

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

9:45 – 11:15 am EST
Friday
November 15, 2019

The Millennium Center
2001 Millennium Pl
Johnson City, TN

AGENDA

- I. Call to Order
- II. Roll Call
- III. [Approval of the Committee Minutes from September 20, 2019](#)

ACTION ITEMS (15 minutes)

- IV. [Out of Cycle Tenure Actions](#)
 - a. [Tenure Appointment with the Rank of Associate Professor in the College of Nursing for Dr. Deborah Dumphy](#)
 - b. [Tenure Appointment with the Rank of Professor in the Department of Family Medicine for Dr. Trena M. Paulus](#)

INFORMATION AND DISCUSSION ITEMS

Academics and Students:

- V. [Title IX Athletic Update](#)
- VI. [ETSU School of Graduate Studies Update](#)
- VII. [Update on Liaison Committee on Medical Education \(LCME\) Site Visit](#)

Research

- VIII. [Update on College of Medicine Research Activities](#)

- IX. [Update and Discussion: Ballad MOU and ETSU/Ballad Coordinating Council](#)

GENERAL INFORMATION ITEMS

- X. Committee Discussions
- General Discussion
- XI. Other Business
- XII. Adjournment

EAST TENNESSEE STATE UNIVERSITY

BOARD OF TRUSTEES

ACTION ITEM

DATE: November 15, 2019

ITEM: Approval of Minutes from September 20, 2019

COMMITTEE: Academic, Research, and Student Success

RECOMMENDED ACTION: Approve

PRESENTED BY: Adam Green
Secretary

The minutes of the September 20, 2019 meeting of the Academic, Research, and Student Success Committee are included in the meeting materials.

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

RESOLVED: The reading of the minutes of the September 20, 2019 meeting of the Academic, Research, and Student Success Committee is omitted, and the minutes are approved as presented in the meeting materials, provided that the Secretary is authorized to make any necessary edits to correct spelling errors, grammatical errors, format errors, or other technical errors subsequently identified.

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

MINUTES

September 20, 2019
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 20, 2019, at the Millennium Center.

I. Call to Order

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

II. Roll Call

Board Secretary Adam Green called the roll. Board members in attendance were:

Dr. Linda Latimer, Chair
Janet Ayers
Dr. Virginia Foley
David Golden

III. Approval of the Committee Minutes from April 26, 2019

Chair Latimer stated that she noticed two items missing from the April 26, 2019, minutes of the committee. Missing items included: 1) a rich discussion regarding medical research-focused efforts and 2) the decision to set aside time in each committee meeting for general discussion and focused work.

Trustee Golden made a motion that the minutes of the April 26, 2019, meeting of the committee be approved with Trustee Latimer's additions. Trustee Ayers seconded the motion, which was unanimously approved.

IV. Approval of the Letter of Notification – Master of Science in Prosthetics and Orthotics

Dr. Wilsie Bishop, Senior Vice President for Academics, presented to the committee the Letter of Notification (LON) as the first step in the approval process for the proposed Master of Science in Prosthetics and Orthotics. Dr. Bishop stated there are no other master's level orthotics and prosthetics programs in Tennessee or the Appalachian region surrounding ETSU, and very few at public institutions throughout the United States. She said this program, along with the doctoral degree program in Occupational Therapy that is currently in the review process, will expand the services offered by the College of Clinical and Rehabilitative Health Sciences.

Dr. Bishop explained that following Committee and Board approval, the LON will go to the Tennessee Higher Education Commission (THEC) for review. Upon the completion of THEC's review process, President Noland be notified. Assuming that that the THEC recommendations are positive, the ETSU Board of Trustees should vote for final approval of the program in September 2020.

Trustee Golden stated that this approval process is slow and that it puts the university and the state of Tennessee at a competitive disadvantage to not move faster when there is a market need for an academic program. He said he had an earlier conversation regarding this issue with THEC Executive Director Mike Krauss, who indicated willingness to figure out how to move faster on approvals.

Dr. Bishop noted that university officials had conversations with THEC officials during the summer regarding ways the process could be expedited. She stated that the process is delayed when THEC requests additional information on program proposals and/or engages external consultants to ensure there is no redundancy of programs in order to save taxpayers' money. She stated that the university is looking at its own internal processes to see where the process could be expedited.

Trustee Ayers expressed frustration at the lack of nimbleness in the academic approval process as compared to the business sector.

President Noland explained that the internal ETSU processes include market analysis by the dean and staff to determine the need for new programs. He reiterated Dr. Bishop's explanation of the THEC review process and noted that private institutions can move forward faster because they do not require state review and approval.

