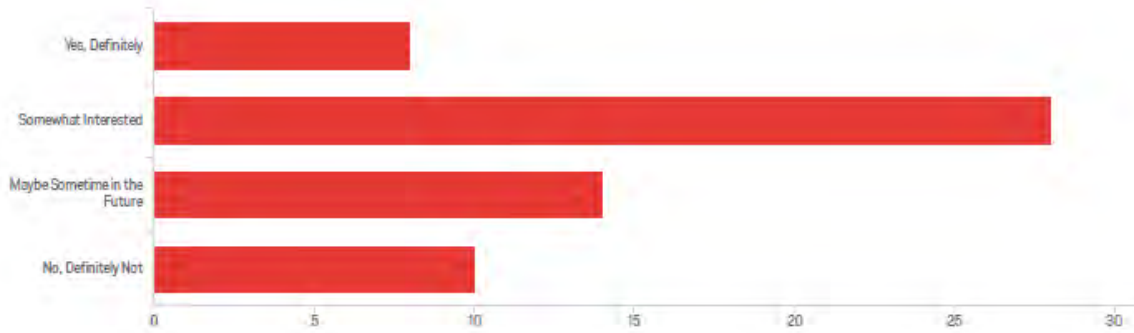
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	I am interested in pursuing a graduate degree.	1.00	4.00	1.81	1.00	0.99	69

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



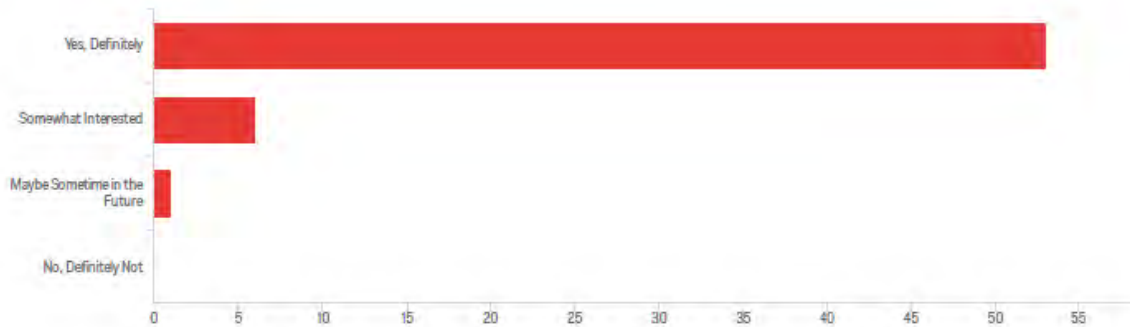
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	I am interested in pursuing a graduate degree in a health care related field.	1.00	4.00	1.38	0.72	0.52	63

Q5 - I would be interested in a P&O master's degree program if offered at ETSU.



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	I would be interested in a P&O master's degree program if offered at ETSU.	1.00	4.00	2.43	0.92	0.85	60

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

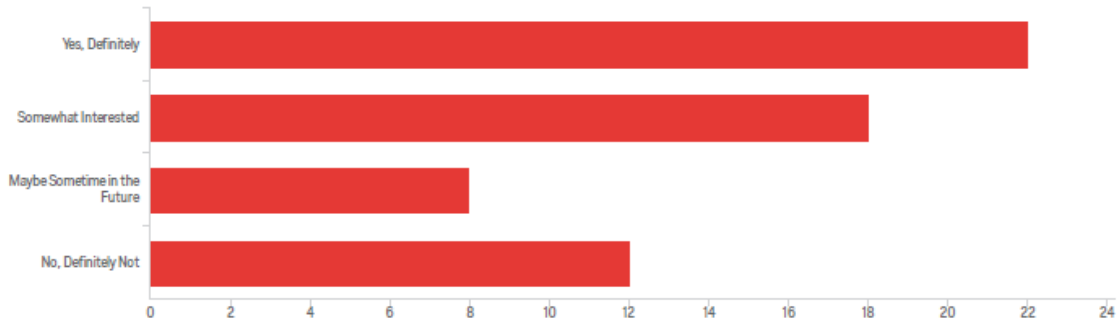


#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	I would prefer to attend a public university rather than a private university because of lower tuition.	1.00	3.00	1.13	0.39	0.15	60

Q7 - I am interested in applying to a P&O program at a university that has an IPE

program with opportunities to learn with students enrolled in other health care programs

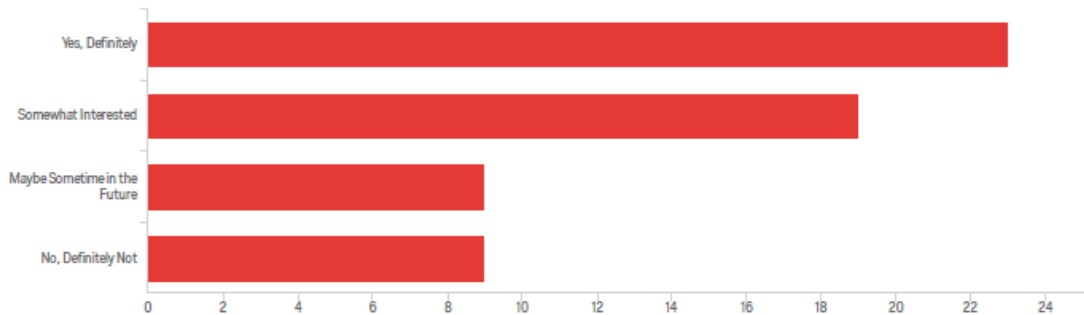
(i.e. medicine, nursing, pharmacy, PT, OT, etc.).



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	I am interested in applying to a P&O program at a university that has an IPE program with opportunities to learn with students enrolled in other health care programs (i.e. medicine, nursing, pharmacy, PT, OT, etc.).	1.00	4.00	2.17	1.13	1.27	60

Q8 - I would be interested in a P&O master's program if I didn't get accepted into my first

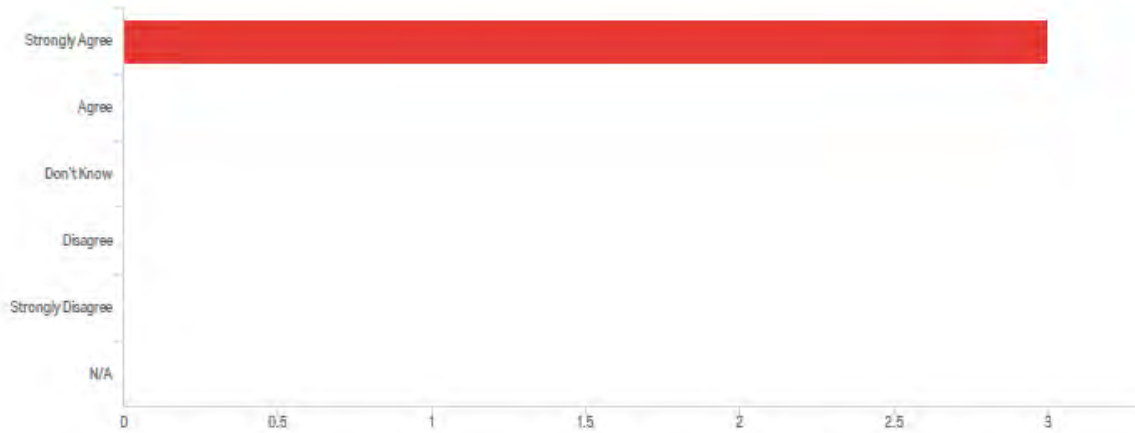
choice degree program (e.g. DPT, SLP, AuD, etc.).



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	I would be interested in a P&O master's program if I didn't get accepted into my first choice degree program (e.g. DPT, SLP, AuD, etc.).	1.00	4.00	2.07	1.06	1.13	60

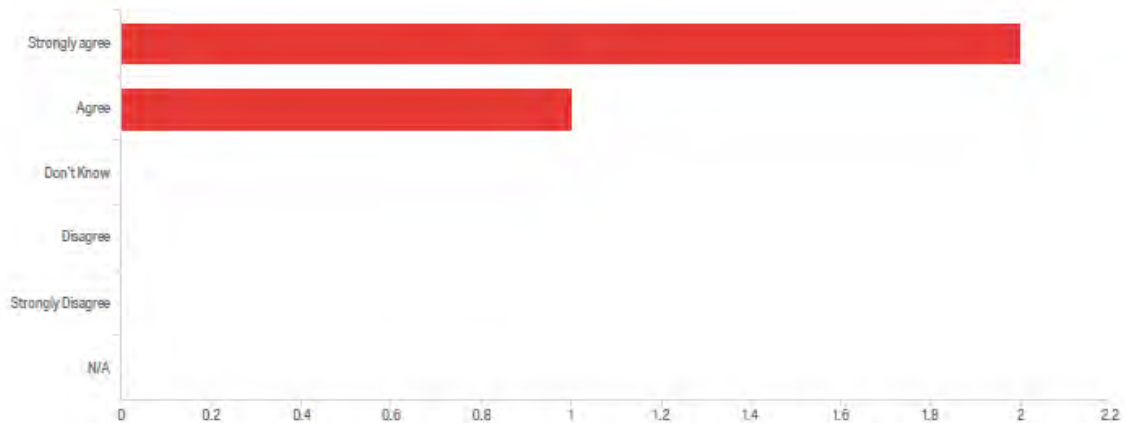
Employer Survey

Q2 - There is a need for certified Prosthetists and Orthotists (CPO).



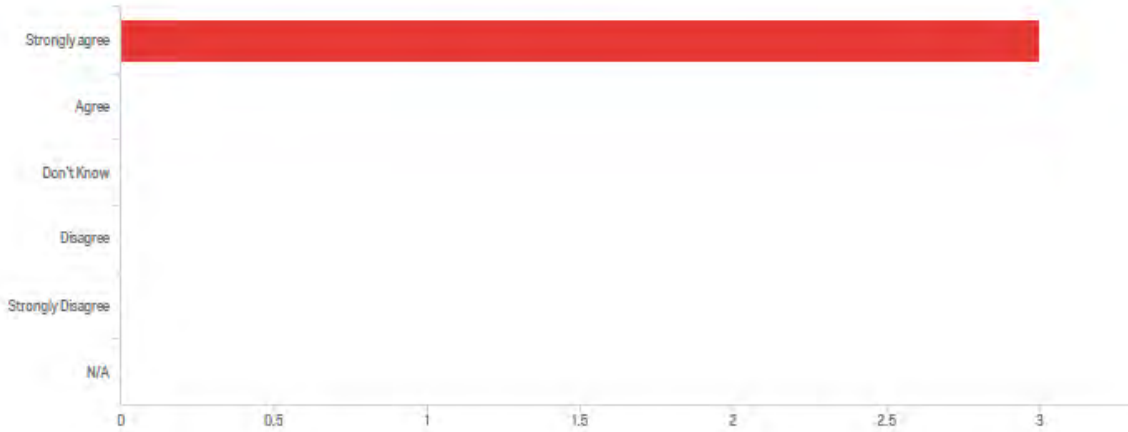
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	There is a need for certified Prosthetists and Orthotists (CPO).	1.00	1.00	1.00	0.00	0.00	3

Q3 - There is a need for certified Prosthetists (CP).



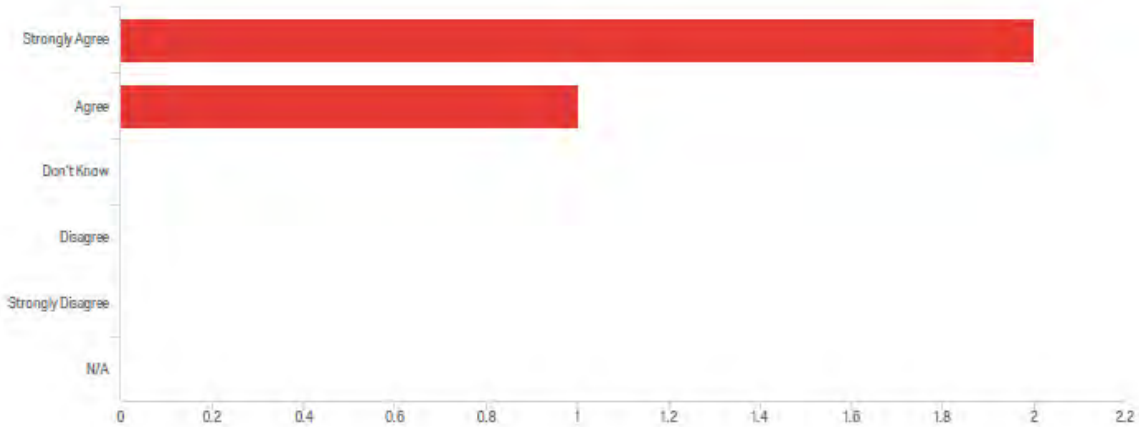
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	There is a need for certified Prosthetists (CP).	1.00	2.00	1.33	0.47	0.22	3

Q4 - There is a need for certified Orthotists (CO).



