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2021 September 17 - Board of Trustees Academic, Research, and Student Success Committee Agenda and Minutes

Board of Trustees, East Tennessee State University

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EAST TENNESSEE STATE UNIVERSITY
BOARD OF TRUSTEES
ACADEMIC, RESEARCH, AND STUDENT SUCCESS COMMITTEE
SEPTEMBER 2021 MEETING

9:45 – 10:45 am ET
Friday
September 17, 2021

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

AGENDA

- I. Call to Order
- II. Roll Call
- III. [Approval of Committee Minutes from April 23, 2021](#)

ACTION ITEMS (10 minutes)

- IV. [Recommendation for Tenure upon Appointment – *McCorkle*](#)

INFORMATION AND DISCUSSION ITEMS (40 minutes)

- V. [Academic Action Notifications for the Period of January 1, 2021 through July, 31, 2021 – *McCorkle*](#)
- VI. [Fall 2021 Provost Update – *McCorkle*](#)

GENERAL INFORMATION ITEMS

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

EAST TENNESSEE STATE UNIVERSITY
BOARD OF TRUSTEES

ACTION ITEM

DATE: September 17, 2021

ITEM: Approval of the Minutes from April 23, 2021

COMMITTEE: Academic, Research, and Student Success

RECOMMENDED ACTION: Approve

PRESENTED BY: Adam Green
Board Secretary

The minutes of the April 23, 2021 meeting of the Academic, Research, and Student Success Committee are included in the meeting materials.

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

RESOLVED: The reading of the minutes of the April 23, 2021 meeting of the Academic, Research, and Student Success Committee is omitted, and the minutes are approved as presented in the meeting materials, provided that the Secretary is authorized to make any necessary edits to correct spelling errors, grammatical errors, format errors, or other technical errors subsequently identified.

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

MINUTES

April 23, 2021
Johnson City, Tennessee

The East Tennessee State University Board of Trustees' Academic, Research and Student Success Committee met at 9:15 a.m. on Friday, April 23, 2021, in the ETSU Alumni Association office located in the Model Mill, 602 Sevier Street, Johnson City. Due to the extraordinary circumstances surrounding the COVID-19 pandemic, attendance was limited to Trustees, presenters, and support staff. The meeting was livestreamed for public viewing.

I. Call to Order

Dr. Linda Latimer, chair of the Academic, Research and Student Success Committee, called the meeting to order at 9:15 a.m.

II. Roll Call

Board Secretary Adam Green led the roll call. Committee members present were:

Janet Ayers
Virginia Foley
Scott Niswonger
Melissa Steagall-Jones
Chair Linda Latimer

Dr. Green stated there was a quorum; however, in accordance with Tennessee Code § 8-44-108 Section (c)(3), he needed to present a series of questions to the committee members, and that due to some trustees participating remotely, all votes must be taken by roll call. In response to these questions, Trustee Ayers indicated that she could hear clearly and that no one was present in the room with her; likewise, all trustees present in person indicated they were able to hear Trustee Ayers. Dr. Green also noted for the record that Trustees Dorothy Grisham and Ron Ramsey were also participating in the meeting.

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

The minutes for the February 19, 2021, Academic, Research and Student Success Committee meeting were reviewed. Trustee Foley made a motion for approval, and Trustee Steagall-Jones seconded the motion. The minutes were unanimously approved.

IV. Approval of New Academic Program Proposal for the Establishment of a Master of Science in Orthotics and Prosthetics

Dr. Wilsie Bishop, Senior Vice President for Academics and Interim Provost, presented the New Academic Program Proposal for the Establishment of a Master of Science in Orthotics and Prosthetics, which is the final step in a series of Board of Trustees review protocols necessary for its establishment; this proposal was previously reviewed by the Board in September 2019, and if approved, it will be presented to the Tennessee Higher Education Commission for final approval in May. It is slated for implementation in Summer 2022.

Dr. Don Samples, Dean of the College of Clinical and Rehabilitative Health Sciences, gave a brief summary of the proposal as outlined in the meeting materials. He noted that the Curriculum Committee has worked with consultants since the Board's last review, and a few minor adjustments have been made. The budget projections have remained constant. This two-year, interprofessional program will become the only Master of Science in Orthotics and Prosthetics program in Tennessee and within 300 miles of ETSU; only 13 programs currently exist in the nation.

Trustee Steagall-Jones made a motion that the committee recommend adoption of the proposal by the Board of Trustees. The motion was seconded by Trustee Foley and passed unanimously in a roll call vote.

V. Approval of New Academic Program Proposal for the Establishment of a Master of Fine Arts in Digital Media

Dr. Bishop presented the New Academic Program Proposal for the Establishment of a Master of Fine Arts in Digital Media, which is the final step in a series of Board of Trustees review protocols necessary for its establishment; this proposal was previously reviewed by the Board in April 2019, and if approved, it will be presented to the Tennessee Higher Education Commission for final approval in May. It is slated for implementation in Fall 2021.

Dr. Dennis Depew, dean of the College of Business and Technology, gave a brief summary of the proposal as outlined in the meeting materials. He said this would be a capstone for the relatively new Digital Media program and would provide current students a graduate experience that does not yet exist. He noted that the program is currently on-ground with virtual components and should eventually become an online program of which students from across the nation will want to take advantage. Trustee Steagall-Jones made a motion that the committee recommend adoption of the proposal by the Board of Trustees. The motion was seconded by Trustee Ayers and passed unanimously in a roll call vote.

VI. Promotion and Tenure of Faculty Members

Dr. Bishop presented the recommendation for tenure of 23 faculty members and 40 faculty promotions (*see full listing in meeting materials*), which she said is the culmination of a year-long process involving application and extensive review at the departmental, college and university levels. Some of the individuals are seeking both tenure and promotion, and five exceptions – four for promotion and tenure and one for promotion – are sought for extraordinary circumstances. She noted that all of those listed show both value to the university and the potential for continued growth and contributions in their respective fields.

Trustee Foley made a motion to recommend adoption of the proposal by the Board of Trustees. The motion was seconded by Trustee Steagall-Jones and passed unanimously in a roll-call vote.

VII. Academic Calendars for 2023-2024, 2024-2025, and 2025-2026

Dr. Bishop presented the university's Academic Calendars for the years 2023-2024, 2024-2025, and 2025-2026 (*see meeting materials*). She pointed out that these calendars are developed in advance by the Registrar's Office in accordance with federal regulations. They conform to holidays and breaks that are scheduled by the university as well as federal financial aid requirements; contain 15-week fall and spring semesters and a 13-week summer term; and, include final examinations and commencement days for fall and spring semesters.

Trustee Steagall-Jones made a motion to recommend adoption of the Academic Calendars by the Board of Trustees. This motion was seconded by Trustee Ayers and passed unanimously in a roll-call vote.

VIII. ETSU 2019 Graduates Post-graduation Outcomes and 2021 Outlook

Dr. Mike Hoff, Vice Provost for Decision Support and University Chief Planning Officer, gave an informational presentation on 2019 Graduates Post-graduation Outcomes and 2021 Outlook (*see presentation in meeting materials*). He said University Career Services conducted a survey starting in October 2019 using the new Handshake app and obtained information gathered by the colleges on their graduates. He also noted that higher education partner services will search the internet and other publicly available data sources for information on graduates. He said that while it is often difficult to get responses to surveys, ETSU's response rate was good.

Dr. Hoff said that the response showed that the majority of graduates are employed and many are continuing their education. Salaries graduates can expect in an area such as Johnson City are in the \$30,000-\$39,000 range, although some average between \$80,000-\$89,000 range for medical and pharmacy graduates. Many continue their education at ETSU, and a good number stay in the East Tennessee region. ETSU and Ballad Health are the top employers of the class of 2019, along with self-employment; ETSU and its Gatton College of Pharmacy are joined by Lincoln Memorial University as the top

schools for continuing education. Seventy percent of employed post-graduates are working in Tennessee.

Dr. Hoff said that post-graduation data collection for the class of 2020 is beginning this spring and is to be reported to the Board this fall, along with THEC data on employment of graduates throughout Tennessee higher education. In addition, a follow-up survey of the 2019 graduates will be conducted in three years to determine their progress and job growth.

Discussion ensued regarding widely varying salaries of people with differing levels of education (trade school vs. four-year degree), regional cost of living differences, the need to recruit business that pay more than \$18 per hour, regional businesses' need for employees highly trained in technology, and the need to train students for emerging careers in the post-COVID period. Chair Latimer said the 125 Chapter II effort should provide opportunities to address these types of issues with regional companies. Trustee Ayers requested a database of careers students could pursue that would provide a great living wage no matter where graduates choose to live. There was also discussion on inviting Career Services staff, alumni and regional professionals to classes to share what students in different majors could do to set themselves apart.

President Noland noted that Dr. Joseph Chappell, Director of Institutional Research, is working with Dr. Rich Rhoda in the Clemmer College on a grant the university was awarded to train on the Coolridge Initiative, which is a set of statewide employment data. ETSU will be able to train other institutions in the use of this data and be able to represent the data in a timely fashion. He said this would allow administrators to make a more robust presentation around all fields of employment income at the November meeting. This information will also be shared with the Committee for 125. Trustee Niswonger asked if the university provided incoming freshmen with a wage scale indicating projected salaries in different careers, and Dr. Hoff indicated this is something he hopes to be able to do with the Coolridge data. This system should also assist the university in providing data on graduates in majors like political science, literature, languages, sociology, anthropology and others whose placements are not as easy to track as those in education, medicine or pharmacy.

IX. Undergraduate Enrollment Approach and Strategy Discussion

Drs. Joe Sherlin and Sam Mayhew, Vice President and Associate Vice President, respectively, for Student Life and Enrollment, along with Heather Levesque, Director of Undergraduate Admissions, gave a presentation on undergraduate enrollment processes and strategies (*see PowerPoint presentation included in meeting materials*).

Dr. Sherlin noted the process of developing a new logo and brand several years ago, which students love, brought focus and clarity, and he said he and his team have been

undergoing a similar process over the past 18 months. They have studied the college choice factors among students who choose to come to ETSU and those who do not, and have worked to align ETSU's competitive advantages with priorities for students and families in a way that is consistent with the university's mission. He said the strategic areas of focus are the four pillars of academic quality, affordability and access, location, and experience. They are working to tell the story of ETSU focusing on these pillars and the experiences of students both in and out of the classroom. Among the points he made were:

- Although ETSU has highly ranked programs throughout its colleges, it is more than rankings for the students as they enjoy meaningful experiences leading to meaningful careers. Experience is the leading driver in the college choice process.
- ETSU has worked to keep its tuition and fees affordable so students and families can make their choice based on fit and not price; combined with housing, meals and robust financial support, ETSU has the most affordable price point in the state.
- ETSU is capitalizing on its location in Johnson City and its surrounding mountains with myriad opportunities for engagement and outdoor activity, as well as its excellent Public Safety Department, and its ability to bring the diverse opportunities of a major university in an environment that feels like a small college.

Dr. Mayhew discussed the personal approach used by the university in building relationships with students, saying that "home" is how many students describe ETSU. He said university officials studied the approaches taken by small colleges in relationship-building. He discussed the full-team effort required by everyone at the university in recruitment efforts. He talked about the partnership between University Relations and Undergraduate Admissions in marketing the university using student voices in newspaper advertisements, in ETSU's "Campus Tour" segment on Amazon Prime, and in the university website and publications. Every admitted student this past year received a handwritten letter from a current student, and phone calls were made to students by ETSU staff or faculty members. University officials realized last summer that high school students lacked important connections in that they did not get to go to proms or awards nights as is tradition, and the officials looked for ways to connect with students and families in the midst of the pandemic in ways that followed health and safety guidelines. They went into restaurants and coffee shops to meet with students and families to let them know about ETSU's academic programs, financial aid and scholarships, and more.

Ms. Levesque discussed building relationships throughout the region. She said that ETSU officials also looked at the importance of developing personal relationships with regional leaders who help with the student transition to college simultaneously with building relationships with students and families. These include leaders at regional high schools, community colleges and college access programs who provide pivotal support for students as they consider going to college. The officials spent time with these leaders to

learn more about the work they were doing and what they were hearing from students, as well as how ETSU could support the leaders. ETSU then focused on the areas of international and transfer recruitment as well as dual enrollment recruitment.

Ms. Levesque described how, prior to the pandemic, Drs. Sherlin and Mayhew and she personally visited the leadership of the top 20 high schools from which ETSU recruits. While making those connections, they also noted some of the innovative things being done at those schools and began thinking of ways ETSU could play a role in those initiatives. They also met virtually with high school principals throughout the pandemic. In addition, the ETSU officials formed a Counselor Advisory Board comprised of high school counselors who meet regularly to provide support and advice pertaining to ETSU's policies, practices and decisions at the enrollment management level.