Trustee Ayers noted that the creation of the Boards of Trustees was intended to help universities to have more flexibility than they had previously, and suggested that the Board could advocate at the state level to make changes that would allow such flexibility.

President Noland provided information and context for such a conversation explaining that in the 1980s the bulk of program start-up costs were paid for by the state. In contrast, today's program start-up costs are covered by institutional resources. He said that state structures are still geared toward the operating parameters of the 1980s. He reiterated that the boards of small private schools have the ability to approve programs, but that part of the state's focus is avoiding unnecessary duplication of academic programs. He suggested the idea of an expedited path to approval of "mission-germane" programs, such as those in the health sciences. He also noted that the Department of Computing now has a cybersecurity concentration because the university has the flexibility to approve concentrations. Dr. Noland also reminded the committee that THEC set a precedent for changing academic approval authority four years ago when it ceded approval of associate degrees and certificates at the community college level to the Tennessee Board of Regents.

Committee members reiterated their willingness to advocate for the university with THEC regarding this issue. Chair Latimer suggested asking that the issue of academic program approval processes be placed on the agenda of the next Board of Trustees Member Training that THEC organizes on a regular basis. She stated that she believes the other institutions' board members may agree. Committee members requested background information and statistics from the university in preparation for discussions with THEC, and President Noland said the university would provide a document with policy background and talking points.

Trustee Ayers made the motion to recommend adoption of the Board of Trustees resolution approving the LON of the establishment of a Master of Science in Prosthetics and Orthotics and sending it to THEC for consideration. Trustees Foley and Golden seconded the motion, which was unanimously approved.

V. Out-of-Cycle Tenure Actions

Dr. Bishop recommended the approval of tenure upon appointment for three individuals hired after the annual review was approved for the last academic year. These individuals include: 1) Dr. Frederick Gordon, Associate Professor and Director of the Master of Public Administration Program in the Department of Political Science, International Affairs and Public Administration; 2) Dr. Christopher Keller, Professor in the Department of Literature and Language and Dean of the Honors College; and 3) Dr. Brian Partin, Assistant Professor and Director of University School.

Trustee Ayers made the motion to approve the recommendation. The motion was seconded by Trustee Foley and unanimously approved.

VI. Revised Student Code of Conduct Rule

Dr. Michelle Byrd, Dean of Students, presented three revisions to the Student Code of Conduct necessitated since the March 24, 2017, Board approval of the General Policy on Student Conduct and Disciplinary Sanctions. These include:

- A resolution by the Student Government Association recommending the addition of a Medical Amnesty process within the Student Conduct Rule. Dr. Byrd said this would “allow for discretion in exempting students who call for help for (other) students who are impaired to potentially not be charged with drug- or alcohol-related policies.” She said this is consistent with medical amnesty policies that other states in the South and nationwide are moving toward.
- Requirements associated with sexual misconduct hearing processes, rights, and responsibilities as outlined by Tennessee Public Chapter 980. Dr. Byrd said this would ensure due process for all individuals involved, and one of the biggest changes is allowing students to be represented by counsel when appearing before the university judicial board. Some of the changes are things the university has already been doing and will continue to do, such as providing training for the judicial board on an annual basis.

- Recommendations stemming from a Student Conduct review team, suggesting slight amendments and an addition to the list of violations. Dr. Byrd noted there are some slight changes that provide additional clarity to alcohol and drug violations as described in the packet. She noted one new policy relates to the possession of ammunition on campus and allows the university to address such cases as ammunition visible inside vehicles or residence hall rooms when no reasonable explanation is provided.

Trustee Golden made the motion to recommend adoption of the Student Code of Conduct changes. This motion was seconded by Trustee Ayers and approved unanimously through a roll-call vote.

VII. Academic Action Notifications for the Period of January 1, 2019, through July 31, 2019

Dr. Bishop called Committee members' attention to the 44 curricular actions in the addenda materials that did not require Board of Trustees or THEC approval. She stated that these actions are examples of the nimbleness the university does have in such cases as making curricular titles and naming more consistent.

President Noland called attention to the reference to the cybersecurity concentration as an example of areas where the university has the flexibility to move quickly.