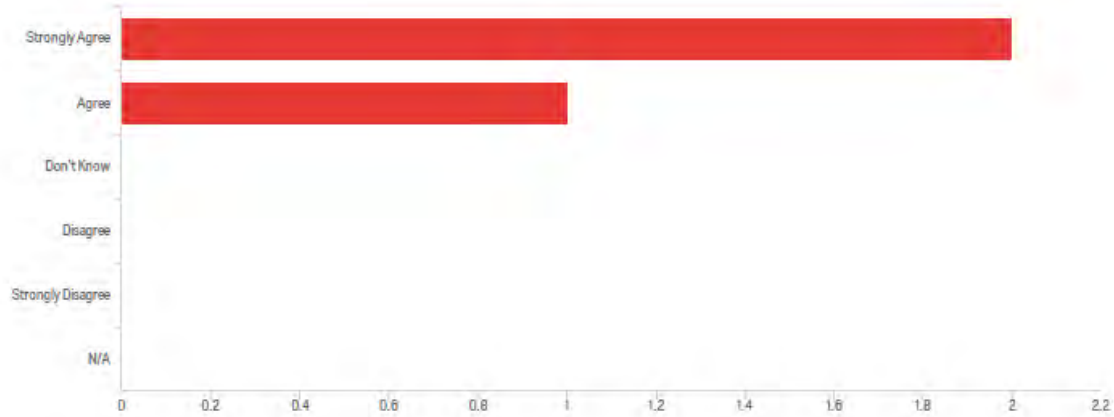
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	There is a need for certified Orthotists (CO).	1.00	1.00	1.00	0.00	0.00	3

Q5 - It is difficult to hire CPOs who have a background in interprofessional and team-based care.



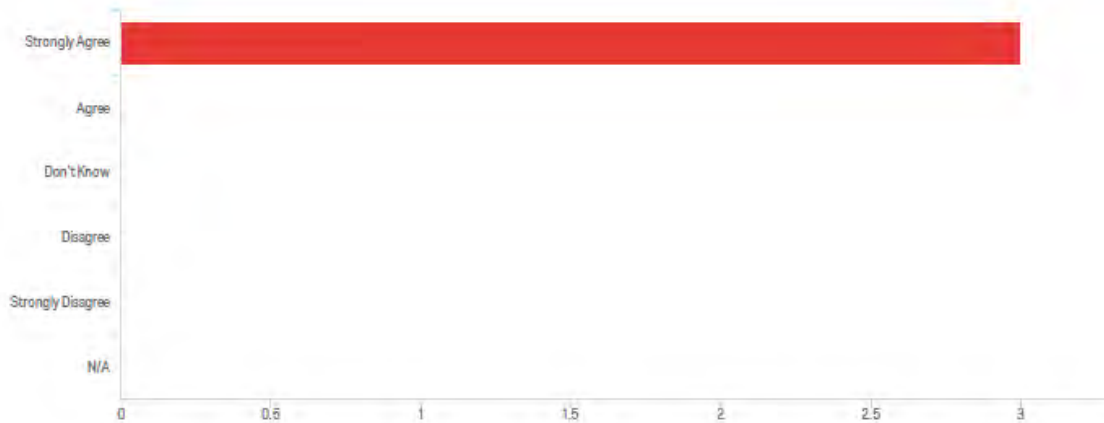
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	It is difficult to hire CPOs who have a background in interprofessional and team-based care.	1.00	2.00	1.33	0.47	0.22	3

Q6 - It is difficult to hire CPs who have a background in interprofessional and team-based care.



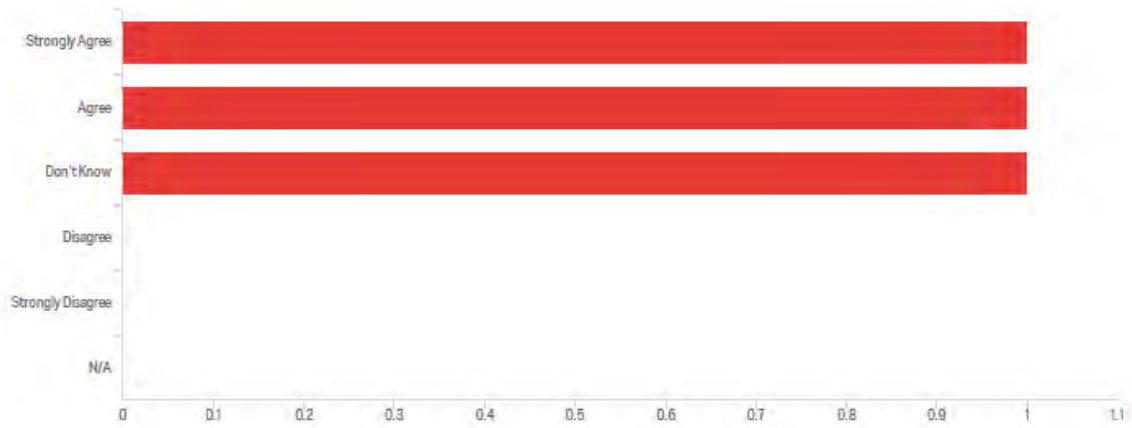
#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	It is difficult to hire CPs who have a background in interprofessional and team-based care.	1.00	2.00	1.33	0.47	0.22	3

Q7 - It is difficult to hire COs who have a background in interprofessional and team-based care.



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	It is difficult to hire COs who have a background in interprofessional and team-based care.	1.00	1.00	1.00	0.00	0.00	3

Q10 - I would be interested in offering small clinical internships if ETSU developed the P&O master's degree.



#	Field	Minimum	Maximum	Mean	Std Deviation	Variance	Count
1	I would be interested in offering small clinical internships if ETSU developed the P&O master's degree.	1.00	3.00	2.00	0.82	0.67	3

Appendix E: Letters of Support

Dr. Brian Nolan, President of East Tennessee State University

Dr. Phil Roe, U.S. Congress, 1st District, Chairman of Veteran's Affairs

Dr. Colleen Noe, Associate Director, Mountain Home Veterans Administration Medical Center

Mr. John Brothers, Certified Prosthetist and Orthotist, Mountain Home Veterans Administration
Medical Center

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

Mr. Jon Morris, Vice President, TalkBack Pediatric Therapy

Zac Smith, Certified Prosthetist and Orthotist, Victory Orthotics & Prosthetics

Chad McCracken, Certified Prosthetist and Orthotist, Excel Prosthetics & Orthotics

Dr. Dennis Depew, Dean of the College of Business and Technology, ETSU



East Tennessee State University
Office of the President

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

September 23, 2019

Mike Krause
Executive Director
404 James Robertson Parkway
Suite 1900
Nashville, TN 37243

RE: Letter of Notification for a Master of Science (MS) in Prosthetics and Orthotics

Dear Executive Director Krause:

In accordance with THEC Policy A1.0, I am submitting a Letter of Notification for establishing a Master of Science (MS) in Prosthetics and Orthotics degree at ETSU. The ETSU Board of Trustees approved the letter of notification and financial projections (attached) at its September 20, 2019 board meeting. The LON addresses the criteria for review as outlined Sections 1.0.2A1 and 1.0.2A2.

Sincerely,

A handwritten signature in black ink, appearing to read "B. Noland".

Brian Noland
President

Enclosures (1)

cc: Betty Dandridge Johnson, THEC Chief Academic Officer
Wilsie S. Bishop, ETSU Senior Vice President for Academics/Interim Provost
Donald A. Samples, ETSU Dean College of Clinical and Rehabilitative Health Sciences

DAVID P. ROE
1ST DISTRICT, TENNESSEE

VETERANS' AFFAIRS
CHAIRMAN

EDUCATION AND THE WORKFORCE

Congress of the United States
House of Representatives
Washington, DC 20515-4201

COUNTIES:
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COCKE
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JEFFERSON
JOHNSON
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UNICOI
WASHINGTON

December 14, 2018

Dr. Don Samples
Dean and Professor
College of Clinical and Rehabilitative Health Science
East Tennessee State University
Lamb Hall
Box 70643
Johnson City, TN 37614

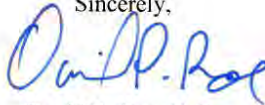
Dear Dean Samples:

I am writing this letter in support of a Master of Science degree in Prosthetics and Orthotics (P&O) you are proposing in your College of Clinical and Rehabilitative Health Sciences at East Tennessee State University (ETSU). There is a national shortage of prosthetic and orthotic practitioners, and with the two leading causes of limb loss, diabetes and cardiovascular disease so common in our aging population, their services are needed now more than ever as Americans continue living longer. The Bureau of Labor Statistics projects the need to employ orthotists and prosthetists will grow 22 percent from 2016 to 2026. Currently there are only 13 accredited P&O programs in the country.

East Tennessee boasts a variety of healthcare providers for both civilian and veteran populations. Knowing the future healthcare needs of the veteran population and the wonderful care Mountain Home VA Medical Center provides, it seems to me that a P&O program at ETSU could offer some mutually beneficial opportunities in future partnerships. This is just one of the many potential benefits I could see to having a program such as this, which would fit the mission of ETSU to train health care providers to serve the citizens of Northeast TN while helping to ensure high quality providers are available in our area.

I am hopeful that the P&O program at the College of Clinical and Rehabilitative Health Sciences will receive approval. I look forward to this program's implementation so that East Tennesseans continue to receive the best possible healthcare.

Sincerely,



David P. Roe, M.D.
Member of Congress

KINGSPORT HIGHER EDUCATION CENTER
205 REVERE STREET
KINGSPORT, TN 37660
PHONE: 423-347-8161
FAX: 423-247-0119

WASHINGTON
336 CANNON HOUSE OFFICE BUILDING
WASHINGTON, DC 20515
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www.roe.house.gov

ON THE CAMPUS OF WALTERS STATE
1609 WALTERS STATE CC DRIVE, SUITE 4
MORRISTOWN, TN 37813
PHONE: 423-254-1400
FAX: 423-254-1403



DEPARTMENT OF VETERANS AFFAIRS
James H. Quillen VA Medical Center
PO Box 4000
Mountain Home, Tennessee 37684

TENNESSEE Outpatient Clinics: Knoxville Lafayette Morristown Rogersville Sevierville
VIRGINIA Outpatient Clinics: Bristol Jonesville Marion Norton Vansant

October 18, 2018

In Reply Refer To: 621/001

Dr. Donald Samples, EdD, RRT, RPSGT
Dean and Professor
College of Clinical and Rehabilitative Health Sciences
East Tennessee State University
Johnson City, TN 37614

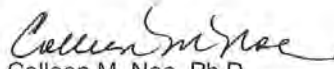
Dear Dr. Samples:

This letter is provided in support of a Master of Science in Prosthetics and Orthotics in the College of Clinical and Rehabilitative Health Sciences at East Tennessee State University (ETSU). The James H. Quillen VA Medical Center has a long history of partnership with many different Departments at ETSU. This collaboration will provide enhanced prosthetic and orthotic services to our Nations Veterans as well as provide quality education in a growing field with limited academic programs. Additionally, this program will fill a gap in healthcare services in East Tennessee.

The VA and the College of Clinical and Rehabilitative Health Sciences have a long and successful partnership through Audiology, Speech-Language Pathology, Physical Therapy, Clinical Nutrition and Social Work. This partnership would be a welcome addition to the ETSU – VA partnership.

For an additional information or questions, please contact me at (423) 926-1171, extension 7557 or at Colleen.No@va.gov.

Sincerely,


Colleen M. Noe, Ph.D.
Associate Director

**Department of
Veterans Affairs**

Memorandum

Date: October 30, 2018
From: John Brothers
Subj: Master of Science in Prosthetics and Orthotics
To: Don Samples
Thru: College of Clinical and Rehabilitative Health Services

The James H. Quillen VAMC is currently working on a proposal to establish and prosthetic and orthotic lab. One challenge that we anticipate is recruiting well trained and qualified prosthetists and orthotists. With the very limited number of certified education programs around the country for this discipline, recruitment can often be difficult. Establishing an academic program that would provide individuals with the opportunity to receive a Masters of Science in Prosthetics and Orthotics could be very beneficial to the Prosthetic and Orthotic industry.

As a certified Prosthetist/Orthotist, I have experienced the lack of qualified individuals in the industry. I have also experienced the lack of programs available to provide the educational opportunities needed.

The James H. Quillen VAMC would welcome the opportunity to work in conjunction with the East Tennessee State University on the possibility of establishing a joint prosthetic/orthotic lab and assisting in clinical educational opportunities. The VAMC proposed lab would be fully accredited by the American Board of Certification for Prosthetics and Orthotics and plans on offering residency positions.

We look forward to the opportunity for collaboration of this program and making an impact on the Prosthetic/Orthotic community.

John P. Brothers, CPO



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

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

Dear Dr. Samples:

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

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

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

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

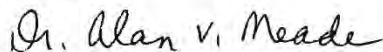
The OTD and P & O Programs would prepare students entering a specific field that is currently in need not only in the U.S., but definitely in our community. These particular two areas are a “must,” because they belong in the traditional Medical Model and complete the Rehabilitation Team.

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

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

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

Sincerely,



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



October 31st, 2018

Dr. Don Samples
Dean and Professor
College of Clinical & Rehabilitative Health Sciences
East Tennessee State University
Johnson City, TN 37614

Dear Dr. Don Samples,

I am writing to express my support for the new proposed Master's in Prosthetics and Orthotics degree through ETSU College of Clinical and Rehabilitative Health Sciences. As a member of the community and a business owner who services patients in need of Prosthetics and Orthotics, I can say that the ongoing need to recruit qualified candidates into the profession of Prosthetics is crucial to maintain a qualified workforce in our region. This would be a great partnership going forwards. I wish you the best of luck in moving forward with the program and if I can be of any assistance, please don't hesitate to ask.

Sincerely,

A handwritten signature in black ink, appearing to read "Jon L. Morris", written over a light blue horizontal line.

Jon L. Morris
Vice President/Business Manager
TalkBack Pediatric Therapy



December 15, 2018

Dr. Don Samples
ETSU College of Clinical & Rehabilitative Health Sciences
P.O. Box 70282

Dear Dr. Don Samples,

I am writing to express my support for the new proposed Master's in Prosthetics and Orthotics degree through ETSU College of Clinical and Rehabilitative Health Sciences. I feel that this degree will help identify and train candidates for the profession. As a member of the community and a business owner of a Prosthetics and Orthotics, I can say that the ongoing need to recruit qualified candidates into the profession of Prosthetics is crucial to maintain a qualified workforce in our region. I wish you the best of luck in moving forward with the program and if I can be of any assistance, please don't hesitate to ask.