Ms. Levesque noted that ETSU continues to connect and build relationships with the Ayers and Niswonger Foundations, as well as with the Public Education Foundation in Chattanooga. These relationships help ETSU understand college access and what students need. Another opportunity Levesque described led 63 ETSU faculty members from different colleges to lead virtual classes pertaining to their disciplines for high schools throughout the region, as well as high schools as far away as Florida and Ohio; she said ETSU will continue this effort.

Ms. Levesque also touched on the enhanced marketing efforts in partnership with University Relations. She pointed to the creation of a poster with interesting and important facts about ETSU and informative rack cards about ETSU's colleges that were included in packets mailed to high school counselors throughout Tennessee and to 3,000 counselors in five border states.

In discussion, Board members pointed out ways to enhance these efforts, including encouraging high school counselors to drop into classes to encourage students to come talk to them, bringing counselors to ETSU's campus so they can personally see all ETSU has to offer. President Noland added that more than 6,000 handwritten notes were sent from ETSU students to prospective students, and said that if ETSU officials can get in a room with a prospective student, he liked the university's chances at recruiting that student. He added that ETSU will maintain its small-school approach.

In response to a question from Trustee Niswonger, Dr. Sherlin said the university is cautiously optimistic about fall enrollment numbers.

X. Adjournment

The committee meeting was adjourned by Chair Latimer.

EAST TENNESSEE STATE UNIVERSITY
BOARD OF TRUSTEES

ACTION ITEM

DATE: September 17, 2021

ITEM: Recommendations for Tenure upon Appointment

COMMITTEE: Academic, Research, and Student Success Committee

RECOMMENDED ACTION: Approve

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

With her appointment as Dean of Nursing on August 16, 2021, Dr. Leann Horsley brought to the University valuable experience from her previous appointments. Most recently she has served as an assistant dean, tenured associate professor, and interim director for the Healthcare Simulation Center (HCSC) at South Dakota State University (SDSU) College of Nursing, the state's land grant institution with the largest and most comprehensive nursing education programs. She has held academic appointments previously at Loyola University Chicago Marcell Niehoff School of Nursing and the University of Oklahoma College of Nursing. As assistant dean at SDSU College of Nursing, Dr. Horsley provided the leadership and oversight of all faculty, staff, and educational experiences at the Sioux Falls campus located 55 miles south of SDSU's main campus in Brookings. She was appointed to lead the HCSC as interim director, providing leadership for 25 facilitators in the university's comprehensive simulation program that earned provisional accreditation through the Society for Simulation in Healthcare in 2018. She also served as lead nurse planner for the International Nursing Association for Clinical Simulation and Learning. She has been recognized at the national level for outstanding leadership and scholarly work in the field of simulation. Dr. Horsley earned the Ph.D. in nursing from University of Kansas. She completed her B.S.N. and M.S. in nursing education from University of Oklahoma. With the full support of the Department, the Associate Dean for Undergraduate Programs, the Provost, and of the President, Dr. Horsley is recommended to be awarded tenure and the faculty rank of Professor in Undergraduate Nursing.

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

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



East Tennessee State University Office
of the President

PO Box 70734 Johnson City, TN 37614-1710 1 P 423-439-4211 1 F 423-439-4004

Dr. Adam Green
Secretary of the Board of Trustees
East Tennessee State University
August 20, 2021

Dr. Green,

I recommend that the Board of Trustees award tenure upon appointment at the rank of professor in Undergraduate Nursing to Dr. Leann Horsley, dean of the College of Nursing, effective August 16, 2021.

Dr. Horsley comes to East Tennessee State University from South Dakota State University where she held the position of assistant dean in the college of nursing. In that role, Dr. Horsley provided the leadership and oversight of all faculty, staff, and educational experiences at the Sioux Falls campus located 55 miles south of SDSU's main campus in Brookings. She was appointed to lead the university's Health Care Simulation Center, leading the university's comprehensive simulation program that earned provisional accreditation through the Society for Simulation in Healthcare in 2018. Dr. Horsley earned the Ph.D. in nursing from University of Kansas. She completed her B.S.N. and M.S. in nursing education from University of Oklahoma. She has held academic appointments previously at Loyola University Chicago Marcell Niehoff School of Nursing and the University of Oklahoma College of Nursing. Dr. Horsley holds national distinction in her field and is widely recognized for her leadership and scholarly work in healthcare simulation.

Sincerely,

Brian Noland
President
Attachment

Copies: Kimberly McCorkle, Provost and Senior Vice President for Academics

Trisha Leann Horsley, PhD, RN, CHSE, CNE
South Dakota State University
College of Nursing

Education

PhD, University of Kansas, 2012.

Major: Nursing

Dissertation Title: The Effect of Nursing Faculty Presence on Students' Level of Anxiety, Self-Confidence, and Clinical Experience During a Clinical Simulation Experience

Graduate Student, University of South Dakota, 2019 to Present

Major: Business Administration

MS, University of Oklahoma, 2005.

Major: Nursing Education

Thesis Title: The Effects of HeartMath® on Nursing Students' Level of Anxiety and Academic Test Performance

BSN, University of Oklahoma, 1990.

Major: Nursing

Work History

Administration

Associate Dean for Academic Programs, Appointed Interim beginning April 13, 2021.

Assistant Dean, South Dakota State University College of Nursing, Sioux Falls, South Dakota (July 1, 2017 – April 12, 2021). Tenured Associate Professor, 2019.

Lead Nurse Planner, International Nursing Association for Clinical Simulation and Learning (INACSL) (June 1, 2015 - May 31, 2018)

Education

Assistant Professor, Loyola University Chicago Marcella Niehoff School of Nursing, Maywood, Illinois (August, 2012 – May, 2017)

Education

Instructor, Edward Hines Jr Veterans Administration Nursing Academy, Maywood, Illinois (August, 2010 – July, 2012)

Education

Instructor, University of Oklahoma College of Nursing, Tulsa, Oklahoma (August, 2006 – May, 2007)

Education

Instructor, Tulsa Community College School of Nursing, Tulsa, Oklahoma (January, 2006 – June, 2006)

Education

Graduate Teaching Assistant, University of Oklahoma College of Nursing, Tulsa, Oklahoma (September, 2004 – May, 2005)

Healthcare

Staff RN Emergency Department, Germantown Methodist Hospital Germantown, Tennessee (March, 2001 – July, 2002)

Healthcare

Staff RN Emergency Department, North Mississippi Medical Center, Tupelo, Mississippi
(July, 1998 – March, 2000)

Healthcare

Staff RN Emergency Department, Schumpert Medical Center, Shreveport, Louisiana
(May, 1994 – November, 1995)

Licensures and Certifications

Registered Nurse license #2477014, Minnesota (March 5, 2019 Obtained – Exp. March 31, 2022)

Registered Nurse R048760, South Dakota (April 5, 2017 Obtained – Exp. March 10, 2023)

(Inactive licenses are held in the following states: California, Illinois, Louisiana, Mississippi, North Dakota, Oklahoma, and Tennessee)

Basic Life Support for Healthcare Providers (BLS/AED) exp. April, 2021

Certified Healthcare Simulation Educator (CHSE) exp. July, 2023

Certified Nurse Educator (CNE) exp. January, 2026

Basic Life Support (BLS/AED) Instructor exp. May, 2019

Advanced Cardiovascular Life Support (ACLS) Provider exp. May, 2019

Advanced Cardiovascular Life Support (ACLS) Instructor exp. May, 2019

TeamSTEPPS® Primary Care Master Trainer earned January, 2015

Certified in On-line Education in Higher Education LUC MN SON earned August, 2014

Healthcare Educator Certificate earned December, 2010

Basic Disaster Life Support (BDLS) exp. December, 2010

Pediatric Education for Pre-Hospital Professionals–Advanced exp. November, 2003

Trauma Nursing Core Course (TNCC) exp. October, 2003

Pediatric Advanced Life Support Program (PALS) exp. April, 2003

Emergency Nursing Pediatric Course (ENPC) exp. September, 1999

Pre-Hospital Trauma Life Support – Advanced (PHTLS) exp. June, 1999

Professional Memberships

South Dakota Nurses Association (2018 – Present)

Association of Standardized Patient Educators (2018 – Present)

Society for Simulation in Healthcare (2013 - Present)

International Nursing Association for Clinical Simulation and Learning, membership, and leadership position (Lead Nurse Planner 2015-2018 & Vice President for Programs 2019-2021)

National League for Nursing

Sigma Theta Tau International Honor Society, membership and leadership position (Secretary for Alpha Beta Chapter 2014-2016)

Alpha Epsilon Lambda Delta Chapter

Chi Omega Fraternity

Awards and Honors

Leadership

American Association of Colleges of Nursing Elevating Leaders in Academic Nursing (ELAN).
(July 28, 2019 – June 29, 2020).

Goodale Nursing Faculty Scholar, South Dakota State University College of Nursing. (April 5, 2018 – April, 2023).

Ambassador of the Loyola Institute for Transformative Interprofessional Education (I-TIE). Loyola University Chicago. (August 2014 – May 2017).

Scholar, Sigma Theta Tau International Nurse Faculty Leadership Academy. (2014-2015).

Graduate Student Association Award for Outstanding Academic Achievement,
University of Oklahoma Health Sciences Center. (May, 2006).

Honored as “Emergency Nurse of the Year” Schumpert Medical Center Emergency

Department. (October 1994).

Research

Research Award (monetary), Sigma Theta Tau Beta Delta Chapter-at-large (April, 2006).
Research Award, University of Oklahoma College of Nursing (May, 2006).

Service

INACSL Excellence Award: Service, International Nursing Association for Clinical Simulation & Learning. (June 23, 2017).
Service Award, University of Oklahoma College of Nursing. (May, 2006).

SCHOLARSHIP and RESEARCH

Publications

Works in Progress

Horsley, T. L., Reed, T., Siddall, V., Adams, W., Calandra, M., & Quinones.
Building a culture of safety for healthcare professionals.

Mariani, B., Yost, J., Doolen, J., O'Rourke, J., & **Horsley, T. L.** Virtual reality in nursing education and clinical practice: A scoping review.

Burkhart, E., Adams, W., **Horsley, T. L.**, Connor, J., Kouba, J., Michelfelder, A., & Vlasses, F. Measuring the effectiveness of using the poverty simulation in interprofessional education.

Mariani, B., **Horsley, T. L.** A multi-site simulation study comparing attitudes and comfort level of undergraduate nursing students interacting with people with disability.

Szarek, J., **Horsley, T. L.**, Callender, D., & Reed, T. Designing simulation-based interprofessional education for novice to expert teams.

Manuscripts (currently under review)

Franz, P., Blaseg, E., Durant, A., Lindgren, J., Kozmenko, V., Kemnitz, J., & **Horsley, L.**
Medical students as simulation educators: Program's design and initial implementation.

Kozmenko, V., Jackson, C., Blaseg, N., Beard, M., **Horsley, L.**, Kupersmidt, S., Taggart, K., Molitor, W. L., Terre-Montero, J., Gonzalez, V. M., Smith, D., Hristov, N., & Roshi, E.
Development and implementation of an interprofessional education (IPE) curriculum: Theory and practice.

Journals (peer-reviewed)

Karels, E. M., Voss, J., Arends, R., **Horsley, T. L.**, & Andree, E. (in-press; 2022). Impact of infection control education on gastrointestinal endoscopy procedural staff. *Gastroenterology Nursing*. 45(2).

Brown, R., Mennenga, H., Abuatiq, A., Burdette, L., **Horsley, T. L.**, & Plemmons, C. (2020). Collaborating with rural practice partners to address the need for RNs in primary care. *Online Journal of Rural Nursing and Health Care*. 20(2), <http://doi.org/10.14574/ojrmhc.v20i2.618>

- Mariani, B., **Horsley, T. L.**, Fey, M., Gloe, D., Atz, T., Campbell, Daniels, & Miller, C. (2020). Simulation research rubric: Further analysis of published simulation studies and future implications. *Clinical Simulation in Nursing*. 48, 89-93. <https://doi.org/10.1016/j.ecns.2020.08.013>
- Mennenga, H., Brown, R., **Horsley, T. L.**, Abuatiq, A., & Plemmons, C. (2020) Collaborating with rural partners to provide a primary care experience for undergraduate nursing students. *Nurse Education Today*. Nurse Educator, doi: 10.1097/NNE.0000000000000876. [Epub ahead of print]
- Marrs, R., **Horsley, T. L.**, Hackbarth, D., & Landon, E. (2020). High consequence infectious diseases training using interprofessional training and TeamSTEPPS®. *American Journal of Infection Control*. 48, 615-620. <https://doi.org/10.1016/j.ajic.2019.10.007>
- Johnson, B., **Horsley, T. L.**, Reed, T., Siddall, V., Balasubramanian, N., Quinones, D., & Ruland, S. (2019). Interprofessional education: Simulation to deliver stroke management and TeamSTEPPS® content. *Journal of Interprofessional Education and Practice*. 17 <https://doi.org/10.1016/j.xjep.2019.100288>
- Burkhart, L., **Horsley, T. L.**, Connor, J., Kouba, J., Michelfelder, A., & Vlasses, F. (2019). Engaging interprofessional students and providers in primary care redesign. *Journal of Interprofessional Education & Practice*, 15(1), 43-47. <https://doi.org/10.1016/j.xjep.2019.02.004>
- Horsley, T. L.**, O'Rourke, J., Mariani, B., Doolen, J., & Pariseault, C. (2018). An integrative review of interprofessional simulation in nursing education. *Clinical Simulation in Nursing*, 22, 5-12. <https://doi.org/10.1016/j.ecns.2018.06.001>
- Badowski, D., **Horsley, T. L.**, Rossler, K., Mariani, B., & Gonzalez, L. (2018). Electronic charting during simulation: A descriptive study. *Computers, Informatics, Nursing* 36(9), 430-437. doi: 10.1097/01.NCN.0000544592.35990.f5
- O'Rourke, J., **Horsley, T. L.**, B. Mariani, J. Doolen, & C. Pariseault. (2018). An integrative review of interprofessional simulation in nursing practice. *Journal of Continuing Education*, 49(2), 91-96.
- Desmond, M. B., Burkhart, E., **Horsley, T. L.**, Gerc, S. C., & Bretschneider, A. (2018). Development and psychometric evaluation of a spiritual care simulation and companion performance checklist for a veteran using a standardized patient. *Clinical Simulation in Nursing*. 14, 29-44. <https://doi.org/10.1016/j.ecns.2017.10.008>
- Donnelly, M., **Horsley, T. L.**, Adams, W., Gallagher, P., & Zibricky, D. (2017). The effect of simulation on undergraduate nursing student's knowledge of nursing ethics principles. *Canadian Journal of Nursing Research*, 49(4), 153-159. DOI:10.1177/0844562117731975
- Reed, T., **Horsley, T. L.**, Muccino, K., Quinones, D., Siddall, V., McCarthy, J., & Adams, W. (2017). Simulation using TeamSTEPPS® to promote interprofessional education and collaborative practice. *Nurse Educator*, 1-6. DOI:10.1097/NNE.0000000000000350

- Doolen, J., Mariani, B., Atz, T., **Horsley, T. L.**, O'Rourke, J., McAfee, K., & Cross, C. (2016). High-fidelity simulation in undergraduate nursing education: A review of simulation reviews. *Clinical Simulation in Nursing*, 12(7), 290-302. <http://dx.doi.org/10.1016/j.ecns.2016.01.009>
- Horsley, T. L.**, Reed, T., Muccino, K., Quinones, D., Siddall, V., & McCarthy, J. (2016). Developing a foundation for interprofessional education within nursing and medical curricula, *Nurse Educator*, 41(5) 234-238. DOI: 10.1097/NNE.0000000000000255
- Breymier, T., Rutherford-Hemming, T., **Horsley, T. L.**, Atz, T., Smith, L., Badowski, D., & Connor, K. (2015). Substitution of clinical experience with simulation in prelicensure nursing programs: A national survey in the United States, *Clinical Simulation in Nursing*. 11(11), 472-478. <http://dx.doi.org/10.1016/j.ecns.2015.09.004>
- Horsley, T. L.**, & Wambach, K. (2015). The effect of nursing faculty presence on students' level of anxiety, self-confidence, and clinical performance during a clinical simulation experience, *Clinical Simulation in Nursing*, 11(1), 4-10. <http://dx.doi.org/10.1016/j.ecns.2014.09.012>
- Horsley, T. L.**, Bensfield, L. A., Sojka, S., & Schmitt, A., (2014). Multiple patient simulation: Guidelines and examples, *Nurse Educator*, 39(6), 311-315. DOI: 10.1097/NNE.0000000000000087
- Bensfield, L., Olech, M., & **Horsley, T. L.**, (2012). Simulation for high-stakes evaluation in nursing, *Nurse Educator*, 37(2), 71-74. DOI: 10.1097/NNE.0b013e3182461b8c
- Horsley, T. L.** (2010). Education theory and classroom games: Increasing knowledge and fun in the classroom, *Journal of Nursing Education*, 49(6), 363-364. DOI: 10.3928/01484834-20090521-02

Book Chapter

- Atz, T., & **Horsley, T. L.**, (2017). Leading the science: Research in simulation. In C. Foisy-Doll & K. Leighton (Eds.), *Simulation champions: Fostering courage, caring, and connection*. Philadelphia: Wolters Kluwer.

Presentations (Invited)

- Horsley, T. L.**, & Parise, N., 2019 ATI National Nurse Educator Summit, "Introduction to TeamSTEPPS® 2.0: Understanding the Basics + Integrating TeamSTEPPS® 2.0 throughout the Curricula," ATI, Savannah, GA, US. (April 1, 2019 – April 2, 2019). Audience: nursing educators
- Horsley, T. L.**, Professional Development Avera McKennan Hospital & University Health Center, "Debriefing and Feedback: There is a Difference," Avera McKennan Hospital & University Health Center, Sioux Falls, SD, US. (January 17, 2019).

Horsley, T. L., & Kardong-Edgren, S., University of Alaska Anchorage School of Nursing, Anchorage, Alaska, US. (December 17, 2018 – December 18, 2018). audience: nursing faculty and administration

Horsley, T. L., Professional Development Avera McKennan Hospital & University Health Center, “Standards of Best Practice Simulation Pedagogy: Part 2,” Avera McKennan Hospital & University Health Center, Sioux Falls, SD, US. (December 13, 2018).

Horsley, T. L., Professional Development Avera McKennan Hospital & University Health Center, “Standards of Best Practice Simulation Pedagogy: Part 1,” Avera McKennan Hospital & University Health Center, Sioux Falls, SD, US. (November 27, 2018).

Horsley, T. L., & Bethards, M., SSH/INACSL Regional Simulation Workshop, JUMP Simulation Center in Peoria, Illinois, US. (May 18, 2018).

Horsley, T. L., 2018 VA Nurse’s Week, “Nurses: Inspire, Innovate, Influence,” Sioux Falls VA Medical Center, Sioux Falls, SD, US. (May 7, 2018 & May 10, 2018). audience: practicing nurses and nursing administration

N. Parise & Horsley, T. L., 2018 ATI National Nurse Educator Summit, “Integrating TeamSTEPPS® into Curricula,” ATI, Salt Lake City, UT, US. (April 24, 2018 – April 25, 2018). audience: nursing educators

Horsley, T. L., Reed, T., & Quinones, D., Professional Development at MacNeal Hospital, “Enhancing Teams with TeamSTEPPS®,” MacNeal Hospital, Berwyn, IL, US. (June 8, 2017). interprofessional audience: Nursing, Medicine, Security, PT, OT, Respiratory, Housekeeping, and Dietary

Horsley, T. L., Interprofessional Workshops at University of Chicago Medicine, “Enhancing Teams with TeamSTEPPS®,” The University of Chicago Medicine, Chicago, IL, US. (April 14, 2017; April 18, 2017; & May 4, 2017). interprofessional audience: Infection Control, Nursing, Medicine Disciplines

Horsley, T. L., & Parise, N., 2017 ATI National Nurse Educator Summit, “Mapping TeamSTEPPS® in Nursing Education from Primary through Long-Term Care,” ATI, Orlando, FL, US. (April 3, 2017 – April 4, 2017). audience: nursing educators

Horsley, T. L., & Parise, N., 2017 ATI National Nurse Educator Summit, “Understanding the Basics of Simulation: Integrating the INACSL Standards of Best Practice,” ATI, Orlando, FL, US. (April 2, 2017). audience: nursing educators

Reed, T., & Horsley, T. L., Loyola University Chicago Stritch School of Medicine Interprofessional Student Orientation, “Creating Better Teams with TeamSTEPPS®,” Loyola University Chicago, Maywood, IL, US. (June 30, 2016). interprofessional audience: medical, nursing, and dietitian students

Horsley, T. L., 2016 ATI National Nurse Educator Summit, “Creating a Simulation Team,” ATI, Nashville, TN, US. (April 18, 2016 & April 20, 2016). audience: nursing educators

Horsley, T. L., Interdisciplinary Case Study Workshop at Northern Illinois University College of Health and Human Services, “Team Approach Using TeamSTEPPS®,” Northern Illinois University College of Health and Human Services, DeKalb, IL, US. (February 19, 2016).
interprofessional audience

Horsley, T. L., Sigma Theta Tau International Alpha Beta Chapter Induction, “Nursing Leadership,” STTI Alpha Beta Chapter, Chicago, IL, US. (November 14, 2015). audience: nursing students, faculty, and parents

Muccino, K. & **Horsley, T. L.**, Loyola University Chicago Stritch School of Medicine Reunion, “Interprofessional Education using Simulation,” Loyola University Chicago Stritch School of Medicine, Maywood, IL, US. (September 7, 2015). audience: physicians, SSOM faculty and administration

Horsley, T. L., Sigma Theta Tau International Alpha Beta Chapter Educational Event, “The Effect of Nursing Faculty Presence on Students’ Level of Anxiety, Self- Confidence, and Clinical Performance during a Clinical Simulation Experience,” STTI Alpha Beta Chapter, Chicago, IL, US. (October 23, 2014). audience: nursing students, faculty, and practicing nurses

Presentations (Peer Reviewed, Accepted)

Greenawalt, J., Gonzalez, L., **Horsley, T. L.**, & Anderson, M., 2021 INACSL Conference, “Dissemination of Scholarly Works: Start with the Abstract!” Workshop (2 hours), International Nursing Association for Clinical Simulation & Learning. (June 2021).

Anderson, M., Greenawalt, J., Gonzalez, L., & **Horsley, T. L.**, 2021 INACSL Conference, “Going the Next Step – Writing that Grant!” Workshop (2 hours), International Nursing Association for Clinical Simulation & Learning. (June 2021).

O’Rourke, J., **Horsley, T. L.**, Mariani, B., Duke, A., Doolen, J., & Yost, J., 2021 INACSL Conference, “Applying a Scoping Review Methodology in Simulation: Methods and Impact,” Poster presentation, International Nursing Association for Clinical Simulation & Learning. (June 2021).

Mariani, B., Yost, J., **Horsley, T. L.**, Doolen, J., & O’Rourke, J., 2021 INACSL Conference, “Virtual Reality in Nursing Education and Clinical Practice: A Scoping Review,” Poster presentation, International Nursing Association for Clinical Simulation & Learning. (June 2021).

Heier, C., Schomberg, T., & **Horsley, T. L.**, 2021 INACSL Conference, “An Interprofessional Addiction Simulation for Primary Care in Rural Health: Development and Implementation,” Poster presentation, International Nursing Association for Clinical Simulation & Learning. (June 2021).

Szarek, J., Callender, D., **Horsley, T. L.**, & Reed, T., 24th Annual Meeting of the International Association of Medical Science Educators (IAMSE), “Designing Simulation-Enhanced Interprofessional Education: Application of a 6-Step Model,” Pre-conference Workshop (3 hours), IAMSE, virtual. (June 12, 2021).

Schomberg, T., Heier, C., & **Horsley, T. L.**, 32nd Nursing Research Symposium, “An Interprofessional Addiction Simulation for Primary Care in Rural Health: Development and Implementation,” Poster presentation, Sigma Theta Tau Phi and Zeta Zeta Chapters, virtual. (April 16, 2021).

Horsley, T. L., & Carson, P., 2020 INACSL Conference, “Growing Towards Full Simulation Accreditation: One Multi-Site Center,” Poster presentation, International Nursing Association for Clinical Simulation & Learning, Raleigh Convention Center, Raleigh, NC, US. (June 24, 2020).

Greenwalt, J. A., Gonzalez, L., Anderson, M., & **Horsley, T. L.,** 2020 INACSL Conference, “Simulation and Scholarship: Next Steps on your Scholarly Journey,” Pre-conference Workshop (6 hours), International Nursing Association for Clinical Simulation & Learning, Raleigh Convention Center, Raleigh, NC, US. (June 24, 2020). (Pre-conference workshops canceled)

Szarek, J., Callender, D., **Horsley, T. L.,** & Reed, T., 23rd Annual Meeting of the International Association of Medical Science Educators (IAMSE), “Designing Simulation-Enhanced Interprofessional Education: Application of a 6-Step Model,” Pre-conference Workshop (3 hours), IAMSE, Denver, CO, US. (June 13, 2020). (Pre-conference workshops canceled)

Abuatiq, A., Mennenga, H., Brown, R., Burdette, L., **Horsley, T. L.,** & Plemmons, C., 44th Annual Research Conference, “Overcoming Challenges of Training Undergraduate Nursing Students in Primary Care Rural Healthcare Setting,” Poster presentation, Midwest Nursing Research Society (MNRS), Renaissance Schaumburg Convention Center Hotel, Schaumburg, IL, US. (April, 2020).