Sincerely,

A handwritten signature in blue ink that reads "Zach Smith". The signature is fluid and cursive.

Zach Smith
2333 Knob Creek Road, #14
Johnson City, TN
(423) 461-3320



November 11 , 2018

Dr. Don Samples
Dean and Professor
East Tennessee State University
Johnson City, TN 37614

Office of Chad McCracken, MS, CPO
121 E. Ravine Rd, Suite 400
Kingsport, Tennessee 37660
423-732-7071
cmccracken@excel-prosthetics.com

Dear Dr. Don Samples,

I am writing to express my support for a Master's in Prosthetics and Orthotics degree through ETSU College of Clinical and Rehabilitative Health Sciences. As a Certified Prosthetist-Orthotist and office manager for a local provider, I can attest to the growing need for qualified practitioners in the region and within the profession.

As a student, I was required to leave the region to obtain education in this wonderful profession. The number of accredited O&P education programs in the nation is very limited, however O&P education is completely absent in the region which has one of the highest health care needs in the nation. Tennessee schools offer accredited professional education programs in all areas of health care including physician, nursing, pharmacy, and physical and occupational therapy; however, Orthotist/Prosthetist education is not offered within the State of Tennessee. The closest O&P education program is over 400 miles away. This creates a barrier to obtaining education to serve in this profession.

As operational manager for our local clinics, I have difficulty recruiting practitioners simply due to the lack of certified professionals. The number of people living with amputation is predicted to double in the next 30 years. The Bureau of Labor Statics estimates the need for O&P practitioners to increase 22% in the next decade (much higher than average), which will create a lack of qualified providers if our education programs fail to respond to the increasing demand for professionals.

Please consider adding this needed educational offering to your College. This is an opportunity consistent with your program's stated Mission, Vision and Goals to meet the needs of the community as well as the professionals that serve those needs. Thank you for taking the time to consider this request. Please contact me as desired to have a more personal conversation concerning this topic.

Kindest regards,

A handwritten signature in cursive script that reads "Chad McCracken".

Chad McCracken, MS, CPO



EAST TENNESSEE STATE
UNIVERSITY

PO Box 70699
Johnson City, TN 37614
P 423-439-5489
F 423-439-5274

College of Business and Technology
Office of the Dean

March 27, 2019

Dean Samples,

I am writing this letter in support of the development of a Master's degree in Prosthetics & Orthotics in the College of Clinical and Rehabilitative Health Sciences. As we discussed in our previous meeting, the faculty in the Biomedical Engineering Technology program in the College of Business and Technology is interested in teaching (or including your students) in a/the Computer Assisted Design and 3D Printing course as part of the proposed P&O curriculum. This is an exciting opportunity for our faculty to engage in interprofessional education within an applied field in the health sciences. I look forward to working with you and your faculty as your curriculum development progresses.

Regards,

A handwritten signature in black ink, appearing to read 'Dennis Depew'.

Dennis Depew, Dean
East Tennessee State University
College of Business and Technology

ETSU.EDU

Tennessee Higher Education Commission
Attachment A: THEC Financial Projections
CCRHS ETSU
Orthotics & Prosthetics

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

	Planning Year	Year 1	Year 2	Year 3	Year 4	Year 5
I. Expenditures						
A. One-time Expenditures						
New/Renovated Space	\$ 250,000	\$ -	\$ -	\$ -	\$ -	\$ -
Equipment	500,000	-	-	-	-	-
Library	-	-	-	-	-	-
Consultants	10,000	-	-	-	-	-
Travel	-	-	-	-	-	-
Other	-	-	-	-	-	-
Sub-Total One-time	\$ 760,000	\$ -	\$ -	\$ -	\$ -	\$ -
B. Recurring Expenditures						
Personnel						
Administration						
Salary						\$ -
Benefits						-
Sub-Total Administration	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Faculty						
Salary	\$ 90,000	\$ 272,700	\$ 280,881	\$ 289,307	\$ 297,987	\$ 306,926
Benefits	30,350	91,961	94,719	97,561	100,488	103,502
Sub-Total Faculty	\$ 120,350	\$ 364,661	\$ 375,600	\$ 386,868	\$ 398,474	\$ 410,429
Support Staff						
Salary		\$ 40,000	\$ 41,200	\$ 42,436	\$ 43,709	\$ 45,020
Benefits		20,350	20,961	21,589	22,237	22,904
Sub-Total Support Staff	\$ -	\$ 60,350	\$ 62,161	\$ 64,025	\$ 65,946	\$ 67,924
Graduate Assistants						
Salary	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Benefits	-	-	-	-	-	-
Tuition and Fees* (See Below)	-	-	-	-	-	-
Sub-Total Graduate Assistants	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Operating						
Travel	\$ 6,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000
Dues	5,000	2,500	2,500	2,500	2,500	2,500
Utilities	-	20,000	20,000	20,000	20,000	20,000
University Administration	-	80,603	164,141	169,065	174,137	179,361
Other_Lab Supplies	-	25,000	25,000	25,000	25,000	25,000
Sub-Total Operating	\$ 11,000	\$ 138,103	\$ 221,641	\$ 226,565	\$ 231,637	\$ 236,861
Total Recurring	\$ 131,350	\$ 563,113	\$ 659,402	\$ 677,459	\$ 696,058	\$ 715,214
TOTAL EXPENDITURES (A + B)	\$ 891,350	\$ 563,113	\$ 659,402	\$ 677,459	\$ 696,058	\$ 715,214

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

Base Tuition and Fees Rate	\$	-	\$	-	\$	-	\$	-
Number of Graduate Assistants	1	1	1	1	1	1	1	1

	Planning Year	Year 1	Year 2	Year 3	Year 4	Year 5
II. Revenue						
Tuition and Fees ¹	-	329,726	666,102	682,516	699,422	716,836
Institutional Reallocations ²	891,350	233,388	(6,700)	(5,057)	(3,365)	(1,622)
Federal Grants ³	-	-	-	-	-	-
Private Grants or Gifts ⁴	-	-	-	-	-	-
Other ⁵	-	-	-	-	-	-
BALANCED BUDGET LINE	\$ 891,350	\$ 563,113	\$ 659,402	\$ 677,459	\$ 696,058	\$ 715,214

Notes:

7 year total revenue/(loss)

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

Tuition and fee revenue will be generated in year two of the program. Fees are \$110 per credit hour, which includes an Academic Health Science Center (AHSC) fee at ETSU at \$50.00 per credit hour for courses taught within the AHSC. An additional \$60 program fee per credit is included to cover costs of lab operations and supplies for the MSOP program. This course fee is earmarked for the college that generates the credit hours.

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

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

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

N/A

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

N/A

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

N/A

EAST TENNESSEE STATE UNIVERSITY
BOARD OF TRUSTEES

ACTION ITEM

DATE: November 13, 2020
ITEM: Approval of Minutes from October 21, 2020
COMMITTEE: Audit Committee
RECOMMENDED ACTION: Approval
PRESENTED BY: Adam Green
Secretary of the Board

The minutes of the October 21, 2020 meeting of the Audit Committee are included in the meeting materials.

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

RESOLVED: The reading of the minutes of the October 21, 2020 meeting of the Audit Committee of the Board of Trustees is omitted, and the minutes are approved as presented in the meeting materials, provided that the Secretary is authorized to make any necessary edits to correct spelling errors, grammatical errors, format errors, or other technical errors subsequently identified.

EAST TENNESSEE STATE UNIVERSITY
BOARD OF TRUSTEES
AUDIT COMMITTEE

MINUTES

October 21, 2020
Johnson City, Tennessee

The ETSU Board of Trustees Audit Committee met in a called meeting at 11:30 a.m. on Wednesday, October 21, 2020. The virtual meeting was held on Zoom and was broadcast over YouTube.

I. Call to Order

President Brian Noland welcomed the participants and introduced Melissa Steagall-Jones, a member of the ETSU Board of Trustees who was selected by the Board to serve as the Chair of the Audit Committee. Chairman Steagall-Jones called the committee meeting to order at 11:31 a.m.

II. Roll Call

Board of Trustees Secretary Adam Green explained that before a roll call could be taken, a series of questions must be presented to the committee members, and that due to some trustees participating remotely, all votes taken must be done so by roll call. Trustees Steagall-Jones and Ron Ramsey were physically present making a quorum present on-ground for the meeting. Trustee Scott Niswonger indicated that he could hear clearly and that there was no one present in the room with him. Committee members present were: Melissa Steagall-Jones, Scott Niswonger, and Ron Ramsey. Other Trustees present were Janet Ayers, Virginia Foley, Linda Latimer and Austin Ramsey.

Secretary Green continued with information around meeting necessity in light of the remote participation by the public due to COVID-19. In accordance with Tennessee Executive Order 60 permitting safe, open and transparent public meetings by electronic means, Secretary Green stated that the committee business is critical to the operations of the university, and in light of the COVID-19 virus outbreak and the statewide recommendations as well as those from the Centers for Disease Control and Prevention, social distancing measures and a limit on groups that gather are being observed. Secretary Green stated that a quorum of the Board members by electronic or other means of communication is necessary and he requested a roll call vote to determine the necessity of holding the meeting.

A motion was made by Trustee Ramsey and was seconded by Trustee Niswonger. A roll call vote was taken and the motion passed 3-0.

III. Adjournment and Move to Executive Session

Chairman Steagall-Jones stated that the purpose of the meeting was to keep her informed of active audits currently taking place at ETSU, and she requested that the committee move into Executive Session. Trustee Ramsey made a motion to move into executive session, and Trustee Niswonger seconded the motion. A roll call vote was taken and the motion passed 3-0.

The committee meeting adjourned at 11:35 a.m. and went into executive session.

EAST TENNESSEE STATE UNIVERSITY
BOARD OF TRUSTEES

ACTION ITEM

DATE: November 13, 2020

ITEM: Approval of the Audit Committee Charter

COMMITTEE: Audit Committee

RECOMMENDED ACTION: Approval

PRESENTED BY: Rebecca A. Lewis
Chief Audit Executive

With the State of Tennessee Audit Committee Act of 2005, a state governing board, council, commission, or equivalent body that has the authority to hire and terminate its employees shall create an audit committee. The specifications in TCA § 4-35-103 require that an audit committee develop a charter addressing the committee's purpose, powers, duties, and mission.

As outlined in TCA § 4-15-105, the responsibilities of the Audit Committee include “overseeing the university’s financial reporting and related disclosures, especially when financial statements are issued; evaluating management’s assessment of the body’s system of internal controls; formally reiterating, on a regular basis, to the state governing board, council, commission, equivalent body, or management and staff of the agency to which the audit committee is attached, the responsibility of the state governing board, council, commission, equivalent body, or management and staff of the agency for preventing, detecting, and reporting fraud, waste, and abuse; serving as a facilitator of any audits or investigations of the body to which the audit committee is attached, including advising auditors and investigators of any information the audit committee may receive pertinent to audit or investigative matters; informing the comptroller of the treasury of the results of assessment and controls to reduce the risk of fraud; and promptly notifying the comptroller of the treasury of any indications of fraud.”

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

RESOLVED: The Audit Committee Charter is approved as presented in the meeting materials.

East Tennessee State University

Audit Committee Charter

I. **Purpose and Mission**

The Audit Committee, a standing committee of the East Tennessee State University Board of Trustees, provides oversight and accountability on all aspects of university operations. The committee will assist the Board in fulfilling its oversight responsibilities by reporting regularly to the Board about Audit Committee activities and issues that arise with such recommendations as the committee deems appropriate. The Audit Committee will provide for open communications among the Board, university senior management, and the Tennessee Comptroller's Office auditors regarding audit matters.

The Audit Committee will provide oversight in the following areas:

- A. Audit engagements with the Tennessee Comptroller's Office, including the integrity of financial statements and compliance with legal and regulatory requirements,
- B. Audit engagements with external auditors,
- C. Internal Audit administration and activities,
- D. Management's internal controls and compliance with laws, regulations, and other requirements,
- E. Management's risk and control assessments,
- F. The University's Code of Conduct,
- G. Fraud, waste, and abuse prevention, detection, and reporting, and
- H. Other areas as directed by the Board.

II. **Authority**

The Audit Committee has the authority to conduct or authorize audits or investigations into any matter within its scope of responsibility. The scope of internal auditing extends to all aspects of institutional operations and beyond fiscal boundaries. The committee is authorized to:

- A. Seek any information it requires from employees or external parties. Employees are directed to cooperate with the committee's requests,
- B. Have access to all books, records, and physical properties of East Tennessee State University,
- C. Meet with Board and institutional officials, external and internal auditors, legal counsel, or others as necessary, and
- D. Delegate authority to subcommittees, providing that such decisions by any subcommittee are presented to the full committee at its next scheduled meeting.

III. Responsibilities

The Board employs a person qualified by training and experience to serve as the Chief Internal Auditor, who reports directly to the Audit Committee. The Chief Internal Auditor coordinates audit activities with the Tennessee Comptroller of the Treasury and with any other appropriate external auditors. The Audit Committee facilitates any audit and investigative matters, including advising auditors and investigators of any information the committee may receive pertinent to these matters.

The Audit Committee will carry out the following duties for the Board and will report to the Board about Audit Committee activities and issues that arise with such recommendations as the committee deems appropriate:

A. Tennessee Comptroller's Office Audits (State Auditors)

1. Understand the scope and approach used by the State Auditors in conducting their examinations,
2. Review results of the Comptroller's examinations of financial statements and any other matters related to the conduct of the audits,
3. Review with management and legal counsel any legal matters (including pending litigation) that may have a material impact on the financial statements, and any material reports or inquiries from regulatory or governmental agencies,
4. Ensure that the Comptroller is notified of any indications of fraud in the manner prescribed by the Comptroller,
5. Resolve any differences between management and the Comptroller's auditors regarding financial reporting, and
6. Meet, as needed, with the Comptroller's auditors to discuss any matters that the Audit Committee or State Auditors deem appropriate.

B. External Audits

1. Understand the scope and approach used by the external auditors in conducting their examinations,
2. Review results of the external auditors' examinations and any other matters related to the conduct of the external audits, and
3. Meet, as needed, with the external auditors to discuss any matters that the Audit Committee or external auditors deem appropriate.

C. Internal Audit Activities

1. Ensure that the Chief Internal Auditor reports directly to the Audit Committee and has direct and unrestricted access to the chair and other committee members,
2. Review and approve the charter for the East Tennessee State University's Internal Audit department,
3. Review and approve the annual audit plans for East Tennessee State University's Internal Audit department, including management's request for unplanned audits,

4. Receive and review significant results of internal audits performed,
5. Work with East Tennessee State University management and Internal Audit to assist with the resolution of cooperation issues and to ensure the implementation of audit recommendations,
6. Review the results of the year's work with the Chief Internal Auditor, and
7. Assure compliance with *the International Standards for the Professional Practice of Internal Auditing (Standards)*, the Office of Internal Audit must implement and maintain a quality assurance and improvement program that incorporates both internal and external assessments.
 - a. Internal assessments are ongoing, internal evaluations of the internal audit activity, coupled with periodic self-assessments and/or reviews.
 - b. External assessments enable the internal audit activity to evaluate conformance with the *Standards*; internal audit and audit committee charters; the organization's risk and control assessment; the effective use of resources; and the use of successful practices.
 - c. An external assessment must be performed at least every five years by an independent reviewer or review team.
 - d. Results of the external assessment will be communicated to the Audit Committee and management.

D. Internal Audit Administration

1. Ensure the Chief Internal Auditor reports functionally to the Audit Committee of the Board and reports to the President for administrative purposes only.
2. Ensure that East Tennessee State University Internal Audit has adequate resources in terms of staff and budget to effectively perform its responsibilities.
3. Review and approve the appointment, compensation, reassignment, or dismissal of the Chief Internal Auditor, and
4. Review and approve the compensation and dismissal of campus internal auditors.

E. Risk, Internal Control and Compliance

2. Consider the effectiveness of the internal control system and compliance with laws and regulations, including computerized information system controls and security,
3. Understand the scope of internal and external auditors' reviews of internal controls over financial reporting,
4. Make recommendations to improve management's internal control and compliance systems to ensure the safeguarding of assets and prevention and detection of errors and fraud. The components of the control system are:
 - a. control environment—creating a culture of accountability;
 - b. risk assessment—performing analyses of program operations to determine if risks exist;
 - c. control activities—taking actions to address identified risk areas;
 - d. information and communication—using and sharing relevant, reliable, and timely information; and

- e. monitoring —tracking improvement initiatives and identifying additional actions needed to further improve program efficiency and effectiveness.
 - 5. Review and evaluate the enterprise risk management process performed by institutional management, and
 - 6. Inform the Comptroller of the Treasury of the results of enterprise risk management process.
- F. Fraud
- 1. Ensure that the Board and the institution have an effective process in place to prevent, detect, and report fraud, waste and abuse.
 - 2. Establish a process for employees, taxpayers and other citizens to confidentially report suspected illegal, improper, wasteful, or fraudulent activity.
 - 3. Inform the Comptroller of the Treasury of assessments of controls to reduce risks of fraud.
 - 4. Promptly report indications of fraud to the Comptroller of the Treasury.
 - 5. Facilitate audit and investigative matters, including advising auditors and investigators of any pertinent information received by the Audit Committee.
- G. Other
- 1. Review and assess the adequacy of the Audit Committee’s charter annually -, requesting Board approval for any proposed changes.
 - 2. Ensure there are procedures for the receipt, retention, and treatment of complaints about accounting, internal controls, or auditing matters.
 - 3. Review East Tennessee State University’s code of conduct and/or policies regarding employee conduct to ensure that they are easy to access, are widely distributed, are easy to understand and implement, include a confidential mechanism for reporting code violations, are enforced, and include a conflict of interest policy.
 - 4. Review East Tennessee State University’s conflict of interest policy to ensure that the term “conflict of interest” is clearly defined, the policy is comprehensive, annual signoff is required, and potential conflicts are adequately resolved and documented.

IV. Independence

Each member should be independent in fact and appearance of any interests that are in conflict with their duties as a Committee member.

Each member shall strictly adhere to the Code of Ethics for Appointed Board Members.

V. Membership

- A. Pursuant to TCA § 4-35-104, the Audit Committee shall have at least three members,
- B. The Committee and its Chair shall be approved by the Board upon recommendation of the Board Chair,
- C. Audit Committee members, including its Chair, shall serve for a two-year term,
- D. For good cause, such as the need to ensure continuity in Board leadership during a period of transition in Board membership or in the offices of Governor or President, the Board, on the recommendation of the Chair, may extend the term of the Committee and Committee Chair appointments for up to one year beyond the two year term,
- E. Competencies and professional or business expertise of members and previous Board and committee experience of Trustees, together with any special qualifications required by the bylaws for certain committees, will be considered in committee and chair appointments.
- F. The Audit Committee shall include at least one member, preferably the chair of the committee, who shall have extensive accounting, auditing, or financial management expertise,
- G. Each member of the audit committee should have an adequate background and education to allow a reasonable understanding of the information presented in the financial reports of the university and the comments of auditors with regard to internal control and compliance findings and other issues.
- H. The Vice Chair of the Board shall serve as an ex officio member of the Audit Committee but shall not be counted for quorum purposes.
- I. The Audit Committee may be composed of one external member and two or more Trustees who satisfy the membership requirements. An external member must have extensive accounting, auditing, or financial management expertise. An external member may not serve as Chair of the Audit Committee.
- J. If a vacancy occurs in a committee or chair position prior to expiration of the two-year term, the Board shall appoint a Trustee to fill the remainder of the term, upon the recommendation of the Chair.

VI. Meetings

- A. The Audit Committee shall meet as necessary, but at least annually, and also whenever requested by the chair of the Audit Committee or the Comptroller of the Treasury,
- B. The Audit Committee may invite Board management, auditors, or others to attend and provide relevant information,
- C. Meeting agendas will be provided to members in advance, along with appropriate briefing materials,
- D. The Board Secretary or their designee shall take minutes at each meeting of the Audit Committee and maintain approved minutes as the official record of such meeting,
- E. A majority of the members of the committee shall constitute a quorum for the transaction of business

- F. All meetings of the Audit Committee shall adhere to the Open Meetings Act, Tennessee Code Annotated Title 8, Chapter 44, except that pursuant to TCA § 4-35-108(b), the Audit Committee may hold confidential, nonpublic executive sessions for the sole purpose of discussing the following:
1. Items deemed not subject to public inspection under Tennessee Code Annotated, Sections 10-7-503 and 10-7-504, and all other matters designated as confidential or privileged under state or federal law,
 2. Litigation,
 3. Audits or investigations,
 4. Information protected by federal law, and
 5. Matters involving information under Tennessee Code Annotated, Section 4-35-107(a), where the informant has requested anonymity.

Approvals

Approved by: _____ Date: _____
Melissa Steagall-Jones
Chair of the Audit Committee

Approved by: _____ Date: _____
Scott Niswonger
Chairman of the Board

EAST TENNESSEE STATE UNIVERSITY
BOARD OF TRUSTEES

ACTION ITEM

DATE: November 13, 2020

ITEM: Approval of Fiscal Year 2021 October Budget Revisions

COMMITTEE: Finance and Administration Committee

RECOMMENDED ACTION: Approve

PRESENTED BY: B.J. King
Chief Financial Officer

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

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

The Board will consider the October 2020 revisions to the 2020-21 budgets for the one formula funded unit, two non-formula units and one self-funded unit. During the April 24, 2020 meeting, the Board of Trustees adopted the proposed 2020-21 budgets for the university. The proposed budgets for the fiscal year are based on the estimates for revenue and expenditures known at the time the budget is prepared. The fall enrollment and adjusted appropriation figures for revenue budgets have been received along with adjustments from fiscal year-end closing that provides for the carryforward of budgets for operational expenses. Details of the original and revised budgets are outlined below.

MOTION: I move that the Board of Trustees adopt the October revisions to the 2020-21 university budget.

RESOLVED: Upon the recommendation of the Finance and Administration Committee, the Board of Trustees approves the university's October revisions to the 2020-21 university budgets.

Main Campus October Revised Budget

	Actual 19-20	Original 20-21	October Revised	Increase (Decrease)
Revenue	\$ 271,916,374	\$ 275,648,500	\$ 261,939,800	\$ (13,708,700)
<u>Expenditures and Transfers</u>				
Instruction	\$ 103,981,613	\$ 111,005,000	\$ 119,143,600	\$ 8,138,600
Research	2,369,939	2,888,600	6,469,000	3,580,400
Public Service	2,769,662	2,742,200	3,042,600	300,400
Academic Support	23,062,777	25,094,500	26,909,900	1,815,400
Student Services	25,259,002	27,712,100	25,266,300	(2,445,800)
Institutional Support	16,315,906	17,494,300	20,912,200	3,417,900
Facilities	15,884,989	17,807,100	18,070,700	263,600
Scholarships	33,906,825	36,138,100	35,465,400	(672,700)
Total before transfers	223,550,713	240,881,900	255,279,700	14,397,800
Debt Service	5,025,933	4,845,500	6,020,600	1,175,100
Non-Mandatory Transfers	11,018,351	4,581,800	4,059,800	(522,000)
Auxiliaries Exp & Tnfrs	24,666,185	25,186,400	18,697,300	(6,489,100)
Total	\$ 264,261,182	\$ 275,495,600	\$ 284,057,400	\$ 8,561,800

FT Unrestricted and Auxiliary Positions	Original 20-21	October Revised	Increase (Decrease)
Faculty	722	705	(17)
Administration	47	44	(3)
Maint/Tech/Support	506	499	(7)
Professional Support	550	538	(12)
Total	1,825	1,786	(39)

Personnel details –

Faculty	CAS (12), CBAT (2), CPH (3)
Administration	Athletics (1), B&F (1), CAS (1)
Maint/Tech/Prof	Campus Radio (1), COE CSS (15), SLE (3)

Quillen College of Medicine October Revised Budget

	Actual 19-20	Original 20-21	October Revised	Increase (Decrease)
Revenue	\$ 60,772,803	\$ 64,576,000	\$ 62,400,600	\$ (2,175,400)
<u>Expenditures and Transfers</u>				
Instruction	\$ 38,858,495	\$ 47,245,100	\$ 46,151,700	\$ (1,093,400)
Research	1,887,708	3,730,300	4,543,000	812,700
Academic Support	6,127,027	7,041,100	7,342,800	301,700
Student Services	1,551,125	1,873,300	1,979,100	105,800
Institutional Support	2,906,457	3,142,400	3,384,400	242,000
Facilities	4,580,735	6,801,200	6,875,400	74,200
Scholarships	250,000	260,000	260,000	0
Total before transfers	56,161,547	70,093,400	70,536,400	443,000
Debt Service	84,615	88,000	142,100	54,100
Non-Mandatory Transfers	5,953,117	(5,702,500)	(5,800,400)	(97,900)
Total	\$ 62,199,279	\$ 64,478,900	\$ 64,878,100	\$ 399,200

FT Unrestricted and Auxiliary Positions	Original 20-21	October Revised	Increase (Decrease)
Faculty	157	157	0
Administration	7	7	0
Maint/Tech/Support	111	110	(1)
Professional Support	88	89	1
Total	363	363	0

Family Medicine October Revised Budget

	Actual 19-20	Original 20-21	October Revised	Increase (Decrease)
Revenue	\$ 17,461,100	\$ 17,550,700	\$ 17,647,200	\$ 96,500
<u>Expenditures and Transfers</u>				
Instruction	\$ 11,768,511	\$ 12,018,000	\$ 12,140,200	\$ 122,200
Research	293,378	260,400	260,600	200
Academic Support	3,703,341	3,788,500	3,840,500	52,000
Institutional Support	1,786,236	1,650,900	1,714,100	63,200
Facilities	332,031	387,900	429,400	41,500
Total before transfers	17,883,497	18,105,700	18,384,800	279,100
Non-Mandatory Transfers	(433,557)	(575,000)	(575,000)	-
Total	\$ 17,449,940	\$ 17,530,700	\$ 17,809,800	\$ 279,100

FT Unrestricted and Auxiliary Positions	Original 20-21	October Revised	Increase (Decrease)
Faculty	32	35	3
Administration	-	-	-
Maint/Tech/Support	52	51	(1)
Professional Support	29	30	1
Total	113	116	3

Gatton College of Pharmacy October Revised Budget

	Actual 19-20	Original 20-21	October Revised	Increase (Decrease)
Revenue	\$ 11,535,823	\$ 11,039,400	\$ 10,690,700	\$ (348,700)
<u>Expenditures and Transfers</u>				
Instruction	\$ 6,762,178	\$ 7,146,300	\$ 8,103,600	\$ 957,300
Research	190,665	108,100	320,900	212,800
Academic Support	1,295,508	1,311,700	1,500,000	188,300
Student Services	599,697	661,500	747,700	136,200
Institutional Support	573,462	595,700	661,900	86,200
Facilities	467,500	494,500	564,200	69,700
Scholarships	589,033	416,000	416,000	-
Total before transfers	10,478,043	10,733,800	12,314,300	1,580,500
Debt Service	661,000	661,000	677,000	16,000
Non-Mandatory Transfers	35,865	(355,400)	(450,800)	(95,400)
Total	\$ 11,174,908	\$ 11,039,400	\$ 12,450,500	\$ 1,501,100

FT Unrestricted and Auxiliary Positions	Original 20-21	October Revised	Increase (Decrease)
Faculty	34	35	1
Administration	1	1	-
Maint/Tech/Support	14	14	-
Professional Support	15	15	-
Total	64	65	1

EAST TENNESSEE STATE UNIVERSITY
BOARD OF TRUSTEES

ACTION ITEM

DATE: November 13, 2020

ITEM: Title IX Rule (Roll Call Vote)

RECOMMENDED ACTION: Approve

PRESENTED BY: Mark Fulks
University Counsel

On November 16, 2018, the U.S. Department of Education proposed changes to the current Title IX regulations on sex discrimination and sexual harassment. After completion of the review and comment period, on May 6, 2020, the Department published its final regulations and established an implementation deadline of August 14, 2020. The new regulations require changes to the processes and procedures that we use to address sex-based discrimination and sexual harassment.