Mariani, B., Smeltzer, S., **Horsley, T. L.,** Ross, J. G., & Meakim, C., Nursing Education Research Conference 2020 (NERC), “A Multi-Site Simulation Student Comparing Attitudes and Comfort Level of Undergraduate Nursing Students Interacting with People with Disability,” Podium presentation, Sigma and NLN, Washington DC, US. (March 27, 2020). (Conference canceled)

Szarek, J. L., Callender, D., **Horsley, T. L.,** Guthridge, J. A., & Reed, T. 20th International Meeting on Simulation in Healthcare (IMSH 2020), “Designing Simulation-based Interprofessional Education for Novice to Experienced Teams,” Workshop, Society for Simulation in Healthcare, San Diego, CA, US. (January 20, 2020).

Mennenga, H., Brown, R., Abuatiq, A., **Horsley, T. L.,** Hultman, C., Schmit, M., & Walstrom B., 45th Biennial Convention, “Collaborating with Rural Practice Partners to Provide a Primary Care Experience for Undergraduate Nursing Students,” Sigma Theta Tau International, Washington, DC, US. (November 2019).

Mariani, B., Smeltzer, S., Ross, J., Meakim, C., & **Horsley, T. L.,** APHA’s 2019 Annual Meeting And Expo, “A Multi-Site Simulation Study Comparing Attitudes and Comfort Level of Undergraduate Nursing Students Interacting with People with Disability,” Podium presentation, American Public Health Association, Philadelphia, PA, US. (November 4, 2019).

Horsley, T. L., & Calandra, M., Avera McKennan Nursing EBP/Research Conference. “Building a Culture of Safety Through TeamSTEPPS® Simulation Training for Health Professionals,” Podium presentation, Avera McKennan, Sioux Falls, SD, US. (October 25, 2019).

Carson, P., & **Horsley, T. L.,** Simulation 2019: Collaborate, Create, Elevate, “Four Sites, One Center: Our Journey towards Simulation Accreditation,” Podium presentation, HealthPartners Institute, Regions Hospital, St. Paul, MN, US. (September 27, 2019).

Sobota, C. & **Horsley, T. L.,** 2019 INACSL Conference, “Find a mentor, be a mentor: Advancing simulation through mentorship,” Poster presentation, International Nursing

Association for Clinical Simulation & Learning, JW Marriott Desert Ridge Resort & Spa, Phoenix, Arizona, US. (June 20, 2019).

Horsley, T. L., Anderson, M., Gonzalez, L., & Greenawalt, J., 2019 INACSL Conference, “Professional development for the emerging Simulationist,” Pre-conference workshop, International Nursing Association for Clinical Simulation & Learning, JW Marriott Desert Ridge Resort & Spa, Phoenix, AZ, US (June 19, 2019).

Horsley, T. L., Anderson, M., Gonzalez, L., & Greenawalt, J. 19th International Meeting on Simulation in Healthcare, “Professional Development for the Emerging Simulationist,” Podium presentation, Society for Simulation in Healthcare, San Antonio, TX, US. (January 30, 2019).

Szarek, J., Reed, T., **Horsley, T. L.**, & Callender, D. 19th International Meeting on Simulation in Healthcare, “Designing Simulation-Based Interprofessional Education for Novice to Experienced Teams,” Society for Simulation in Healthcare, San Antonio, TX, US. (January 30, 2019).

Horsley, T. L., Reed, T., Quinones, D., Siddall, V., Calandra, M., Muccino, K., & Adams, W., 2018 INACSL Conference, “Building a Culture of Safety for Healthcare Professionals,” Podium presentation, INACSL, Toronto, Ontario, Canada. (June 15, 2018).

Badowski, D. M., **Horsley, T. L.**, Mariani, B., Rossler, K., & Gonzalez, L. 2018 QSEN International Forum Oceans of Opportunity: Evidence-based Practice to Improve Quality and Safety in Education and Practice, “Use of the electronic health record in simulation: A descriptive study,” Podium presentation, QSEN, Bonita Springs, FL, US. (June 2, 2018).

Szarek, J., Reed, T., **Horsley, T. L.**, & Callender, D. 18th International Meeting on Simulation in Healthcare, “Designing Simulation-Based Interprofessional Education for Novice to Experienced Teams,” Podium presentation, Society for Simulation in Healthcare, Los Angeles, CA, US. (January 15, 2018).

Horsley, T. L., & Burkhart, L., Collaborating Across Borders VI,” Advancing TeamSTEPPS® within Interprofessional Primary Care,” Podium presentation, Collaborating Across Borders, Banff, Alberta Canada. (October, 2017).

Reed, T., **Horsley, T. L.**, & Quinones, D., Collaborating Across Borders VI, “Applying the Flipped Classroom Model to Interprofessional Simulation,” Podium presentation, Collaborating Across Borders, Banff, Alberta Canada. (October, 2017).

Doolen, J., Mariani, B., **Horsley, T. L.**, & O’Rourke, J., NLN Education Summit, “Overcoming the Barriers to Produce Scholarly Works with a Long Distance Writing Group,” Poster presentation, National League for Nursing, San Diego, CA, US. (September, 2017).

Mariani, B., Doolen, J., Pariseault, C., **Horsley, T. L.**, & O’Rourke, J., STTI 28th International Nursing Research Congress, “Interprofessional Simulation in Nursing Education: An Integrative Review,” Poster presentation, STTI, Dublin, Ireland. (July, 2017).

Badowski, D., **Horsley, T. L.**, Rossler, K., Mariani, B., & Gonzalez, L., 2017 INACSL Conference, “Use of Electronic Charting during Simulation in Nursing Programs: A National Survey in the U.S.,” Podium presentation, INACSL, Washington, D.C., US. (June, 2017).

Johnson, B., **Horsley, T. L.**, Reed, T., Siddall, V., Balasubramanian, N., & Ruland, S., 2017 INACSL Conference, “Simulation in Interprofessional Education: Delivering TeamSTEPPS® and Early Stroke Management,” Podium presentation, INACSL, Washington, D.C., US. (June, 2017).

Horsley, T. L., O’Rourke, J., Mariani, B., Doolen, J. & Pariseault, C., 2017 INACSL Conference, “An Integrative Review of Interprofessional Simulation in Nursing Education,” Podium presentation, INACSL, Washington, D.C., US. (June, 2017).

Donnelly, M., **Horsley, T. L.**, Gallagher, P. & Zibricky, D., 2017 INACSL Conference, “The Effect of Participating in an Ethics Consultation Simulation on Undergraduate Nursing Students’ Knowledge of Nursing Ethics Principles,” Podium presentation, INACSL, Washington, D.C., US. (June, 2017).

O’Rourke, J., Doolen, J., Mariani, B. & **Horsley, T. L.**, 2017 INACSL Conference, “Establishing a Writing Group to Advance Simulation Outcomes,” Poster presentation, INACSL, Washington, D.C., US. (June, 2017).

Horsley, T. L., & Kardong-Edgren, S., 2016 INACSL Conference, “What Can the NFLA do for Junior Nurse Faculty in Simulation?” Podium presentation, INACSL, Grapevine, TX, US. (June, 2016).

Horsley, T. L. & Connor, K., 2016 INACSL Conference, “Substitution of Clinical Experience with Simulation in Pre-licensure Nursing Programs: A National Survey in the United States,” Podium presentation, INACSL, Grapevine, TX, US. (June, 2016).

Doolen, J., Mariani, B., **Horsley, T. L.**, & O’Rourke, J., 2016 INACSL Conference, “High-Fidelity Simulation in Undergraduate Nursing Education: A Review of Simulation Reviews,” Podium presentation, INACSL, Grapevine, TX, US. (June, 2016).

Horsley, T. L., 2016 INACSL Conference, “Team Training in Simulation to Promote Interprofessional Education and Collaborative Practice,” Podium presentation, INACSL, Grapevine, TX, US. (June, 2016).

Cleeter, D., Dzurec, L., **Horsley, T. L.**, Hardy, E., & Embree, J., Sigma Theta Tau International 43rd Biennial Convention, “Developing Nursing Education Leaders through Intentional Behavior Change and Expanded Scope of Influence,” Podium presentation, STTI, Las Vegas, NV, US. (November, 2015).

Horsley, T. L., Kardong-Edgren, S., & Peter, E., Sigma Theta Tau International 43rd Biennial Convention, “Shattering the Glass Ceiling for a Junior Nurse Leader,” Poster presentation, STTI, Las Vegas, NV, US. (November, 2015).

Kouba, J., Burkhart, E., Vlasses, F., Connor, J., & **Horsley, T. L.**, 143rd American Public Health Association Annual Meeting, “Building Interprofessional Competence in Health Care Providers through a Poverty Simulation,” Podium presentation, American Public Health Association, Chicago, IL. US. (November, 2015).

Horsley, T. L., Connor, J., Burkhart, E., Kouba, J., & Vlasses, V., Collaborating Across Borders V, “Living in Poverty: An Experiential Interprofessional Simulation,” Podium presentation, Collaborating Across Borders, Roanoke, VA, US. (October, 2015).

Horsley, T. L., Reed, T., Muccino, K., Quinones, D., Siddall, V., McCarthy, J., & McGaghie, W., Collaborating Across Boards V, “Simulation Utilizing TeamSTEPPS® to Promote Interprofessional Education and Collaborative Practice,” Podium Presentation, Collaborating Across Boarders, Roanoke, VA, US. (October, 2015).

Connor, J., **Horsley, T. L.** Burkhart, E., Kouba, J. & Vlasses, F., 2015 National League for Nursing Education Summit, “Living in Poverty: An Experiential Interprofessional Simulation,” Podium presentation, National League for Nursing, Las Vegas, NV, US. (September, 2015).

Burkhart, E., Connor, J., **Horsley, T. L.,** & Vlasses, F., Loyola University Chicago Focus on Teaching & Learning, “Experiential Learning in Social Justice: The Poverty Simulation,” Podium presentation, Loyola University Chicago, Chicago, IL, US. (January, 2015).

Maher-Balduf, A., Qualls, J., Seidel, E., Burkhart, E., **Horsley, T. L.,** Connor, J., Vlasses, F., & Kouba, J., Illinois Academy of Nutrition and Dietetics Spring Assembly, “Building Interprofessional Competence through Values-Based Education with a Poverty Simulation Experience,” Illinois Academy of Nutrition and Dietetics, Chicago, IL, US. (March, 2014).

Horsley, T. L., & Bensfield, L., 2013 INACSL Conference, “Simulation Using TeamSTEPPS to Promote Interprofessional Education and Patient Safety,” Podium presentation, International Nursing Association for Clinical Simulation & Learning, Las Vegas, NV, US. (June, 2013).

Horsley, T. L., & Wambach, K., 2013 INACSL Conference, “The Effect of Nursing Faculty Presence on Students’ Level of Anxiety, Self-Confidence, and Clinical Performance during a Clinical Simulation Experience,” Poster presentation, International Nursing Association for Clinical Simulation & Learning, Las Vegas, NV, US. (June, 2013).

Horsley, T. L., Bensfield, L., & Sojka, S., 37th Annual Research Conference, “Multiple Patient Simulations: An Essential Capstone Experience,” Podium presentation, Midwest Nursing Research Society, Chicago, IL, US. (March, 2013).

Horsley, T. L., & Wambach, K. 37th Annual Research Conference, “The Effect of Nursing Faculty Presence on Students’ Level of Anxiety, Self-Confidence, and Clinical Performance during a Clinical Simulation Experience,” Podium presentation, Midwest Nursing Research Society, Chicago, IL, US. (March, 2013).

Reed, T., **Horsley, T. L.,** Bensfield, L., Muccino, K., & D. Quinones, 13th International Meeting on Simulation in Healthcare, “Simulation Using TeamSTEPPS to Promote Interprofessional Education and Patient Safety,” Podium presentation, Society of Simulation in Healthcare, Orlando, FL, US. (January, 2013).

Horsley, T. L., & Bensfield, L., 2012 INACSL Conference, “Guidelines for Creating and Implementing a Multiple Patient Simulation,” Podium presentation, International Nursing Association for Clinical Simulation & Learning, San Antonio, TX, US. (June 21, 2012).

Horsley, T. L., et al. 35th Annual Research Conference, “Providing Spiritual Care in Nursing Practice: A Qualitative Descriptive Study,” Poster presentation, Midwest Nursing Research Society, US. (March, 2011).