Major changes emerging from the US Department of Education to Title IX that are addressed in the rule include:

- Colleges may adopt a “clear and convincing evidence” standard rather than the preponderance of the evidence standard that was previously required.
- Colleges are no longer required to designate most employees as mandatory reporters.
- Colleges can no longer use the common single-investigator model, in which an investigator writes a report and recommends a finding, but no hearing takes place.
- The regulations include a narrower definition of harassment that explicitly covers domestic violence, dating violence, and stalking.
- Colleges must investigate off-campus sexual misconduct that occurs in educational activities, such as college-owned buildings and college-sponsored trips, but not in off-campus apartments or during study abroad.
- In hearings, students cannot cross-examine each other personally. Colleges must ensure that both parties have an adviser who will pose questions on their behalf. The adviser does not have to be a lawyer.
- Institutions may hold Title IX hearings via videoconference.

ETSU's Title IX Compliance Regulation 0240-06-01 was adopted as an emergency rule on August 14, 2020 pursuant to TCA 4-5-208. The Public Rule Making Hearing for the new regulation was held on Tuesday, October 13th pursuant to TCA 4-5-202. As required, the rule was posted on the Secretary of State website and on ETSU's University Council website starting August 21, 2020.

A summary of the rule was presented at the hearing by Garrison Burton, ETSU's Title IX and Title VI. No questions were asked at the hearing; however, University Counsel Dr. Mark Fulks received an email immediately following the meeting from a member of the public that was in attendance at the hearing; however, she was unable to get her question submitted prior to the ending of the hearing. Her comments and questions, as well as staff's responses are included in the meeting materials along with a copy of the rule.

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

RESOLVED: The Board of Trustees adopts the Title IX Emergency Rule advancing the rule in the emergency rulemaking process.

Rule Making Hearing Comments and Responses

- 1) **Comment:** ETSU “is only responsible for responding to conduct that occurs within its ‘education program or activity’ this is too narrow a focus we encourage community engagement, service learning but won't protect them beyond campus.

Staff Response: This is a limitation imposed by the new Title IX regulations. Any conduct issues that fall outside of our Title IX authority may still be handled by the Dean of Students as conduct issues, but the new regulations do not allow the university to address reports of sexual misconduct in non-university controlled environments under Title IX.

Response from Dr. McCook: I understand these are federally mandated new Title IX regulations, and ETSU must comply. I am sure you are aware these updated regulations have generated considerable concern across the country.

- 2) **Comment:** The process necessitates students report directly to the title IX coordinator in our case a well-respected leader who is none the less a male administrator when most victims are female.

Staff Response: A student who is reluctant to report an incident to a male may alternatively report the incident to either Jean Rushing or Michelle Edwards, who are both female. These women are authorized by the Office of University Compliance to act in the role of Title IX coordinator when needed. The incident may also be reported via the online reporting tool on the ETSU Title IX and compliance pages, by e-mail, or by voice mail and the complainant may request to be contacted by a female.

Response from Dr. McCook: Excellent news that students will be made aware there are choices to whom they report.

- 3) **Question:** Please clarify the “clear and convincing” standard.

Staff Response: The clear and convincing standard means that the evidence is substantially more likely to be true than untrue; highly probable.

- 4) **Comment:** Mediation rather than investigation, as a cost saving mechanism, is what has adversely impacted health care.

Staff Response: It has always been our policy to attempt to resolve all disputes by mutual agreement where possible rather than through an adversarial process. In general,

mediation is regarded as better for both the complainant and the accused. We will continue to make efforts to resolve Title IX disputes informally between the parties when it is appropriate to do so and only with the full consent and participation of the parties involved. Mediation will not be pursued when a physical assault, sexual assault, or rape has been reported.

Response from Dr. McCook: Thank you for clarifying that mediation will not be pursued when a physical assault, sexual assault, or rape has been reported.

- 5) **Comment: Perhaps my greatest concern is the prospect of survivors being cross examined at a live hearing. This would include "advisors" of the parties and other witnesses being able to cross examine the patient. Being familiar with the neurobiology of trauma this practice would be traumatic, encourage victim blaming and discourage survivors from coming forward.**

Staff Response: Cross-examination is required by the new Title IX regulations. Cross-examination is also a fundamental requirement of due process of law. It is the standard for all civil, criminal, and administrative cases. Furthermore, it is generally regarded as the most effective means of establishing the truth. While we are sensitive to the fact that it may be traumatic for some complainants to go through such a process, we are required by the new regulations to perform these live hearings. We will do everything in our power to ensure that the hearings are conducted in a sensitive, professional, and respectful manner.

Response from Dr. McCook: Regarding live hearings. I am reassured to hear your commitment that ETSU will do everything in their power to ensure that the hearings are conducted in a sensitive, professional, and respectful manner.

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Sequence Number: 08-29-20
 Notice ID(s): 3152
 File Date: 8/21/2020

Notice of Rulemaking Hearing

Hearings will be conducted in the manner prescribed by the Uniform Administrative Procedures Act, T.C.A. § 4-5-204. For questions and copies of the notice, contact the person listed below.

Agency/Board/Commission:	East Tennessee State University
Division:	
Contact Person:	Mark A. Fulks, J.D. Ph.D. University Counsel & Chief Compliance Officer
Address:	1276 Gilbreath Drive, Suite 306, PO BOX 70285, Johnson City, TN 37614
Phone:	(423) 439-8550
Email:	fulksm@etsu.edu

Any individuals with disabilities who wish to participate in these proceedings (to review these filings) and may require aid to facilitate such participation should contact the following at least 10 days prior to the hearing:

ADA Contact:	Mary Little Director and ADA/504 Coordinator
Address:	Nell Dossett Hall, 3rd floor PO Box 70605 Johnson City, TN 37614
Phone:	423-439-8493
Email:	littleme@etsu.edu

Hearing Location(s) (for additional locations, copy and paste table)

Address 1:	Zoom link: https://etsu.zoom.us/j/92048559852	
Address 2:		
City:		
Zip:		
Hearing Date:	10/13/2020	
Hearing Time:	8:00 AM	<input type="checkbox"/> CST/CDT <input checked="" type="checkbox"/> EST/EDT

Additional Hearing Information:

This rulemaking hearing may be conducted via electronic means due to the COVID-19 pandemic. Please check the following site for updates on the means by which the rulemaking hearing will be conducted and instructions on participating electronically if it is conducted via electronic means: <http://www.etsu.edu/universitycounsel>. Written comments may be submitted via email to Kay Lennon-McGrew at lennonk@etsu.edu. Written comments should be received by 4:30 PM eastern on October 9, 2020, in order to ensure consideration.

Revision Type (check all that apply):

- Amendment
- New
- Repeal

Rule(s) (ALL chapters and rules contained in filing must be listed. If needed, copy and paste additional tables to

accommodate more than one chapter. Please enter only **ONE** Rule Number/Rule Title per row.)

Chapter Number	Chapter Title
0240-06-01	Title IX Compliance
Rule Number	Rule Title
0240-06-01-.01	Definitions
0240-06-01-.02	Statement of Nondiscrimination on the Basis of Sex
0240-06-01-.03	Notification and Publication Requirements
0240-06-01-.04	General Provisions Related to Reporting Title IX Complaints
0240-06-01-.05	ETSU's Response to Complaints of Sex Discrimination
0240-06-01-.06	ETSU's Response to Complaints of Sexual Harassment
0240-06-01-.07	Confidentiality
0240-06-01-.08	Written Notice to the Parties Upon ETSU's Receipt of a Formal Complaint
0240-06-01-.09	Investigations of Formal Complaints
0240-06-01-.10	Grievance Process for Formal Complaints—General Provisions
0240-06-01-.11	Specific Provisions Related to Conducting a Hearing of Formal Complaints
0240-06-01-.12	Determination Regarding Responsibility
0240-06-01-.13	Appeal of Determination of Responsibility or Dismissal of Formal Complaint
0240-06-01-.14	Informal Resolution Process
0240-06-01-.15	Retaliation
0240-06-01-.16	Training Related to Sexual Harassment Issues
0240-06-01-.17	Effect of Other Requirements
0240-06-01-.18	Record Retention and Disposition
0240-06-01-.19	Severability

Chapter Number	Chapter Title
Rule Number	Rule Title

Place substance of rules and other info here. Statutory authority must be given for each rule change. For information on formatting rules go to <https://sos.tn.gov/products/division-publications/rulemaking-guidelines>.

Rules of
East Tennessee State University

Chapter 0240-06-01
Title IX Compliance

New Chapter

Table of Contents is added to Chapter 0240-06-01 Title IX Compliance and shall read as follows:

0240-06-01.01 Definitions
0240-06-01.02 Statement of Nondiscrimination on the Basis of Sex
0240-06-01.03 Notification and Publication Requirements General Provisions
0240-06-01.04 General Provisions Related to Reporting Title IX Complaints
0240-06-01.05 ETSU's Response to Complaints of Sex Discrimination
0240-06-01.06 ETSU's Response to Complaints of Sexual Harassment
0240-06-01.07 Confidentiality
0240-06-01.08 Written Notice to the Parties Upon ETSU's Receipt of a Formal Complaint
0240-06-01.09 Investigations of Formal Complaints
0240-06-01.10 Grievance Process for Formal Complaints—General Provisions
0240-06-01.11 Specific Provisions Related to Conducting a Hearing of Formal Complaints
0240-06-01.12 Determination Regarding Responsibility
0240-06-01.13 Appeal of Determination of Responsibility or Dismissal of Formal Complaint
0240-06-01.14 Informal Resolution Process
0240-06-01.15 Retaliation
0240-06-01.16 Training Related to Sexual Harassment Issues
0240-06-01.17 Effect of Other Requirements
0240-06-01.18 Record Retention and Disposition
0240-06-01.19 Severability

0240-06-01.01 Definitions is added to Chapter 0240-09-08 Title IX Compliance and shall read as follows:

0240-06-01-.01 Definitions

- (1) Actual knowledge: notice of sexual harassment or allegations of sexual harassment to ETSU's Title IX Coordinator or any ETSU official who has authority to institute corrective measures on behalf of ETSU or to any employee of an elementary or secondary school. Imputation of knowledge based solely on vicarious liability or constructive notice is insufficient to constitute actual knowledge. This definition is not met when the only ETSU official with actual knowledge is also the respondent.
- (2) Complainant: an individual who is alleged to be the victim of conduct that could constitute sexual harassment. References in this rule to the singular "complainant" include the plural, as applicable.
- (3) Deliberately indifferent: a response that is clearly unreasonable considering the known circumstances.
- (4) Education program or activity: locations, events, or circumstances where ETSU exercised substantial control over both the respondent and the context in which the sexual harassment occurs, including but not limited to any building owned or controlled by a student organization that is officially recognized by ETSU as well as any building in which University School is located.
- (5) Elementary and secondary school: The terms "elementary school and secondary school" mean University School.
- (6) Formal complaint: a document filed and signed by a complainant or signed by the Title IX Coordinator

alleging sexual harassment against a respondent and requesting ETSU investigate the allegation of sexual harassment. As used in this definition, the phrase "document filed by a complainant" means a document or electronic submission that contains the complainant's physical or digital signature, or otherwise indicates that the complainant is the person filing the formal complaint.

- (7) Hearing officer: the person who is the decision-maker with respect to the determination of responsibility after a live hearing. Hearing officer may also mean a committee that is the decision-maker with respect to the determination of responsibility after a live hearing. A hearing officer cannot be the same person(s) as the Title IX Coordinator or the investigator(s). A hearing officer may be, but is not limited to, an Administrative Law Judge or other person specially trained to conduct live hearings of sexual harassment complaints.
- (8) Live Hearing: a face-to-face proceeding before a hearing officer during which the parties may present evidence and cross-examine witnesses. Live Hearing includes a hearing conducted via a live videoconferencing system. Live hearings may be conducted with all parties physically present in the same geographic location or, at ETSU's discretion, any or all parties, witnesses, and other participants may appear at the live hearing virtually, with technology enabling participants simultaneously to see and hear each other.
- (9) Notice: the provision of information by United States Mail, courier service, or e-mail. When notice is sent by United States mail or courier service, the notice is effective on the date that the notice is mailed or delivered to the courier service. When notice is hand delivered to the parties from the institution, notice is effective on the date that the notice is delivered to the parties. When notice is sent by email, the notice is effective on the date that the email is sent to the parties' institution-provided email account.
- (10) Party: either complainant or respondent. References in this rule to the plural "parties" includes complainant and respondent.
- (11) Respondent: an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment. References in this rule to the singular "respondent" include the plural, as applicable.
- (12) Sexual harassment: conduct because of sex that satisfies one (1) or more of the following:
 - (a) An ETSU employee conditioning the provision of an aid, benefit, or service of ETSU on an individual's participation in unwelcome sexual conduct;
 - (b) Unwelcome conduct determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to ETSU's education program or activity; or
 - (c) Sexual assault as defined by federal law, "dating violence" as defined by federal law, "domestic violence" as defined by federal or state law, or "stalking" as defined by federal law, as follows:
 1. Sexual assault means any nonconsensual sexual act proscribed by state or Federal law, including when the victim lacks capacity to consent.
 2. Dating violence means violence committed by a person who is or has been in a social relationship of a romantic or intimate nature with the victim, a determined by the length of the relationship, the type of relationship, and the frequency of interaction between the persons involved in the relationship.
 3. Domestic violence means violence committed by a current or former spouse or intimate partner of the victim, by a person with whom the victim share a child in common, by a person who is cohabitating with or has cohabitated with the victim as a spouse or intimate partner, or by a person similarly situated to a spouse of the victim under the domestic- or family- violence laws of the state of Tennessee.
 4. Stalking means engaging in a course of conduct directed at a specific person that would cause a reasonable person to – (A) fear for his or her safety or the safety of others or (B) suffer substantial emotional distress.
- (13) Supportive measures: non-disciplinary, non-punitive individualized services offered as appropriate, as reasonably available, and without fee or charge to the complainant or the respondent before or after the

filing of a formal complaint or where no formal complaint has been filed. Such measures are designed to restore or preserve equal access to ETSU's education program(s) or activities without unreasonably burdening the other party, including measures designed to protect the safety of all parties or ETSU's educational environment, or deter sexual harassment. Supportive measures may include but are not limited to counseling, extensions of deadlines or other course-related adjustments, modifications of work or class schedules, campus escort services, mutual restrictions on contact between the parties, changes in work or housing locations, leaves of absence, increased security and monitoring of certain areas of the campus, and other similar measures.

(14) Title IX Coordinator: the person designated and authorized by ETSU to coordinate its efforts to comply with its Title IX responsibilities.

Authority: T.C.A. §§ 49-8-101(a)(2)(A) and 49-8-203(a)(1)(D) & 49-8-203(a)(4).

0240-06-01.02 Statement of Nondiscrimination on the Basis of Sex is added to Chapter 0240-09-08 Title IX Compliance and shall read as follows:

0240-06-01-.02 Statement of Nondiscrimination on the Basis of Sex

- (1) As required by law, no student, employee, or applicant for admission or employment will be excluded, on the basis of sex, from participation in, be denied the benefit of, or be subjected to discrimination under any ETSU education program or activity.
- (2) If ETSU has actual knowledge of sexual harassment in an education program or activity against a person, ETSU will respond promptly in a manner that is not deliberately indifferent.

Authority: T.C.A. §§ 49-8-101(a)(2)(A) and 49-8-203(a)(1)(D) & 49-8-203(a)(4).

0240-06-01.03 Notification and Publication Requirements is added to Chapter 0240-09-08 Title IX Compliance and shall read as follows:

0240-06-01-.03 Notification and Publication Requirements

- (1) ETSU will notify applicants for admission and employment, students, employees, and legal guardians of elementary and secondary school students that it does not discriminate on the basis of sex in its education programs or activities and will provide the name, title, office address, electronic mail address, and telephone number of the Title IX Coordinator in that notification.
- (2) ETSU will notify applicants for admission and employment, students, and employees that inquiries about the application of Title IX may be referred to the Title IX Coordinator, to the Department of Education, or both.
- (3) ETSU will provide applicants for admission and employment, students, and employees notice of its grievance process, including how to report or file a complaint of sex discrimination, how to report or file a formal complaint of sexual harassment, and how ETSU will respond.
- (4) ETSU will prominently display the contact information for the Title IX Coordinator, its Title IX policies and procedures, and training materials as required by Title IX on its website and in each handbook or catalog that it makes available to applicants for admission and employment, students, and employees.

Authority: T.C.A. §§ 49-8-101(a)(2)(A) and 49-8-203(a)(1)(D) & 49-8-203(a)(4).

0240-06-01.04 General Provisions Related to Reporting Title IX Complaints is added to Chapter 0240-09-08 Title IX Compliance and shall read as follows:

0240-06-01-.04 General Provisions Related to Reporting Title IX Complaints

- (1) Any person may report sex discrimination, including sexual harassment (whether or not the person reporting is the person alleged to be the victim of conduct that could constitute sex discrimination or sexual harassment), in person, by mail, by telephone, or by electronic mail, using the contact information listed for the Title IX Coordinator, or by any other means that results in the Title IX Coordinator receiving

- the person's verbal or written report.
- (2) Such a report may be made at any time (including during non-business hours) by using the telephone number or electronic mail address, or by mail to the office address listed for the Title IX Coordinator.
 - (3) A complainant may file a formal complaint with the Title IX Coordinator in person, by mail, or by electronic mail, using the contact information listed for the Title IX Coordinator or by any additional method ETSU designates. At the time of filing a formal complaint, a complainant must be participating in or attempting to participate in a ETSU education program or activity.

Authority: T.C.A. §§ 49-8-101(a)(2)(A) and 49-8-203(a)(1)(D) & 49-8-203(a)(4).

0240-06-01.05 ETSU's Response to Complaints of Sex Discrimination is added to Chapter 0240-09-08 Title IX Compliance and shall read as follows:

0240-06-01-.05 ETSU's Response to Complaints of Sex Discrimination

- (1) When a person reports sex discrimination committed against a person while in the United States, ETSU will follow its rules, procedures and processes used for Title VII sex discrimination allegations, which provide for the prompt and equitable resolution of complaints alleging sex discrimination.
- (2) Where a person alleges both sex discrimination and sexual harassment committed against a person while in the United States, ETSU will follow its rules, procedures and processes for responding to a formal complaint of sexual harassment. If the formal complaint is dismissed at any point in the process, ETSU will follow its rules, procedures and processes used for Title VII sex discrimination allegations.

Authority: T.C.A. §§ 49-8-101(a)(2)(A) and 49-8-203(a)(1)(D) & 49-8-203(a)(4).

0240-06-01.06 ETSU's Response to Complaints of Sexual Harassment is added to Chapter 0240-09-08 Title IX Compliance and shall read as follows:

0240-06-01-.06 ETSU's Response to Complaints of Sexual Harassment

- (1) If ETSU has actual knowledge of sexual harassment in an education program or activity committed against a person while in the United States, ETSU will respond promptly in a manner that is not deliberately indifferent and follow its grievance process.
- (2) ETSU will treat complainants and respondents equitably by offering supportive measures to a complainant, and in cases where a formal complaint is filed, will follow its grievance process before the imposition of any disciplinary sanctions or other actions that are not supportive measures against a respondent.
- (3) The Title IX Coordinator will promptly contact the complainant to discuss the availability of supportive measures, consider the complainant's wishes with respect to supportive measures, inform the complainant of the availability of supportive measures with or without the filing of a formal complaint, and explain to the complainant the process for filing a formal complaint.
- (4) The Title IX Coordinator is responsible for coordinating the effective implementation of supportive measures.
- (5) ETSU may remove a respondent from an education program or activity on an emergency basis only after undertaking an individualized safety and risk analysis, determining that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal, and providing the respondent with notice and an opportunity to challenge the decision immediately following the removal.
- (6) ETSU may place a non-student employee respondent on administrative leave during the pendency of a grievance process.

Authority: T.C.A. §§ 49-8-101(a)(2)(A) and 49-8-203(a)(1)(D) & 49-8-203(a)(4).

0240-06-01.07 Confidentiality is added to Chapter 0240-09-08 Title IX Compliance and shall read as follows:

0240-06-01-.07 Confidentiality

- (1) ETSU will keep confidential the identity of any individual who has made a report or complaint of sex discrimination, including any individual who has made a report or filed a formal complaint, any complainant, any individual who has been reported to be the perpetrator of sex discrimination, any respondent, and any witness, except as may be permitted or required by federal or state law, or to carry out the purposes of this rule and attendant policies, including the conduct of any investigation, hearing, or judicial proceeding arising thereunder.
- (2) ETSU will maintain as confidential any supportive measures provided to the complainant or respondent, to the extent that maintaining such confidentiality does not impair ETSU's ability to provide the supportive measures.

Authority: T.C.A. §§ 49-8-101(a)(2)(A) and 49-8-203(a)(1)(D) & 49-8-203(a)(4).

0240-06-01.08 Written Notice to the Parties Upon ETSU's Receipt of a Formal Complaint is added to Chapter 0240-06-01 Title IX Compliance and shall read as follows:

0240-06-01-.08 Written Notice to the Parties Upon ETSU's Receipt of a Formal Complaint

- (1) When a formal complaint is filed, ETSU will provide parties with a written notice of its grievance process, including any informal resolution process(es).
- (2) ETSU will provide written notice of the allegations potentially constituting sexual harassment, including sufficient details known at the time and with sufficient time to prepare a response before any initial interview. Sufficient details include the identities of the parties involved in the incident, if known, the conduct allegedly constituting sexual harassment, and the date and location of the alleged incident, if known.
- (3) ETSU's written notice will include a statement that:
 - (a) The respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of the grievance process;
 - (b) The parties may have an advisor of their choice, who may be, but is not required to be, an attorney;
 - (c) The parties may inspect and review evidence; and
 - (d) Identifies any provision in its codes of conduct that prohibits knowingly making false statements or knowingly submitting false information during the grievance process.
- (4) If, in the course of an investigation, ETSU decides to investigate allegations about the complainant or respondent that are not included in the initial written notice, ETSU will provide notice of the additional allegations to the parties whose identities are known.

Authority: T.C.A. §§ 49-8-101(a)(2)(A) and 49-8-203(a)(1)(D) & 49-8-203(a)(4).

0240-06-01.09 Investigations of Formal Complaints is added to Chapter 0240-09-08 Title IX Compliance and shall read as follows:

0240-06-01-.09 Investigations of Formal Complaints

- (1) ETSU will investigate, to the extent necessary or possible, the allegations in a formal complaint.
- (2) If the conduct alleged in a formal complaint would not constitute sexual harassment even if proved, did not occur in ETSU's education program or activity, or did not occur against a person while in the United States, ETSU will dismiss the formal complaint with regard to that conduct for purposes of sexual harassment under Title IX; such a dismissal does not, however, preclude action under another provision

of ETSU's codes of conduct or other policies.

- (3) ETSU may dismiss a formal complaint or any allegations therein, if at any time during the investigation a complainant notifies the Title IX Coordinator in writing that the complainant would like to withdraw the formal complaint or any allegations therein, the respondent is no longer enrolled or employed by ETSU; or specific circumstances prevent ETSU from gathering evidence sufficient to reach a determination as to the formal complaint or allegations therein.
- (4) If ETSU dismisses a formal complaint during the investigation phase, ETSU will promptly send written notice of the dismissal and reason(s) therefor simultaneously to the parties.
- (5) ETSU may consolidate formal complaints as to allegations of sexual harassment against more than one (1) respondent, or by more than one (1) complainant against one (1) or more respondents, or by one (1) party against the other party, where the allegations of sexual harassment arise out of the same facts or circumstances.
- (6) The burden of proof and the burden of gathering evidence sufficient to reach a determination regarding responsibility rest on ETSU and not on the parties.
- (7) ETSU will not access, consider, disclose, or otherwise use a party's records that are made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in the professional's or paraprofessional's capacity, or assisting in that capacity, and are made and maintained in connection with the provision of treatment to the party, unless ETSU obtains that party's voluntary, written consent to do so for a grievance process.
- (8) ETSU will provide an equal opportunity for the parties to present witnesses, including fact and expert witnesses, and other inculpatory and exculpatory evidence.
- (9) ETSU will not restrict the ability of either party to discuss the allegations under investigation or to gather and present relevant evidence.
- (10) ETSU will provide the parties with the same opportunities to have others present during any interview or investigative process, including the opportunity to be accompanied to any related investigation meeting by the advisor of their choice, who may be, but is not required to be, an attorney.
- (11) ETSU will not limit the choice or presence of an advisor for either the complainant or respondent in any investigative meeting; however, ETSU may establish restrictions regarding the extent to which the advisor may participate in the proceedings, as long as the restrictions apply equally to both parties.
- (12) ETSU will provide to a party whose participation is invited or expected, written notice of the date, time, location, participants, and purpose of all investigative interviews, or other meetings with a party, with sufficient time for the party to prepare to participate.
- (13) ETSU will provide both parties an equal opportunity to inspect and review any evidence obtained as part of the investigation that is directly related to the allegations raised in a formal complaint, including the evidence upon which ETSU does not intend to rely in reaching a determination regarding responsibility and inculpatory or exculpatory evidence whether obtained from a party or other source, so that each party can meaningfully respond to the evidence prior to conclusion of the investigation.
- (14) Prior to completion of the investigative report, ETSU will send to each party and the party's advisor, if any, the evidence subject to inspection and review in an electronic format or a hard copy.
- (15) ETSU will allow the parties ten (10) business days to submit a written response, which the investigator will consider prior to completion of the investigative report.
- (16) ETSU will create an investigative report that fairly summarizes relevant evidence.
- (17) At least ten (10) business days prior to a hearing or other time of determination regarding responsibility, ETSU will send the investigative report in electronic format or a hard copy to each party and the party's advisor, if any, for their review and written response to the investigative report.