Grants (Currently in Progress, Funded)

National Prelicensure-RN Study: Assessing the Impact of COVID-19 in Nursing Education, National Council of State Boards of Nursing \$3K (September 2020 – August 2022), Research Study Coordinator for SDSU College of Nursing – **Dr. T. L. Horsley**

IMPACT- RNS Health Research and Services Administration \$2.8M (July 2018 - June 2022), Investigators: Dr. H. Mennenga (PI), Dr. A. Abuatiq, Dr. R. Brown, Dr. L. Burdette, **Dr. T. L. Horsley**, C. Hultman, Dr. C. Plemmons, & M. Schmit.

Grants (Completed, Funded)

Interprofessional-Promoting Access to Health (I-PATH)
Health Research and Services Administration, \$1.05M #D09HP25925, Role: Simulation Consultant (Summer 2016-Spring 2017), PI: Ida Androwich, PhD, RN-BC, FHI, MSS, FAAN

Building a Culture of Safety through TeamSTEPPS® Simulation Training for Health Care Professionals (dissemination phase) Loyola University Chicago Internal Funding \$15K, Role: PI
The aim of this study is to determine if TeamSTEPPS simulation training improves the knowledge, perception of safety and team performance of health care professionals.

Interprofessional-Collaborative Redesign and Evaluation for Population Access to Health (I-CARE PATH) 10/2013-9/2016
Health Research and Services Administration, \$1.5M, Role: Simulation Consultant (Fall 2015-Spring 2017), PI: Fran Vlasses, PhD, RN, FAAN
The aim of this study is to support interprofessional collaborative practice (IPCP) training for providers, faculty, and students to revise /expand IPCP clinical experiences in primary care and community settings. Qualitative and quantitative data were collected through various methods.

Thesis: “The Effects of HeartMath® on Nursing Students’ Level of Anxiety and Academic Test Performance” (Completed 12/05), STTI, \$500.

SERVICE

Professional Service

Local & Regional Service

Member, South Dakota State University College of Nursing Development Council, Sioux Falls, SD. (October 29, 2020).

Speaker/Participant, South Dakota State University College of Nursing Class of 1970 “Virtual Reunion” (October 14, 2020).

Chair of Search Committee for Assistant Dean Position, SDSU College of Nursing, Sioux Falls, SD (May 22, 2019 – August 18, 2019).

Member of Search Committee for Dean Position, SDSU College of Nursing, Sioux Falls, SD (April 30, 2018 – June 30, 2019).

Member, Sioux Falls Advisory Council, Sioux Falls, SD, (January 28, 2019 - Present).

Member, SDSU College of Nursing Executive Committee, Sioux Falls, SD. (August 13, 2018 – Present).

Member, SDSU Graduate Council, Sioux Falls, SD. (August 13, 2018 – Present).

Member, SDSU Higher Learning Commission Work Group (Re-Accreditation), Brookings, SD. (October 23, 2017 - November 4, 2019).

Ex-officio, SDSU College of Nursing Academic Assessment & Evaluation Committee, Sioux Falls, SD. (August 2017 – May 2018).

Ex-officio, SDSU College of Nursing Simulation & Informatics Committee, Sioux Falls, SD. (August 2017 – Present).

Judge, Avera McKennan for 2019 Excellence in Nursing Practice Awards, Sioux Falls, SD, US. (March 25, 2019).

Chi Omega Fraternity Faculty Academic Advisor for SDSU, Brookings, SD. (October 23, 2017 – May 15, 2019).

Member, SDSU Higher Learning Commission Multi-Locations Visit, Sioux Falls, SD. (September 28, 2017).

National & International Service

Vice-President for Programs (Elected Position), INACSL, Raleigh, NC, US. (June 22, 2019 – June 28, 2021). Direct oversight over the following programs:

- Conference Planning Committee

- HomeGrown Solutions Committee

- INACSL Simulation Education Program – ISEP Director & 12-month online program

- Nurse Planning – Lead Nurse Planner and 5 Nurse Planners, ANCC Accreditation

- Webinar Committee – live and enduring webinars, repository

2020 Spunt Grant Reviewer, INACSL, Raleigh, NC (November – December, 2020).

2019 Spunt Grant Reviewer, INACSL, Raleigh, NC (October - November, 2019).

Research Mentor for the 2018-2019 INACSL Research Fellowship, INACSL, Raleigh, NC, US. (March 20, 2018 – March 19, 2019).

Chair of Professor Rounds for 2019 INACSL Conference, INACSL Raleigh, NC, US. (July, 2018 – June, 22, 2019).

Member of Content Task Force for Regional Workshops, Society for Simulation in Healthcare (SSH)/International Nursing Association for Clinical Simulation & Learning (INACSL). (January, 2016 - June, 2018).

Member, INACSL Research Committee. (July 28, 2013 – June 10, 2019).

Abstract Reviewer, INACSL Conference. (Fall 2013 to Present).

Abstract Reviewer, IMSH. (July 23, 2018 – August 13, 2018).

Professor for the IMSH Professor Rounds (2019, 2020, 2021)

Journal Manuscript Reviewer:

Clinical Simulation in Nursing (April, 2014 - Present),
Journal of Nursing Education (August 15, 2015 - Present)
Nurse Education in Practice (October 1, 2018 – Present)
Simulation in Healthcare (January 24, 2016 – Present)
Journal of Interprofessional Education & Practice (May 15, 2020 – Present)

Loyola University Chicago

Secretary, Sigma Theta Tau International Alpha Beta Chapter. (2014-2016).

Member, Loyola University Chicago Marcella Niehoff School of Nursing, Curriculum Committee, Maywood, IL, US. (August 15, 2015 – May 15, 2017).

Member, Loyola University Chicago Marcella Niehoff School of Nursing, Undergraduate Nursing Program Committee, Maywood, IL, US. (August 15, 2013 – May 15, 2015).

Member, Loyola University Chicago Marcella Niehoff School of Nursing, Research Committee, Maywood, IL, US. (August 15, 2013 – May 15, 2015).

Member, Center for Simulation Education Advisory Committee, Maywood, IL, US. (August, 2012 – May, 2017).

Chi Omega Fraternity Faculty Academic Advisor for Loyola University Chicago, Maywood, IL, US. (Fall 2012 – May, 2017).

Community

Grant Writer, Extended Hand and Feet. (Summer 2016 – Spring 2017).

Member, St. Xavier University Institutional Review Board, Chicago, IL, US. (January, 2016 – May, 2017).

Volunteer, Extended Hands Ministry, Naperville, IL, US. (July, 2014).

Guest Speaker, Neuqua Valley High School Advanced Health Class, Naperville, IL, US. (Spring, 2013).

Guest Speaker, Neuqua Valley High School Career Day, Naperville, IL, US. (Spring, 2013 & 2014).

Teaching BLS and ACLS classes at VHA, Hines, IL, US. (Fall 2012 – Spring 2017).

Volunteer at Feed My Starving Children Aurora, IL, US.

Volunteer camp nurse, Burnt Cabin Christian Camp (approx. 230-240 campers/counselors per camp session - 8 days), Tahlequah, OK, US. (June 2005, 2006, 2007).

Professional Mentoring (Invited)

Susan Prion, Ed.D, RN, CNE, CHSE, Associate Dean for Nursing & Professor, School of Nursing and Health Professions University of San Francisco, San Francisco, CA, US. (May 22, 2020 – Present).

Gretchen LaCivita, DNP, MPH, RN, CNE, CPN, Associate Professor, College of Nursing
Resurrection University, Oak Brook, IL, US. (July 2, 2019 – June 8, 2020).

Erin McMahon, CNM, Ed.D, Assistant Professor of Nursing and Nurse-Midwifery Specialty
Director, School of Nursing, Yale University, New Haven, CT, US. (March 20, 2018 – June 22,
2019).

Caitrin Sobota, MSN, RN, CHSE, Nursing Simulation Coordinator, Health Careers Division
Harper College, Palatine, IL, US. (March 14, 2018 – June 22, 2019).

Professional Consulting (Invited)

Simulation Consulting, Loyola University New Orleans College of Nursing and Health, New
Orleans, LA, US. (March 2021 – September 2021).

Simulation Consulting, University of Oklahoma Health Sciences Center College of Nursing,
Oklahoma City, OK, US. (November 2020 – June 2021).

Simulation Consulting, Texas A&M University College of Nursing, College Station, TX, US.
(January 2020; September 2020 – April 2021).

Simulation Consulting, University of Oklahoma Health Sciences Center College of Nursing,
Oklahoma City, OK, US. (February 26, 2020 – February 27, 2020).

Simulation Consulting, University of Alaska School of Nursing, Anchorage, AK, US. (December
17, 2018 – December 18, 2018).

Simulation Consulting, Edward Hines Jr VA Hospital, Hines, Illinois, US. (December 18, 2013).

TEACHING

Teaching Experience

NUR 750, Transformational Leadership, 3 credit hour on-line, Summer 2020

Guest Lecture, Professional Organizations and Advanced Education, June 9, 2020 for NURS 472

Guest Lecture, Dissertation Marathon: Striving for the Finish Line, April 17, 2020 for NURS 810

Interprofessional Poverty Simulation, SDSU, 2017-2019

Guest Lecture “Research Design and Simulation” March 26, 2017 for GNUR 512 Nursing
Research Design

GNUR 383 Leadership for Professional Nursing Practice Fall 2016 – Spring 2017

Interprofessional Poverty Simulations across LUC Fall, 2015 to Spring 2017

Interprofessional Simulations using TeamSTEPPS Fall, 2012 to Spring 2017

Graduate Faculty Appointment at Loyola University Chicago School of Nursing

GNUR 360 Professional Role Development: Researcher Spring & Fall 2014; Spring 2015; Spring 2016

Course Director for MSN 277 Medical Surgical I: Nursing Care of Adults & MSN 277L Adult Health I Clinical Spring 2013, Fall 2013, Summer 2014

Clinical Simulation Lab, Loyola University Chicago Marcella Niehoff School of Nursing Fall 2012 – Spring 2017

MSN 277 Medical Surgical I: Nursing Care of Adults Fall 2012–Fall 2013 & Summer 2014

Interprofessional (nursing / medical students) Simulation Experiences Fall 2012 -Spring 2017

Served on panel for discussions at “Transforming Nursing Education Conference for Nursing Educators” December 8, 2012

Guest speaker in GNUR 510 “Concept Mapping” October 19, 2012

Clinical Simulation Lab, Hines VA Nursing Academy – Fall 2010–Summer 2012

Faculty advisor for a senior level Evidence-base Project group at OU-Spring 2007

Directed Student Learning

DNP Project Committee Member, Camille Christian, 2021 - Present

DNP Project Committee, Co-Chair, Kristin DeWeerd, 2020 - Present

DNP Project Committee, Co-Chair, Collette Gorder, 2020 - Present

DNP Project Committee Member, Madison Alexander, 2020 - Present

DNP Project Committee Member, Brooke Buom, 2020 – Present

DNP Project Committee, Co-Chair, Molly Tschetter, Implementation of SBAR Tool in a Rural Hospital, 2019 - Present

DNP Project Committee Member, Hannah Johnson, Implementation of a Depression Screening Protocol in a Rural Family Practice Clinic, 2019 - Present

PhD Dissertation Committee Member, Brittany Brennan, 2018 – Present

PhD Dissertation Committee Member, Susan Eller, Physiological Safety in Prelicensure Nursing Simulation, 2018 – Present

Master’s Thesis Chair, Jonathan Benson, Examining Instructional Methods in End-of-Life Nursing Education: Lecture vs. Simulation, July 9, 2018 – December 11, 2020, Graduated

DNP Project Committee, Co-Chair, Chelsea Jones, Improving Adoption of Opioid Risk Mitigation Practices, 2019-2020, Graduated

DNP Project Committee Member, Janelle Kriz, The Implementation of Mock Code Simulations Guided by TeamSTEPPS 2.0® Curriculum to Improve Nurses' Attitudes Towards Teamwork and Team Performance During Cardiac Arrest, 2019-2020, Graduated

DNP Project Committee Member, Elissa Karels, Impact of Infection Control Education on Endoscopy Procedural Staff, 2019-2020, Graduated

PhD Consultant on IPE Research, Jessica Stadick, Spring 2018, Graduated

DNP Project Committee Member, Michelle Crissinger, Decreasing Length of Stay, 30-day Readmissions, and Inpatient Falls in a Rural Critical Access Hospital, 2017-2018, Graduated

DNP Project Committee Member for Megan Moeding Measuring the Effects of a Multimodal Hand Hygiene Intervention and the Impact on Nurses' Knowledge and Hand Hygiene Compliance in the Acute Hospital Setting, 2017-2018, Graduated

Advisor, Susan Eller (PhD student) during GNUR 532 Research Internship Spring 2017

DNP Committee member, Rachel Marrs Fall 2016 – Spring 2017, Graduated

Preceptor for Desiree Talavera (PhD student) during GNUR 510: Practicum in Teaching Nursing Fall 2016, Graduated

DNP Project Director for Anne Mohan (DNP student) Spring 2016

Preceptor for Gretchen LaCivita (DNP student) during GNUR 510: Practicum in Teaching Nursing Fall 2015, Graduated

PhD Dissertation Committee Member for Laura Dulski, Spring 2015 to Spring 2017

PhD Dissertation Committee Member for Mary-Beth Desmond, Spring 2015 to Spring 2017, Graduated

Mentored Laura Dulski (PhD student), during GNUR 532 Research Internship Summer 2014

PhD Dissertation Committee Member for David Miles, Spring 2014 to Spring 2016, Graduated

Mentored Seema Nasser (PhD student), during teaching practicum Fall 2012, Graduated

Professional Development Activities Attended

Conference, "Creating Healthy Work Environments." Virtual. February 18, 2021 – March 22, 2021).