Authority: T.C.A. §§ 49-8-101(a)(2)(A) and 49-8-203(a)(1)(D) & 49-8-203(a)(4).

0240-06-01.10 Grievance Process for Formal Complaints—General Provisions is added to Chapter 0240-09-08 Title IX Compliance and shall read as follows:

0240-06-01-.10 Grievance Process for Formal Complaints—General Provisions

- (1) ETSU will apply its grievance procedures and requirements equally to both parties.
- (2) During the course of the grievance process, ETSU will treat complainants and respondents equitably by providing remedies to a complainant where a determination of responsibility for sexual harassment has been made against the respondent, and by following its grievance process before the imposition of any disciplinary sanctions or other actions that are not supportive measures against a respondent.
- (3) ETSU will design remedies to restore or preserve equal access to ETSU's education program or activity. Such remedies may include supportive measures; however, remedies need not be non-disciplinary or non-punitive and need not avoid burdening the respondent.
- (4) ETSU will ensure that the Title IX Coordinator, investigator, hearing officer, or decision-maker does not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent. The intent of this provision is to provide protections analogous to, and no less protective than, the conflict of interest provisions of T.C.A. § 4-5-303.
- (5) ETSU will require an objective evaluation of all relevant evidence – including both inculpatory and exculpatory evidence – and prohibit credibility determinations based on a person's status as a complainant, respondent, or witness.
- (6) ETSU will presume that the respondent is not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process.
- (7) ETSU will apply a clear and convincing evidence standard for all formal complaints.
- (8) ETSU will require the grievance process, including the appeal process, to conclude within a reasonably prompt time frame.
- (9) ETSU will provide the range of possible disciplinary sanctions and remedies or list the possible disciplinary sanctions and remedies that ETSU may implement following any determination of responsibility.
- (10) ETSU will describe the range of supportive measures available to complainants and respondents.
- (11) ETSU will provide the parties with the same opportunities to have others present during any grievance proceeding, including the opportunity to be accompanied to any related meeting or proceeding by the advisor of their choice, who may be, but is not required to be, an attorney.
- (12) ETSU will not limit the choice or presence of advisor for either the complainant or respondent in any grievance proceeding; however, ETSU may establish restrictions regarding the extent to which the advisor may participate in the proceedings, as long as the restrictions apply equally to both parties.
- (13) ETSU will provide to a party whose participation is invited or expected, written notice of the date, time, location, participants, and purpose of all proceedings or hearings, or other meetings with a party, with sufficient time for the party to prepare to participate.
- (14) ETSU will appoint a hearing officer that meets the training requirements set forth in T.C.A. § 4-5-324.

Authority: T.C.A. §§ 49-8-101(a)(2)(A) and 49-8-203(a)(1)(D) & 49-8-203(a)(4).

0240-06-01.11 Specific Provisions Related to Conducting a Hearing of Formal Complaints is added to Chapter 0240-06-01 Title IX Compliance and shall read as follows:

0240-06-01-.11 Specific Provisions Related to Conducting a Hearing of Formal Complaints

- (1) ETSU will conduct a live hearing of formal complaints not dismissed pursuant to this rule.
- (2) At the request of either party, ETSU will provide for the live hearing to occur with the parties located in separate rooms with technology enabling the hearing officer and parties to simultaneously see and hear the party or the witness answering questions.
- (3) Live hearings may be conducted with all parties physically present in the same geographic location or, at ETSU's discretion, any or all parties, witnesses, and other participants may appear at the live hearing virtually, with technology enabling participants simultaneously to see and hear each other.
- (4) At least seven days before a live hearing, ETSU will provide both parties with written notice of the following:
 - (a) The time, place, date of the hearing, and electronic access information, if applicable;
 - (b) The name of each witness ETSU expects to present at the hearing and those ETSU may present if the need arises;
 - (c) The right to request a copy of the investigative file;
 - (d) The right to request copies of all documents, copies of all electronically stored information, and access to tangible evidence that ETSU has in its possession, custody, or control and may use to support claims or defenses.
- (5) When notice is sent by United States mail or courier service, the notice is effective on the date that the notice is mailed or delivered to the courier service. When notice is hand delivered to the parties from the institution, notice is effective on the date that the notice is delivered to the parties. When notice is sent by email, the notice is effective on the date that the email is sent to the parties' institution-provided email account.
- (6) The hearing officer may allow a temporary delay of the grievance process or the limited extension of time frames for good cause with written notice to the complainant and the respondent of the delay or extension and the reasons for the action. Good cause may include but is not limited to considerations such as the absence of a party, a party's advisor, or a witness, concurrent law enforcement activity, or the need for language assistance or accommodation of disabilities.
- (7) In cases that involve more than one (1) respondent, the hearing officer may, consistent with the requirements of Title IX, consider whether separate proceedings are necessary to avoid undue prejudice to the respondents.
- (8) During the hearing, the hearing officer will make evidence subject to review and inspection during the investigation phase available to give each party equal opportunity to refer to that evidence, including for purposes of cross-examination.
- (9) Questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence about the complainant's prior sexual behavior are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent.
- (10) Only relevant cross examination and other questions may be asked of a party or witness. Before a complainant, respondent, or witness answers a cross-examination or other question, the hearing officer will first determine whether the question is relevant and explain any decision to exclude a question as not relevant.
- (11) The hearing officer will not require, allow, rely upon, or otherwise use questions or evidence that constitute, or seek disclosure of, information protected under a legally recognized privilege, unless the person holding such privilege has waived the privilege.
- (12) Notwithstanding any limitations to the contrary that ETSU has placed on the advisor's participation in the

hearing, the hearing officer will permit each party's advisor to ask the other party and any witnesses all relevant questions and follow-up questions, including that challenging credibility. Such cross-examination at the live hearing will be conducted directly, orally, and in real time by the party's advisor of choice and never by a party personally.

- (13) If a party does not have an advisor at the live hearing, ETSU will provide without fee or charge to that party an advisor of ETSU's choice, who may be, but is not required to be, an attorney, to conduct cross-examination on behalf of that party.
- (14) If a party or witness does not submit to cross-examination at the live hearing, the hearing officer will not rely on any statement of that party or witness in reaching a determination regarding responsibility; provided, however, that the hearing officer cannot draw an inference about the determination regarding responsibility based solely on a party's or witness's absence from the live hearing or refusal to answer cross-examination or other questions.
- (15) ETSU will create an audio or audiovisual recording, or transcript, of any live hearing and make it available to the parties for inspection and review.
- (16) The hearing officer may dismiss the formal complaint or any allegations therein, if at any time during the hearing a complainant notifies the Title IX Coordinator in writing that the complainant would like to withdraw the formal complaint or any allegations therein, the respondent is no longer enrolled or employed by ETSU, or specific circumstances prevent ETSU from gathering evidence sufficient to reach a determination as to the formal complaint or allegations therein.
- (17) If the hearing officer dismisses the formal complaint during the grievance process, the hearing officer will promptly notify the Title IX Coordinator who will promptly send written notice of the dismissal and reason(s) therefor simultaneously to the parties.

Authority: T.C.A. §§ 49-8-101(a)(2)(A) and 49-8-203(a)(1)(D) & 49-8-203(a)(4).

0240-06-01.12 Determination Regarding Responsibility is added to Chapter 0240-09-08 Title IX Compliance and shall read as follows:

0240-06-01-.12 Determination Regarding Responsibility

- (1) The hearing officer will issue a written determination simultaneously to the complainant and respondent regarding responsibility, using a clear and convincing evidence standard to reach a determination.
- (2) The written determination must include:
 - (a) Identification of allegations potentially constituting sexual harassment;
 - (b) A description of the procedural steps taken from the receipt of the formal complaint through the determination, including any notifications to the parties, interviews with parties and witnesses, site visits, methods used to gather other evidence, and hearings held;
 - (c) Findings of fact supporting the determination;
 - (d) Conclusions regarding the application of ETSU's rule, policy, and, if applicable, code of conduct to the facts;
 - (e) A statement of, and rationale for, the result as to each allegation, including a determination regarding responsibility, any disciplinary sanctions ETSU imposes on the respondent, and whether remedies designed to restore or preserve equal access to ETSU's education program or activity will be provided to the complainant; and
 - (f) ETSU's procedures and permissible bases for the complainant and/or respondent to appeal.
- (3) Either party may submit a written statement in support of the outcome to the Title IX Coordinator within ten (10) business days of the date of the determination or dismissal.

- (4) The Title IX Coordinator will be responsible for effective implementation of any remedies.
- (5) The determination regarding responsibility becomes final either on the date that ETSU provides the parties with the written appeal decision, if an appeal is filed, or if an appeal is not filed, the date on which an appeal would no longer be considered timely.

Authority: T.C.A. §§ 49-8-101(a)(2)(A) and 49-8-203(a)(1)(D) & 49-8-203(a)(4).

0240-06-01.13 Appeal of Determination of Responsibility or Dismissal of Formal Complaint is added to Chapter 0240-06-01 Title IX Compliance and shall read as follows:

0240-06-01-.13 Appeal of Determination of Responsibility or Dismissal of Formal Complaint

- (1) ETSU will provide both parties with the opportunity to appeal a determination regarding responsibility or the dismissal of a formal complaint or any allegations therein, only on the following bases:
 - (a) Procedural irregularity that affected the outcome of the matter;
 - (b) New evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made and that could affect the outcome of the matter; and
 - (c) The Title IX Coordinator, investigator(s), or hearing officer had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter.
- (2) A party wishing to appeal a determination regarding responsibility or the dismissal of a formal complaint or any allegations therein must file a written appeal with the Title IX Coordinator within ten (10) business days of the date of the determination or the dismissal. The written appeal must identify the basis or bases for the appeal and explain with specificity the facts supporting the basis or bases of the appeal.
- (3) As to all appeals, the Title IX Coordinator will
 - (a) Notify the other party in writing when an appeal is filed and implement appeal procedures equally for both parties;
 - (b) Ensure that the decision-maker(s) for the appeal is not the same person as any investigator(s) or the hearing officer that reached the determination regarding responsibility or dismissal, the investigator(s), or the Title IX Coordinator;
 - (c) Ensure that the decision-maker(s) for the appeal complies with the standards set forth in Rule 0240-09-08-.10 (4).
- (4) Within a reasonable time, the decision-maker(s) will issue a written appeal decision describing the result of the appeal and the rationale for the result.
- (5) The Title IX Coordinator will provide the written appeal decision simultaneously to both parties.

Authority: T.C.A. §§ 49-8-101(a)(2)(A) and 49-8-203(a)(1)(D) & 49-8-203(a)(4).

0240-06-01.14 Informal Resolution Process is added to Chapter 0240-09-08 Title IX Compliance and shall read as follows:

0240-06-01-.14 Informal Resolution Process

- (1) ETSU will not require as a condition of enrollment or continuing enrollment, or employment or continuing employment, or enjoyment of any other right, waiver of the right to an investigation and adjudication of formal complaints of sexual harassment.
- (2) ETSU will not require the parties to participate in an informal resolution process and may not offer an informal resolution process unless a formal complaint is filed. However, at any time prior to reaching a determination regarding responsibility, ETSU may facilitate an informal resolution process, such as

mediation, that does not involve a full investigation and adjudication, but only if ETSU

- (a) Provides to the parties a written notice disclosing the allegations, the requirements of the informal resolution process including the circumstances under which it precludes the parties from resuming a formal complaint arising from the same allegations;
 - (b) Any consequences resulting from participating in the informal resolution process, including the records that will be maintained or could be shared;
 - (c) Obtains the parties' voluntary, written consent to the informal resolution process; and
 - (d) Does not offer or facilitate an informal resolution process to resolve allegations that an employee sexually harassed a student.
- (3) At any time prior to agreeing to a resolution, any party has the right to withdraw from the informal resolution process and resume the grievance process with respect to the formal complaint.
- (4) ETSU will ensure that an individual designated to facilitate an informal resolution process does not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent. The intent of this provision is to provide protections analogous to, and no less protective than, the conflict of interest provisions of T.C.A. § 4-5-303.
- (5) ETSU will require an informal resolution process to conclude within a reasonably prompt time frame.

Authority: T.C.A. §§ 49-8-101(a)(2)(A) and 49-8-203(a)(1)(D) & 49-8-203(a)(4).

0240-06-01.15 Retaliation is added to Chapter 0240-09-08 Title IX Compliance and shall read as follows:

0240-06-01-.15 Retaliation

- (1) Intimidation, threats, coercion, or discrimination, including charges against an individual for code of conduct violations that do not involve sex discrimination or sexual harassment, but arise out of the same facts or circumstances as a report or complaint of sex discrimination, or a report or formal complaint of sexual harassment, for the purpose of interfering with any right or privilege secured by Title IX or this rule, constitutes retaliation.
- (2) The exercise of rights protected under the First Amendment does not constitute retaliation.
- (3) Charging an individual with a code of conduct violation for making a materially false statement in bad faith in the course of a grievance process does not constitute retaliation, provided, however, that a determination regarding responsibility, alone, is not sufficient to conclude that any party made a materially false statement in bad faith.
- (4) Complaints alleging retaliation may be filed with the Title IX Coordinator who will follow the procedures and processes used for Title VII retaliation allegations.

Authority: T.C.A. §§ 49-8-101(a)(2)(A) and 49-8-203(a)(1)(D) & 49-8-203(a)(4).