Conference, "International Meeting on Simulation in Healthcare Conference." Virtual. January 18 - March 31, 2021).

Training, "2020 Title IX & Equal Opportunity Course" South Dakota State University, Brookings, SD, US. (December 29, 2020).

Webinar, "All Health Is Not Created Equal: Where You Live Matters." National Center for Complementary and Integrative Health, Virtual. (December 9, 2020).

Training, "Social/Behavioral Research Course, Refresher" Collaborative Institutional Training Initiative (CITI Program). (December 7, 2020).

Session, "College of Nursing, Sioux Falls, Teaching Reflection" South Dakota State University Center for Enhancement of Teaching and Learning, Virtual, South Dakota, SD, US.

(December 3, 2020).

Conference, “2020 Academic Nursing Leadership Conference,” American Association of Colleges of Nursing, Virtual. (October 1, 2020 – October 31, 2020).

Conference, “Business Implications of COVID-19: Challenges and Opportunities for South Dakota.” Virtual, SD, US. (October 14, 2020).

Workshop, “Navigating Race.” Nursing Education Deans and Directors, Virtual, South Dakota, SD, US. (October 12, 2020).

Webinar, “Volatility, Uncertainty, Complexity, Ambiguity: It’s a VUCA World Now: How is Simulation Coping?” International Nursing Association for Clinical Simulation & Learning, (September 17, 2020).

Think Tank, “Professional Identity in Nursing Think Tank 2020.” University of Kansas School of Nursing, virtual. (September 9, 2020 – September 10, 2020). 5.9 Contact hours.

Training, “SDSU COVID-19 Training Course” South Dakota State University, Brookings, SD US. (July 10, 2020).

Conference, “2020 INACSL Conference.” International Nursing Association for Clinical Simulation & Learning, virtual. (June 24, 2020 – June 26, 2020). 31 Contact hours.

Conference, “IAMSE 2020 Virtual Conference,” International Association of Medical Science Educators, Virtual. (June 15, 2020 – June 17, 2020).

Workshop, “CCNE Workshop on Writing Self-Studies Webinar Series” Commission on Collegiate Nursing Education, virtual. (May 27, 2020; May 28, 2020; June 2, 2020; June 3, 2020; and June 4, 2020). 6 Contact hours.

Webinar Series, “Elevating Leaders in Academic Nursing – Session III.” American Association of Colleges of Nursing, Washington, DC, US. (March 6, 2020). 3 Contact hours.

Conference, “International Meeting on Simulation in Healthcare Conference.” San Diego, CA, US. (January 19, 2020 – January 22, 2020). 19.65 Contact hours.

Lunch & Learn, “Active Learning Strategies.” by Theresa Garren-Grubbs, Cori Heier, & Amanda Mehlhaff, SDSU College of Nursing, Sioux Falls, SD, US. (December 3, 2019).

Webinar Series, “Elevating Leaders in Academic Nursing – Session II.” American Association of Colleges of Nursing, Washington, DC, US. (November 15, 2019). 3 Contact hours.

Conference, “Avera McKennan Nursing EBP/Research Conference.” Avera McKennan, Sioux Falls, SD, US. (October 25, 2019). 5.5 Contact hours.

Training, “Security Awareness Training” South Dakota State University, Brookings, SD, US. (October 14, 2019).

Regional Healthcare Simulation Conference, “Simulation 2019: Collaborate, Create, Elevate.” HealthPartners Institute, St. Paul, MN, US. (September 27, 2019 – September 28, 2019). 10.5 Contact hours.

Think Tank, “Professional Identity in Nursing Think Tank 2019.” University of Kansas School of Nursing, Kansas City, KS, US. (September 17, 2019 – September 18, 2019).

Fellowship, “Elevating Leaders in Academic Nursing (ELAN).” American Association of Colleges of Nursing, Minneapolis, MN, US. (July 28, 2019 – August 2, 2019). 31 Contact hours.

Conference, “2019 INACSL Conference.” International Nursing Association for Clinical Simulation & Learning, Raleigh, NC, US. (June 19, 2019 – June 22, 2019). 8 Contact hours.

Lunch & Learn, “Nursing Informatics” by Greg Hartman, MSN, RN, SDSU College of Nursing Simulation & Informatics Committee, Sioux Falls, SD, US. (April 5, 2019).

Summit, “National Nurse Educator Summit.” ATI, Savannah, GA, US. (April 1, 2019 – April 3, 2019). 6 Contact Hours.

30th Annual Nursing Research Symposium, “Living Nursing Scholarship: Research,

Theory, & Practice,” STTI Phi Chapter, Brookings, SD, US. (March 22, 2019).

Conference, “2019 International Meeting on Simulation in Healthcare,” Society for Simulation in Healthcare, San Antonio, TX, US. (January 26, 2019 – January 30, 2019). 13.75 Contact hours.

Training, “Security Awareness Training” South Dakota State University, Brookings, SD, US. (November 14, 2018).

Conference, “2018 Academic Nursing Leadership Conference,” American Association of Colleges of Nursing, JW Marriott, Washington, DC, US. (October 27, 2018 – October 30, 2018). 14.4 CEUs.

Organizational Leadership Network Conference, “Stability: The Enduring Nature Of Personal and Professional Balance,” Organizational Leadership Network, JW Marriott, Washington, DC, US. (October 26, 2018 – October 27, 2018). 5 CEUs.

Symposium, “10th Annual Avera SDSU Research Symposium.” Avera, Sioux Falls, SD, US. (October 24, 2018). 4 Contact hours.

Conference, “2018 INACSL Conference.” International Nursing Association for Clinical Simulation & Learning, Toronto, Ontario, Canada. (June 13, 2018 – June 16, 2018).

Summit, “National Nurse Educator Summit.” ATI, Salt Lake City, Utah, US. (April 23, 2018- April 25, 2018).

Conference, “International Meeting on Simulation in Healthcare Conference.” Los Angeles, CA, US. (January 14, 2018 – January 17, 2018).

Conference, “2017 Sanford Nursing Research and Evidence Based Conference.” Sanford Health, Sioux Falls, SD, US. (October 6, 2017).

Conference, “Collaborating Across Borders VI.” Banff, Alberta, Canada. (October 2, 2017 – October 4, 2017).

Workshop, “Basic Disaster Life Support Course.” National Disaster Life Support Foundation, Sioux Falls, SD, US. (September 29, 2017).

Training, “South Dakota Board of Regents Leadership Training.” South Dakota Board of Regents, Pierre, SD, US. (July 27, 2017 - July 28, 2017).

Conference, “2017 INACSL Conference.” International Nursing Association for Clinical Simulation & Learning, Washington DC, US. (June 21, 2017 – June 24, 2017).

Conference, “National Nurse Educator Summit.” ATI, Orlando, FL, US. (April 2, 2017 – April 5, 2017).

Conference, “International Meeting on Simulation in Healthcare Conference.” Orlando, FL, US. (January 29, 2017 – February 1, 2017).

Training, “Friday Night at the ER Program Leader Training.” University of North Carolina, Chapel Hill, NC, US. (December 8, 2016 – December 9, 2016).

Conference, “2016 INACSL Conference.” International Nursing Association for Clinical Simulation & Learning, Grapevine, TX, US. (June 15, 2016 – June 18, 2016).

Summit, “National Nurse Educator Summit.” ATI, Nashville, TN, US. (April 17, 2016 – April 20, 2016).

Conference, “International Meeting on Simulation in Healthcare Conference.” San Diego, CA, US. (January 17, 2016 – January 20, 2016).

Convention, “STTI 43rd Biennial Convention.” Sigma Theta Tau International, Las Vegas, NV, US. (November 7, 2015 – November 11, 2015).

Conference, “Collaborating Across Borders V.” Roanoke, VA, US. (September 29 - October 2, 2015).

Workshop, Scholarly Writing Workshop by Marilyn Oermann, PhD, RN, Woodstock, IL, US. (July, 2015).

Conference, “2015 INACSL Conference.” International Nursing Association for Clinical Simulation & Learning, Atlanta, GA, US. (June 10, 2015 – June 13, 2015).

Workshop, “New Applicant Workshop for Providers.” American Nurses Credentialing Center, Silver Springs, MD, US. (April 9, 2015).

Training, "TeamSTEPPS Primary Care Master Trainer Course." Online. (December, 2014 – January, 2015).

Conference, "International Meeting on Simulation in Healthcare Conference." New Orleans, LA, US. (January 11, 2015 – January 14, 2015).

Training, "Teaching with Simulation Faculty Development." University of Washington Center for Health Sciences Interprofessional Education, Research, & Practice, Eight On-line modules. (December, 2014).

Conference, "2014 INACSL Conference." International Nursing Association for Clinical Simulation & Learning, Orlando, FL, US. (June 2014 – June 2014).

Training, "Integrated Technology into Nursing Education and Practice (ITNEP) course." University of South Florida, Online. (April-June, 2014).

Conference, "International Meeting on Simulation in Healthcare Conference." San Francisco, CA, US. (January, 2014 – January, 2014).

Training, "Missouri's Community Action Poverty Simulation." Missouri Community Action Network, Clayton, MO, US. (November, 2013).

Workshop, Scholarly Writing Workshop by Marilyn Oermann, PhD, RN, Woodstock, IL, US. (July, 2013).

Conference, "2013 INACSL Conference." International Nursing Association for Clinical Simulation & Learning, Las Vegas, NV, US. (June, 2013).

Conference, "Midwest Nursing Research Society Conference." Midwest Nursing Research Society, Chicago, IL, US. (March, 2013).

Conference, "International Meeting on Simulation in Healthcare Conference." Orlando, FL, US. (January, 2013 – January, 2013).

Responsible Conduct of Research Seminar Series, "Ethical Statistical Analysis in Clinical and Translational Research." Loyola University Chicago, Maywood, IL, US. (November 29, 2012).

Responsible Conduct of Research Seminar Series, "Patenting of Genes and Genetic Tests: The Case of Myriad." Loyola University Chicago, Maywood, IL, US. (October 10, 2012).

Seminar, "Interdisciplinary Teamwork for Managing PTSD Patients" by Peter Napolitano at Loyola University Chicago School of Medicine, Maywood, IL, US. (November 9, 2013).

Seminar, "Teaching Students to Think Like a Nurse" by Dr. Linda Caputi at Loyola University Chicago School of Nursing, Chicago, IL, US. (January, 2012).

CITI Training for Research and Development (Annual Refresher) (October, 2012).

Workshop, Scholarly Writing Workshop by Marilyn Oermann, PhD, RN, Woodstock, IL, US. (June, 2011).

Conference, "Midwest Nursing Research Society Conference." Midwest Nursing Research Society, Columbus, OH, US. (March, 2011).

Conference, "Seventh Annual Evidence Based Practice Conference." Edward Hospital, Naperville, IL, US. (October, 2010).

Training "Prevention & Management of Disturbed Behavior." Edward Hines Jr. VA Hospital Hines, IL, US. (September, 2010).

Seminar, "Creative Teaching Strategies for the Nurse Educator." by Theresa Puckett, PhD, RN, Chicago, IL, US. (September, 2010).

Training, "End-of-Life Nursing Education Consortium: Palliative Care for Veterans." Eight Online modules, Edward Hines Jr. VA Hospital, Hines, IL, US. (August, 2010).

Successfully completed Second Qualifying Exam at the University of Kansas School of Nursing PhD Program (July, 2010).

Successfully completed First Qualifying Exam at the University of Kansas School of Nursing PhD Program (July, 2009).

Conference, "Midwest Nursing Research Society Conference." Midwest Nursing Research Society, Minnesota, MN, US. (March, 2009).

Training, "Preventing Harassment in the Workplace/Classroom." (March, 2009).
Training, "Improving Retention and NCLEX Success Rates for Diverse Nursing Students."
(May, 2006).
Conference, "2006 Natalie Warren Nursing Excellence Conference: Cultural Issues in Health
Care, Nursing, and Learning." (May 11, 2006).
Conference, "Oklahoma Association of Community Colleges Conference." Oklahoma City, OK,
US. (March 2, 2006 – March 3, 2006).
Workshop, "Anatomy of a Nursing Malpractice Lawsuit." University of Oklahoma, Oklahoma
City, OK, US. (November 2, 2005).

EAST TENNESSEE STATE UNIVERSITY
BOARD OF TRUSTEES

INFORMATION ITEM

DATE: September 17, 2021

ITEM: Academic Action Notifications for the Period of January 1, 2021 through July, 31, 2021

COMMITTEE: Academic, Research, and Student Success

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

The ETSU Board of Trustees has requested that staff provide periodic updates on academic actions associated with curriculum development or revision. The agenda materials include an overview of academic actions for the period of January 1 through July 30, 2021, which consist of the following items:

<i>Type of Action</i>	<i>Quantity</i>
Establish New Certificates (12-23 credits)	4
Change Name/Title for Program or Concentration	4
Establish New Concentration	11
Inactivate Existing Program or Concentration	1
Terminate an Academic Program or Concentration	2
Academic Program Consolidation	1
Establish Minor (18-21 Credits)	6
Program Change of Credit	3
Establish Articulation Agreement	4
Revise Program Admission Policy	7
Revise Program Graduation Policy	2
Revise Program Progression Policy	1

The agenda materials also include a summary total of academic actions for the 2020-2021 academic year. The summary charts, presented by undergraduate and graduate curriculum actions, represent all items that have been vetted through the curriculum approval process, including faculty review at multiple steps in this process. Faculty oversight of curriculum is central to the shared governance process.

The academic year curriculum summary represents all curriculum actions conducted in the prior academic year, inclusive of the items presented above.

**Academic Actions and Notifications
For the Period January 1, 2021 through July, 31, 2021
and
Academic Year (2020-2021) Curriculum Summary**

East Tennessee State University Board of Trustees
Academic, Research, and Student Success Committee
September 2021

The ETSU Board of Trustees must be apprised of select academic actions taken by the university on a periodic basis. Frequently, broad-sweeping academic actions must occur in response to new or revised guidelines and expectations from sources outside of ETSU such as federal, state, industry, and accrediting agencies. The following is an overview of academic actions from January 1 – July 31, 2001 all notifications to THEC for this period have been submitted.

Academic Actions and Notifications January 1–July 30 20001

Establish New Certificates (12-23 Credits)
<p>1. Higher Education Teaching – Graduate Certificate This certificate may assist graduates with the pursuit of professional positions. Additionally, it may attract current higher education educators who wish to hone their instructional skills, develop new knowledge, and improve their job performance.</p>
<p>2. English as a Second Language PreK-12 – Graduate Certificate This certificate is meant for individuals with an initial teacher license who seek an additional teaching endorsement to teach English as a Second Language in PreK-12 settings. This certificate does not lead to an initial teaching license, rather, it is a license that is added to a currently held license upon successful completion of courses and passing state licensure examinations.</p>
<p>3. Recovery Research – Graduate Certificate The certificate is designed for graduate students, members of regional health systems, addiction treatment facilities, and other community-based organizations (CBOs) that are interested in conducting or participating in recovery research.</p>
<p>4. Nature-based Therapy – Graduate Certificate This certificate provides knowledge, skills, and hands on training that is foundational in any nature-based career including nature-based therapy, wilderness therapy, horticultural therapy, animal-assisted therapy, forest schools, adventure-therapy, and more. Currently, there are no similar educational programs within 100 miles of ETSU or in the state of Tennessee.</p>

Change Name/Title for Program or Concentration
<p>1. BA Bluegrass, Old-time and Country Music Studies to BA Bluegrass, Old-time, and Roots Music Studies The Department of Appalachian Studies proposes a substantial revision to the major in Bluegrass, Old-Time, and Country Music Studies, and this title will more accurately reflect both what the program offers, and the current vocabulary used to describe these musics. In accordance with the National Association of Schools of Music (NASM) guidelines regarding our program, we are continuing to use the word "Studies" in the title as we have been instructed that we may use "music" as an adjective but not as a noun to describe our program of study.</p>

2. BS Cardiopulmonary Science to BS Respiratory Therapy

The current degree name, Bachelor of Science in Cardiopulmonary Science does not accurately reflect the nature of the degree. This has resulted in confusion as to what the degree subject area is by both students and our community. The proposed degree name change from Cardiopulmonary Science to Respiratory Therapy would more accurately reflect the nature of the degree. This name change would align more closely with industry standards, peer institutions, and more accurately represent what the program does

3. MEd Educational Leadership, Student Personnel Leadership to MEd Educational Leadership, Higher Education

This will make the program more marketable to potential students already employed in higher education settings.

4. Instructional Design, Certificate to Design for Virtual Learning, Certificate (Graduate)

The Instructional Design graduate certificate has had some difficulty getting off the ground. In part, we believe this may be due to lack of clarity regarding what the certificate entails. By utilizing the term "virtual," prospective students can understand that the certificate largely centers around online learning methods, which may be particularly attractive to K-12 educators following transition to online due to the pandemic as well as for other professionals seeking opportunities to enhance virtual design skills.

Establish New Concentration**1. BA Foreign Languages: Japanese Concentration**

Following global trends, foreign language programs across the country have seen the greatest growth in course offerings beyond traditional European languages. Nearly all prestigious graduate programs in the Humanities require incoming students to have advanced knowledge of at least one foreign language. Over the last five years, which have seen a decline in enrollment for foreign language classes, enrollment in Japanese courses has increased by 20%. Japanese currently has 42 students declared in the minor. Based on a survey conducted in November 2020, twenty-five students currently enrolled in Japanese courses indicated they would be likely to pursue a major in Japanese if it were offered.

2-5. BA Bluegrass: Old-Time & Country Music Studies; Old-Time Music; Audio Production for Musicians; Scottish and Irish Traditional Music; Bluegrass Music Profession

This proposal includes three primary changes: 1) adding four concentrations to the major: a. Audio Engineering, b. Old-Time Music, c. Scottish and Irish Music, and d. Bluegrass Music Industry; 2) revising and streamlining the major core to strengthen historical and performance aspects of the program while further cultivating community and collaboration; and 3) simplifying several administrative procedures. These revisions are needed to update and enhance the world class level of this program.

6,7. BS Biology: Biology - Interdisciplinary Biology

This proposal results in two tracks in Biology becoming formal concentrations. Biology and Interdisciplinary Biology will each be formalized into concentrations which will allow students to have the course work recognized on transcripts. No new courses will be needed for this transition.

8,9. BS Interdisciplinary Studies - Professional Studies; Liberal Studies

This proposal establishes two new concentrations. Professional Studies and Liberal Studies will allow students more clear options for completion of the BS in Interdisciplinary Studies program. This program enhancement will provide greater options for incorporation of electives into the program for increased flexibility in shaping each concentration to the individual professional and academic focus of students in the program.

10. MPA Public Administration - Government Generalist Concentration

Research supported by EAB (acronym for Education Advisory Board) indicated that there is a growing market in an on-line MPA program; therefore, we are developing an on-line concentration to meet the needs of the students and market demand. The online concentration program will feature 18 credits selected in consultation with program coordinator approval to allow maximum flexibility for students. The 18 concentration credits will be drawn from existing classes offered in the traditional program.

11. MPS Professional Studies - Leadership, Organizations, and Workforce Studies

East Tennessee State University will discontinue their participation in TN eCampus at the end of the Spring 2021 semester. As a result of this, the proposed revision will meet the needs of current and future ETSU students by allowing ETSU course options to complete their degree program. This action resulted in the termination of two concentrations and the establishment of one new concentration focusing on ETSU courses only.

Inactivate Existing Program or Concentration

1. MS Engineering Technology

Previously the Engineering Technology graduate program offered two concentrations: entrepreneurial leadership and engineering technology. The entrepreneurial leadership concentration was recently inactivated, leaving this program with just one concentration option. In light of this, there is no longer a need to specify a concentration in engineering technology. The existing concentration coursework will be collapsed into the main program.

Terminate an Academic Program or Concentration

1. MPS - Concentration in Strategic Leadership

This proposal seeks to terminate the Strategic Leadership concentration in the Master of Professional Studies (MPS) program due to ETSUs withdrawal from TN eCampus December 15, 2020.

2. MPS - Concentration in Training and Development

This proposal seeks to terminate the Training and Development concentration in the Master of Professional Studies (MPS) program due to ETSUs withdrawal from TN eCampus.

Academic Program Consolidation

1. Bachelor of General Studies; Bachelor of Science; Bachelor of Professional Studies to BS Interdisciplinary Studies

The Degree Consolidation of the Bachelor of Science in Interdisciplinary Studies, BGS and BSPS is being made to address a number of issues and objectives; this action will eliminate program overlap and redundancy. It will streamline the program review process and establish two new concentrations and provide greater opportunity for students to have their area(s) of emphasis reflected on their transcripts.

Establish Minor (18-21 Credits)

1. Nutrition

Over the last few years, there has been increasing student interest in a nutrition minor. Nutrition science is complementary to many medical professions, including rehabilitative sciences, allied health, speech-language pathology, and exercise science and kinesiology. Students that have, and are

currently pursuing degrees in the aforementioned programs, have expressed interest through our college advising and to faculty in the nutrition program.

Establishing a nutrition minor will allow non-nutrition majors access to developing a skill set that will complement their current career objectives and strengthen their effectiveness as health-related caregivers.

2. Changemaking

The Changemaker minor equips students with the mindset, knowledge, and skills to effect positive social change in their communities. Grounded in theories and methodologies of social innovation and social entrepreneurship, the minor affords students opportunities to study, develop, and implement regional social change projects in collaboration with partners in education, government, industry, and nonprofit sectors. The minor connects closely with ETSU's strategic efforts to "improve the lives of the people in our region."

3. English as a Second Language PreK-12

This minor is meant for individuals who are seeking an initial teaching license in Early Childhood Education, Special Education, Physical Education, or a secondary education area. This minor does not lead to an initial teaching license. Rather, it leads to a license that candidates add to a currently held license. This will allow participants to double minor and receive initial license for teaching and an add on endorsement in ESL. It is a program strongly supported by our school partners.

4. Special Education Interventionist/ Comprehensive Minor

The Special Education Interventionist / Comprehensive minor is intended for individuals who are seeking an initial teaching license in one of Clemmer College's teacher education programs (e.g., Early Childhood Education, Elementary Education, Physical Education, or a secondary education area). This minor does not lead to an initial teaching license. Rather, it is a minor that represents the licensure coursework that candidates can take to prepare for special education licensure.

5. Brewing and Distillation Studies

The Brewing and Distillations Studies (BRDS) minor provides students the knowledge and practical skills for success in various areas of the craft beverage industry. The interdisciplinary program is built on foundations of scientific thinking, on business, marketing, and entrepreneurial principles, as well as an understanding of legal, ethical, social, and historical aspects of alcohol consumption and its impact on communities and economies. Through classroom work and internship experiences, students learn to apply creativity and scientific knowledge in the craft industry.

6. Global Citizen Scholars Minor

The Honors Global Citizen Scholars Program (GCS) utilizes an interdisciplinary approach based in the humanities to teach students to confront the most critical challenges of our globalized age. The Global Citizen Scholars program focuses on helping students develop competencies to make them more prepared for and competitive for 21st-century workplaces. The three primary qualities related to global learning that define a GCS student are: global awareness (understanding the most important challenges facing all humans), global responsibility (exploring one's ethical role in the world), and global participation (enacting changes that make a positive difference in the world). The program also develops more traditional competencies related to things like teamwork, communication, and adaptability, for example.

Program Change of Credit

1. EdD Educational Leadership

The concentration is being revised to remove the 6 credit Cognate requirement. The requirement for a Cognate is antiquated and its removal will increase program marketability. The Cognate no longer serves the academic purpose it once did (going back to the program's inception in the early 1970s).

This revision also increases the flexibility of Advisor Approved Electives which will allow students to select courses that will be more academically beneficial to their professional goals.

2. MS Reading

Revision of this degree resulted in a change of credit from 33-36 to 36. Requiring all students to complete 36 credits allows students to finish the degree and be eligible to apply for initial teaching licensure and an add on endorsement. This is a significant professional advantage for graduates.

3. Design for Virtual Learning (Graduate Certificate)

After receiving feedback from prospective students regarding the Instructional Design Certificate, we are proposing to change the certificate from 18 credit hours to 12 credit hours. Feedback received indicated that the ability to complete the certificate in two semesters was far more attractive coupled with the fact that it was more cost effective for students.

Establish Articulation Agreement

1. Graduate Certificate in Higher Education Teaching and EdD Educational Leadership (Higher Education Leadership Concentration)

Several of the courses in the Higher Education Teaching Certificate are included in the Ed.D. Educational Leadership (Higher Education Leadership Concentration). Students who complete the Higher Education Teaching Certificate may be interested in articulating credit to the Ed.D. This articulation agreement would allow them to do so and may also be utilized as a marketing tool addressing potential doctoral students.