0240-06-01.16 Training Related to Sexual Harassment is added to Chapter 0240-09-08 Title IX Compliance and shall read as follows:

0240-06-01-.16 Training Related to Sexual Harassment Issues

- (1) ETSU will ensure that its Title IX Coordinator, investigators, hearing officers, decision-makers, and any person who facilitates an informal resolution process receive training on this rule's definition of sexual harassment, the scope of ETSU's education program or activity, how to conduct an investigation and grievance process including hearings, appeals, and informal resolution processes, as applicable, and how to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias.
- (2) Such training will satisfy the requirements of Title IX and be developed or conducted consistent with the

requirements of state law, including but not limited to T.C.A. § 4-5-324.

- (3) ETSU will ensure that hearing officers receive training on any technology to be used at a live hearing.
- (4) ETSU will ensure that hearing officers receive training on issues of relevance of questions and evidence, including when questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant.
- (5) ETSU will ensure that investigators receive training on issues of relevance to create an investigative report that fairly summarizes relevant evidence.
- (6) ETSU will ensure that any materials used to train Title IX Coordinators, investigators, hearing officers, decision-makers, and any person who facilitates an informal resolution process promote impartial investigations and adjudications of formal complaints and do not rely on sex stereotypes.

Authority: T.C.A. §§ 49-8-101(a)(2)(A) and 49-8-203(a)(1)(D) & 49-8-203(a)(4).

0240-06-01.17 Effect of Other Requirements is added to Chapter 0240-09-08 Title IX Compliance and shall read as follows:

0240-06-01-.17 Effect of Other Requirements

- (1) ETSU will not restrict any rights protected from government action by the First Amendment of the U.S. Constitution, deprive a person of any rights that would otherwise be protected from government action under the Due Process Clauses of the Fifth and Fourteenth Amendments of the U.S. Constitution, or restrict any other rights guaranteed against government action by the U.S. Constitution or State of Tennessee Constitution.

Authority: T.C.A. §§ 49-8-101(a)(2)(A) and 49-8-203(a)(1)(D) & 49-8-203(a)(4).

0240-06-01.18 Record Retention and Disposition is added to Chapter 0240-09-08 Title IX Compliance and shall read as follows:

0240-06-01-.18 Record Retention and Disposition

- (1) ETSU will retain and dispose of records related to Title IX matters as required by federal and state laws and regulations.

Authority: T.C.A. §§ 49-8-101(a)(2)(A) and 49-8-203(a)(1)(D) & 49-8-203(a)(4).

0240-06-01.19 Severability is added to Chapter 0240-09-08 Title IX Compliance and shall read as follows:

0240-06-01-.19 Severability

- (1) If any provision of this rule or its application to any person, act, or practice is held invalid, the remainder of the rule or the application of its provisions to any person, act, or practice shall not be affected thereby.
- (2) If any provision of the Title IX regulations on which this rule is based is enjoined or held invalid or the Title IX regulations' application to any person, act, or practice is enjoined or held invalid, the remainder of this rule or the application of its provisions to any person, act, or practice shall not be affected thereby.

Authority: T.C.A. §§ 49-8-101(a)(2)(A) and 49-8-203(a)(1)(D) & 49-8-203(a)(4).

I certify that the information included in this filing is an accurate and complete representation of the intent and scope of rulemaking proposed by the agency.

Date: 8/21/20

Signature: Ad S. Green

Name of Officer: Adam S. Green

Title of Officer: Secretary to Board of Trustees

Department of State Use Only

Filed with the Department of State on: 8/21/2020

Tre Hargett

Tre Hargett
Secretary of State

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EAST TENNESSEE STATE UNIVERSITY
BOARD OF TRUSTEES

INFORMATION ITEM

DATE: November 13, 2020

ITEM: ETSU 125 Chapter 2 & Strategic Plan/KPI Update

PRESENTED BY: Mike Hoff
Chief Planning Officer

East Tennessee State University is five years removed from the most recent strategic plan and seven years removed from the Committee for 125 Report. It is time the university embark on a review of the progress since those activities and engage stakeholders in a new initiative that will define the next decade at ETSU. Dr. Hoff will share the most recent metrics related to the 2016 strategic plan and outline a process for 125 Chapter 2. This second chapter will involve input from the board of trustees, regional employers, elected leaders, community members, faculty, staff and students – as well as others. Dr. Hoff will provide a calendar of activities and details about expectations related to this new process where we can dream together for a bold new future at ETSU.

East Tennessee State University Strategic Plan Tracking Dashboard <i>Update November 2020</i>				
Category/Metric	Value 2016	Value 2020	Goal 2026	Status
University Enrollment				
Freshmen Applications	6,672	8,690	12,000	↓
First-year Average ACT Score	23.2	23.4	24	↑
First-time Freshmen	1,886	1,651	3,000	↓
First-time Transfers	1,027	1,231	2,000	↑
Undergraduate Enrollment	11,065	10,705	15,800	↓
Graduate Enrollment	2,354	2,435	2,854	↑
Out-of-State Enrollment	2,180	2,223	2,500	↑
International Enrollment	646	288	1,000	↓
Overall University Enrollment	14,285	13,967	18,000	↓
Research and Service				
Research Expenditures	\$11,395,380	\$11,546,959	TBD	↑
Externally Sponsored Research	\$7,653,066	\$11,257,593	TBD	↑
Extramural Funding Proposals - Submitted	\$94,438,572	\$164,174,991	TBD	↑
Extramural Funding Proposals - Funded	\$38,811,378	\$53,626,268	\$60,000,000	↑
Stewardship of Place				
Number of Service Hours	48,707	-	TBD	-
Patient Encounters	414,493	-	TBD	-
Total Funds Raised - Giving	\$7,400,000	\$26,782,004	\$25,000,000	↑
Percent Alumni Giving	3.5%	3.0%	10%	↓

Notes: Indicator measures to 2026 not to prior year when possible.

COVID-19 Has had an impact on enrollment this year as has federal policies on international students.

Research and other sponsored activities continue to see gains and are a positive driver of the formula funding increases

Fundraising activities are strong and current projections indicate the university should continue to exceed \$25,000,000 in annual giving.

We are changing the way we report Patient Encounters and will have an update on that metric at the next meeting

Category/Metric	Value 2016	Value 2020	Goal 2026	Status
Student Success				
Retention Rate	71.3%	78.0%	85%	↑
Graduation Rate	40.1%	50.0%	60%	↑
Graduation Rate - Male	37.2%	44.7%	60%	↑
Graduation Rate - Female	42.3%	53.5%	60%	↑
Equity and Inclusion				
Student Race/Ethnicity % Non-White	18.7%	21.2%	33.0%	↑
Graduation Rate Non-White	31.4%	36.1%	60.0%	↑
Students - Percent Female	58.2%	62.0%	TBD	↔
Students - Percent Male	41.8%	38.0%	TBD	↔
Full-time Staff - Percent Female	57.4%	56.8%	TBD	↔
Full-time Staff - Percent Non-White	15.3%	15.3%	TBD	↔
Teaching Environment				
Total Instructional Faculty - Main Campus	942	988	TBD	↑
Percent Full-time Faculty - Main Campus	62.0%	69.6%	TBD	↑
Student-to-Faculty Ratio - Main Campus	15.9	15	18	↔
Empowering Employees				
Great Colleges to Work For Rating	61.0%	66.0%	77% Favorability	↑
Voluntary Staff Turnover	9.2%	7.9%	TBD	↑

Notes: Indicator measures to 2026 not to prior year when possible.

Student success metrics indicate strong performance and are a driver of positive formula funding outcomes for ETSU, this is true across demographic characteristics

Results from the Great Colleges To Work For Survey indicate continued growth in favorability and the university will continue to focus on employee development and well-being in the coming year

Overall, despite the challenges with enrollment (a national issue) the university continues to see success in metrics that indicate high quality

**The Committee for 125 Chapter 2
Strategic Visioning Process 2020
(Working Document 11/13/2020)**

Initial Committee for 125 Vision for ETSU

“In 2036, when a visitor approaches Johnson City, the presence of East Tennessee State University looms large. It is seen in the far outskirts of the city on “Welcome to ETSU” signs; in the high-tech, manufacturing and health care corridor that embraces the region; and in the vibrant college town of Johnson City, where campus and community are synonymous. The message is clear – ETSU is the preeminent player in the region, contributing to the overall high quality of life, innovation, industry and business, health, well-being, vitality and diversity through education, arts and culture and athletics. These themes define its overall ‘Culture of Excellence,’ whose attributes guided visioning and planning for ETSU’s 125th anniversary.”



C125: Chapter Two

Purpose: Develop a future-focused vision for East Tennessee State University (ETSU) that maximizes the power of the collective talent of the university and surrounding community to improve the lives of the people in the Appalachian Highlands.

Context: Similar to many public, regional institutions of higher education, ETSU is at a crossroads. The university is 10-years removed from the last strategic visioning process and is at

the midway point of the current university strategic plan. There have been many changes at the university since those two processes occurred. The university now has a local governing board that has matured and must be included in this process to ensure solid alignment between the board's expectations and the university strategic direction. Externally, the public is questioning the necessity of a college education while the university is approaching a demographic cliff in the college-aged population. The new pressures from the COVID-19 pandemic have forced ETSU to evaluate practices and policies in ways that were never imagined – and some that were but never given due attention in preference for tradition. The university has developed a strong sense of connectedness, perhaps to a larger extent than any time in recent history, despite the distance we are currently forced to endure. If the university is to achieve prominence at the levels required for continued stewardship of the Appalachian Highlands, the university must focus now on its strengths and what opportunities exist that can be leveraged to grow the impact of our mission.

The process proposed here is one designed to allow the university and community to dream together about the future of higher education and how ETSU can best position itself as a regional and national leader. This is not a process that would be bogged down with details of resource identification and goal setting, but rather a group process that should be fueled by the promise of what could be if focused attention is given to a common dream. The university has existed in a siloed environment that has worked well to develop many pillars of excellence like the Academic Health Science Center and the more recent growth of the ETSU Marching Bucs. While these activities are valuable on their own, the university must find ways to collaborate more and use our collective power to ensure we are operating as One ETSU. Through this collaborative visioning process, the university can maximize its impact and achieve even greater accomplishments in the next decade. A university achieves best that which its community needs.

C125: Chapter Two

Areas of Focus

- ETSU Health
- Academics
- Student Experience
- Research and Scholarship
- Community Engagement

Consultants: Student Ready Strategies (SRS) to complete the following by December 31, 2020:

- **Committee for 125 Inquiry and Discovery:** SRS will engage with staff through individual interviews and focus groups to measure the progress on the intended outcomes of the Committee for 125 final report, pinpointing the successes and deeply exploring the gaps.
- **ETSU Strategic Plan Inquiry and Discovery:** SRS will engage with staff through individual interviews and focus groups to measure the progress on the intended outcomes of the current university 2016-2026 strategic plan, pinpointing the successes and deeply exploring the gaps to-date.

- **Committee for 125 and Strategic Plan Analysis and Comprehensive Report:** SRS will analyze and synthesize the data from the focus groups and interviews, incorporating additional quantitative data when necessary, and craft a report to tout the wins, analyze the root causes of the gaps, and determine appropriate, actionable next-steps to orient ETSU toward future goals and outcomes. This report will include strategic communications recommendations to publicly celebrate the current wins with the institution, the community, and the region.

C125: Chapter 2 Timeline

- **Pre-Planning 2019-2020**
 - Conducted various surveys and focus groups to determine current landscape of higher education and specifically the environment impacting ETSU.

Phase 1 – Develop and Launch Project (August – December 2020)

- Project Planning
- Consultant Engagement
- Celebrate Success

Phase 2 – Develop Draft Vision January 2021

- Committee for 125 Chapter Two formed
- Revised vision developed for presentation to constituent groups

Phase 3 – Strategy Development (February 2021 – April 2021)

- Website launched
- Data and trend analysis

Phase 5 – Formal Presentation to ETSU

- Proposed vision plan presented to University Council for input
- Revised vision presented to ETSU Board of Trustees

Phase 6 – Implementation

- Fall 2021 University Council begins the process of developing and prioritizing implementation plans for strategic items identified to achieve the new strategic vision for ETSU

EAST TENNESSEE STATE UNIVERSITY
BOARD OF TRUSTEES

INFORMATION ITEM

DATE: November 13, 2020

ITEM: COVID-19 Medical Response Team Update

PRESENTED BY: William Block, Jr.
Vice President for Clinical Affairs and Dean of Medicine

The ETSU COVID-19 Medical Response Team was established in August to help the university navigate important decisions to protect the health and safety of the campus community and ETSU Health clinics during the COVID-19 pandemic.

Drawing on the abundant medical and public health experts at the university, the Medical Response Team meets regularly to analyze disease trends, craft medical suggestions, and aid in decisions and considerations regarding the safety of campus operations.

Led by Dr. William Block, Vice President for Clinical Affairs and Dean of Quillen College of Medicine, the team consists of Block;
Dr. Randy Wykoff, Dean of the College of Public Health;
Dr. David Linville, Executive Vice Provost for Academics and Health;
Dr. Leigh Johnson, Associate Professor at Quillen and Director of COVID Response for ETSU Health;
Dr. Beth Anne Fox, Associate Dean and Chief of Staff at Quillen;
Dr. Sheri Holmes, Associate Dean and Chief Medical Officer for ETSU Health; and
Dr. Roslyn Robinson, Assistant Dean, College of Nursing and Chief Nursing Officer for ETSU Health

The team has assisted in the development of ETSU procedures and protocols related to face coverings, return to work and class protocols, and a list of frequently asked safety questions. They have also implemented a voluntary COVID-19 surveillance testing program available to faculty, staff, and students that provides another way to gain insight into the prevalence on campus. The team also is working to improve access and coordination of mental health services for the campus community. Dr. Block provides an update on the work of the Medical Response Team.