2. Graduate Certificate in STEM K-12 and MEd Curriculum and Instruction

The STEM K-12 Education Certificate is 12 credit hours and closely aligns with the M.Ed. in Curriculum and Instruction. The masters in Curriculum and Instruction has up to 15 elective credits allowing students the opportunity to customize their learning experiences. The articulation agreement will allow students, upon completion of the STEM certificate, to apply up to 12 credits from the STEM certificate to the master's program and use the elective credits to focus on STEM education.

3. Graduate Certificate in Film Production and MA Brand and Media Strategy

We wish to articulate our Graduate Certificate Program in Film Production with our Brand and Media Strategy M. A. When the certificate was created we had no idea there needed to be an articulation policy. We want to be sure students who participate in our certificate or our M. A. are able to connect opportunities in both.

4. Graduate Certificate in Data Analytics and MS in Information Systems

The Department of Computing offers a M.S. in Information Systems with a concentration in Data Analytics. Therefore, the best pathway for certificate students to move into the M.S. in Information Systems is to transfer all certificate courses into the program. This proposed action has the potential to create a pipeline for interested students to begin their studies in a 12-credit certificate program and then later apply all credits to the M.S. in Information Systems. This could leave only 21 remaining credits in the M.S. program, allowing completion within 2-3 semesters.

Revise Program Admissions Policy

1. PhD Nursing

Provide clarification of the progression requirements to be consistent with grading scales that have no plus/minus grades.

2. MS Engineering Technology

The admissions requirements are being updated to better reflect the foundational skills needed to achieve success in the program as well as clarifying admission criteria such as area of prior degree, personal statement and minimum prior GPA.

3. MEd Curriculum & Instruction

The *M. Ed. in Elementary Education* and the *M. Ed. in Secondary Education* programs were academically consolidated in 2020. The renamed (consolidated) program is now known as an *M. Ed. in Curriculum & Instruction* and is proposed/approved for implementation in the 2021-2022 academic year. As such, a policy revision to the admission criteria was necessary for the consolidated program.

4. MEd School Librarianship

CAEP accreditation is requiring a writing analytics score beginning this year (2021) for those students who are admitted to the Program based on a GRE score.

5. MPS Professional Studies

The purpose of this proposal is to update the existing admissions policy to the Master of Professional Studies Program (M.P.S.). The M.P.S. program is currently undergoing revisions due to the University's decision in December 2020 to discontinue their participation in TN eCampus.

6. MS Human Services

Due to the enforcement of federal financial aid guidelines, starting in Fall 2019, the Human Services (B.S.) must revise the admissions policy/process to ensure that students have no subjective measures prohibiting them entrance into or progressing through the program of study. In order to comply with this policy, the revision being submitted allows students to enroll in the Human Services major at any time and then progress through specific well-defined requirements in order to move through the program of study.

7. MS Computer Science

While most of the admission requirements remain unchanged, the policy revision was required to align admissions policy with the program's intended student audience: undergraduates and professionals in the Computing field who desire advanced study beyond the bachelor's degree.

Revise Program Graduation Policy**1. MEd Reading**

The accrediting body for this program requires an exit assessment that has validity and reliability. Therefore, the program exit requirement will be the Reading Specialist Praxis. Further, the Tennessee State Department of Education requires multiple transition points. The two transition points within this proposal satisfy these requirements.

2. MS Computer Science

With the increased number of students, the Department of Computing is moving away from a comprehensive oral examination at the end of the program of study. This exam has become increasingly taxing for students and the faculty who administer it. The Department of Computing's graduate committee has updated the oral examination to coincide with the final capstone presentation. Students will be required to tie the techniques used to complete the capstone sequence to the theories learned in coursework.

Revise Program Progression Policy**1. BSN Nursing**

The proposed revision reflects the removal of a course which will no longer exist (NRSE 4300) and will adjust the amount of time that students will be allowed to stay out of the program on a leave of absence from two semesters to one without needing to take an associated skills course.

Academic Year (2020-2021) Curriculum Summary By Action Category

Undergraduate:

Curriculum Action	# of Actions
New Programs	7
Substantive Curriculum Revision	20
Academic Program Consolidation	1
New Concentrations in Existing Program(s):	10
Revision of an Academic Minor	6
Non-Substantive Curriculum or Minor Revisions	7
Program Policy Revisions:	3
Course Proposals: (New and Revised)	91
Total Undergraduate Curriculum Actions	145

Graduate:

Curriculum Action	# of Actions
New Programs	6
Substantive Curriculum Revision	9
Inactivate Existing Program or Concentration	1
Program Terminations (Concentrations)	2
New Concentrations in Existing Program(s):	5
Non-Substantive Curriculum or Minor Revisions	5
Program Policy Revisions:	14
Course Proposals: (New and Revised)	89
Total Graduate Curriculum Actions	131

Additional information regarding curriculum actions, process, and proposals can be found at the ETSU **Curriculum Innovation Center** website: <https://www.etsu.edu/curriculum-innovation/>

EAST TENNESSEE STATE UNIVERSITY
BOARD OF TRUSTEES

INFORMATION ITEM

DATE: September 17, 2021

ITEM: Fall 2021 Provost Update

COMMITTEE: Academic, Research, and Student Success

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

Provost McCorkle will present information that highlights the current state of the academic enterprise at East Tennessee State University. The presentation will detail the ways that ETSU is providing a distinctive and mission focused educational experience despite the challenges of the COVID-19 pandemic and continuing to meet our mission. Presentation topics include:

1. Current faculty overview by classification and rank
2. Results from the ETSU Great Colleges to Work for Survey
3. Fall 2021 enrollment and student success
4. Research & Sponsored Programs
5. Quality assurance funding and SACSCOC update
6. New academic programming aligned with student and workforce demand

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

MINUTES

September 17, 2021
Johnson City, Tennessee

The East Tennessee State University Board of Trustees' Academic, Research and Student Success Committee met at 9:45 a.m. on Friday, September 17, 2021, in the East Tennessee Room of the D.P. Culp Student Center.

I. Call to Order

Dr. Linda Latimer, outgoing chair of the Academic, Research and Student Success Committee, called the meeting to order at 9:45 a.m. and asked Trustee Janet Ayers to preside over the meeting as the new chair of the committee.

II. Roll Call

Board Secretary Adam Green led the roll call. Committee members present were:

Trustee Janet Ayers
Trustee Virginia Foley
Trustee Melissa Steagall-Jones
Trustee Linda Latimer

In addition to Committee members, Trustees Kara Gilliam, Ron Ramsey, and, Dorothy Grisham participated.

**III. Approval of Minutes of the Academic, Research and Student Success Committee
April 23, 2021**

The minutes for the April 23, 2021, Academic, Research and Student Success Committee meeting were reviewed. Trustee Steagall-Jones made a motion for approval, and Trustee Foley seconded the motion. The minutes were unanimously approved.

IV. Recommendation for Tenure upon Appointment

Provost and Senior Vice President for Academics Kimberly McCorkle presented a recommendation to grant Dr. Leann Horsley, Dean of the College of Nursing, tenure

upon appointment based upon her experience from previous appointments (*see meeting materials*).

Trustee Foley made a motion that the committee recommend adoption of the proposal by the Board of Trustees. The motion was seconded by Trustee Steagall-Jones and passed unanimously.

V. Academic Action Notifications for the Period of January 1- July 31, 2021

Provost McCorkle presented the academic actions associated with curriculum development or revision taken by the university between Jan. 1-July 30, 2021 as outlined in the agenda materials. Actions included new graduate certificates and concentrations; program name changes; inactivation and termination of concentrations; program consolidation; new minors; and more.

VI. Fall 2021 Provost Update

Provost McCorkle gave a presentation highlighting the current state of the academic enterprise at ETSU, detailing ways in which the university is providing a distinctive, mission-focused educational experience despite the challenges of the COVID-19 pandemic and continuing to meet its mission.

Provost McCorkle noted that ETSU has a 15:1 student-to-faculty ratio, with average class sizes of nine students at the graduate level and 21 at the undergraduate level, which gives students close contact with faculty. ETSU has a proper balance in tenure-track faculty, and instructors have a promotion ladder available to the level of senior lecturer. The Provost noted that ETSU has made improvements between 2015 and 2021 in the Great Colleges to Work For survey, and this year, matched the overall Carnegie benchmark for the first time.

In the area of enrollment, ETSU is down approximately 400 students. However, this 2021-22 marks the largest incoming class for the Quillen College of Medicine, and other areas seeing growth include the MFA in Digital Media, as well as the health sciences and computer science. ETSU also has a strong freshman class. These enrollment figures are comparable to the other Locally Governed Institutions (LGIs) in Tennessee, with undergraduate numbers showing declines and graduate numbers remaining mostly flat.

Provost McCorkle said ETSU is seeking new opportunities to expand its research efforts, and two colleagues – Mr. David Golden leading the new ETSU Research Corporation and Dr. Nick Hagemeyer serving as Interim Vice Provost for Research – are making strides toward that goal. Provost McCorkle noted that within the past year, the university has increased the amount of sponsored programs activity despite the pandemic.

ETSU submitted its required documentation regarding Quality Assurance Funding to THEC in late July, and when the university receives the final results, those will be presented to the Board of Trustees. These reports ensure that universities are meeting their stated priorities that are outlined in the 2015-2025 Master Plan, which is guided by the Drive to 55. The purpose of Quality Assurance Funding is also to demonstrate that the institution is maintaining academic integrity. She pointed out that in Standard 3, Academic Programs: Accreditation and Program Evaluation, ETSU reported on recent gains in disciplinary accreditations that were reviewed this year, including AACSB (Association to Advance Collegiate Schools of Business) for the business programs, ABET (Accreditation Board for Engineering and Technology) in the Engineering Technology program, CAEP (Council for the Accreditation of Educator Preparation), and, for the first time, NASPA (National Association of Student Personnel Administrators) for the public administration program.

Provost McCorkle included an update on preparations for Southern Association of Colleges and Schools Committee on Colleges (SACSCOC) Reaffirmation. The university's final report to SACSCOC is due Sept. 9, 2022, documenting the university's judgment of compliance with select Core Requirements and Standards for accreditation, and the Provost gave a timeline of steps the university will take in that process leading up to the deadline.

Provost McCorkle also discussed the pipeline for new academic program development at the undergraduate, graduate and non-credit levels. She stated that she has been in discussions with deans and faculty regarding new programs in growth areas as defined by state-level data and data from the Bureau of Labor and Statistics. New graduate programs already in the pipeline for a master's degree in applied data science that could launch as soon as Fall 2022 and a Master of Music degree slated to begin in Fall 2022. A new STEM (Science, Technology, Engineering and Mathematics) focus is being examined for the MBA program. At the undergraduate level, a hospitality program is being explored, as are new concentrations in biomedical science, entrepreneurship, and cybersecurity. New certificates are being planned in Public Health and in Clinical and Rehabilitative Health Sciences. There are also areas for growth in social work and mental health counseling. In response to a question by Trustee Ayers, Dr. Bill Flora stated that entrepreneurship could be addressed at both the undergraduate and graduate levels based on market projections. Trustee Foley commended Dr. Flora and his team for making it easier for new academic programs to be processed through the university's various shared governance entities.

VII. Committee Discussions

Trustee Ayers opened discussion. She began by noting that ETSU will enhance its retention and completion rates by providing individualized, one-to-one academic and

student support services—similar to a concierge service model. She also said the research has great opportunities for growth.

Student Trustee Kara Gilliam said she was encouraged to see a variety of new programs being offered, which may lead to diversity of thought, strength and personality on campus. President Noland said that one area being examined by the Committee for 125 Chapter II is identifying opportunities and gaps in the curriculum, and the university will bring more to the Board for review and approval. Conversations with regional employers have revealed themes in the health sciences, particularly in areas related to STEM.

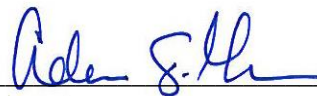
President Noland also acknowledged Board members' desire for a deeper engagement for our students. Trustee Ayers compared the student success area to a social work model, which doesn't mean that a point of contact knows everything but knows where to go to help students get the services they need. She said every student presents a unique set of circumstances and a social work model can provide that. Trustee Foley noted that the university does that well in some programs and said it is a matter of identifying where to scale up. She mentioned ETSU's Military Friendly designation and Bridge Program as examples of success.

Trustee Latimer asked how this could also translate to high school students as the university looks to bring them into the pipeline, and Trustee Ayers added that the university could also reach out more to adult learners. She expressed the need to find ways to recruit, retain, and place all students into high-paying jobs in the region.

VIII. Adjournment

The committee meeting was adjourned by Chair Ayers at 10:34 a.m.

Respectfully submitted,



Adam Green
Secretary of the Board of Trustees

Approved by the Board of Trustees at its November 19, 2021 meeting.