VIII. Chairs of Excellence Update

Dr. Cheri Clavier, Director of Institutional Effectiveness and Accreditation Liaison, gave a presentation on the status of ongoing reviews of ETSU's Centers and Chairs of Excellence. At the behest of then-Provost and Vice President for Academic Affairs Dr. Bert Bach, the Office of Planning and Decision Support has been conducting a more extensive periodic review of the Chairs and Centers. This more extensive reviews ensure that the work of the Chairs and Centers is aligned with the university's academic programs and with regional accreditation requirements; the process incorporates peer review, identifies expected outcomes and demonstrates the extent to which those outcomes are achieved.

The Centers of Excellence created in the 1980s with state and matching donor funds were reviewed to make sure they maintained their original purposes and will be reviewed once every five years. Those not part of the original funding match in the 1980s are undergoing annual reports this year. Periodic reviews of the Chairs of Excellence will occur every four years; two of these are not being conducted this year because the chairholders have announced their plans to retire before next September, and another, which is a rotating position with a different chairholder each year, takes longer to review.

IX. ETSU Student Success Update

Dr. Joe Sherlin, Vice President for Student Life and Enrollment, delivered a presentation updating the Committee on four major reviews supporting the

institution's student success agenda, which have been underway since November 2018.

He said the university is taking a multifaceted approach to improving the current undergraduate metrics of a 50% six-year graduation rate, 75% first-year persistence rate and a 16% increase in degree production since 2012.

Areas under review include Undergraduate Enrollment Services, Undergraduate Advising, First Year Experience, and Financial Aid and Scholarship. Dr. Sherlin described a number of early findings and next steps in these areas, some of which include breaking down silos between divisions; building a data-driven environment that will assist admissions counselors in managing their territories; integrating communication efforts to better tell the university's stories; improving efficiencies in Admissions to reduce application processing time from two weeks to 48 hours; ensuring professional advising for all students from the first year through graduation; implementing customer service training; requiring Preview, the first-year course, and a possible freshmen live-on campus requirement; continuing to align financial aid with enrollment and success goals; and improving internal and external communication related to financial aid. Dr. Sherlin said ETSU is making an impact on students not only from this region, but also from around the globe, and that the university views this work as a calling and with urgency.

In discussion, Trustee Ayers echoed Dr. Sherlin's points regarding breaking down silos and improving communication, saying that once those are done, the other elements will fall into place. Trustee Golden expressed appreciation for a realistic presentation that will enable Board members to "roll up their sleeves" and do their part to help make things better.

X. Memorandum of Understanding with Ballard Health

President Noland called Committee members' attention to the agenda materials outlining the Memorandum of Understanding between ETSU and Ballard Health. He stated that the MOU provides a foundation for working collaboratively within the areas of education, clinical and community-based care and innovation, and research. He also pointed to a memorandum outlining ETSU's proposed membership for the Coordinating Council and councils on Education, Clinical and Community-Based Care and Innovation, and Research. This is an outgrowth of previous Memoranda of Understanding with the former Mountain States Health Alliance and Wellmont systems prior to the Ballard merger. In response to a question from Chair Latimer, Dr. Noland said that to the best of his knowledge, this was the only operating MOU between Ballard and an academic partner.

Chair Latimer stated that the former Coordinating Council with Mountain States frequently cancelled meetings. President Noland added that partnership goes two ways and proposed that each meeting of the Academic, Research, and Student Success Committee include an agenda item to review highlights of council meetings

so that members could ensure that the meetings are occurring and have a sense of the pace and scale of activity. Committee members concurred.

Following discussion regarding Ballad Health and ETSU residency programs and the competition for Ballad residencies between students from ETSU and other institutions, President Noland suggested—if possible—a joint meeting of the Ballad and ETSU boards. Committee members concurred.

Committee members inquired about the qualifications of the individuals proposed as council members from both ETSU and Ballad. President Noland assured the Committee that ETSU's proposed council members are highly qualified and said he would obtain and provide the qualifications of members proposed by Ballad.

President Noland stated that ETSU would provide the Committee with the full background on all of the council members.

XI. Research and Innovation Working Group Research Report – Phase I

President Noland called Committee members' attention to the materials in their agenda materials. Dr. Noland stated that the university pledged to undertake a review of the complete university structure during the current academic year and that in March, the Board approved the strategic plan that called for aggressive goals in research. A team of faculty and administrators was formed into a Research and Innovation Working Group and given its charge to be completed over the summer. President Noland presented the resulting report. In its work, the group benchmarked best practices at institutions with established research protocols as well as institutions currently building their research enterprises. According to President Noland, a critical recommendation from the report is the creation of a Vice President for Research and Innovation position that will report directly to the president and lead the university's efforts in these areas. This individual would chair and lead the reconstitution of a research foundation and be responsible for budgets and facilities, among other duties as listed in the report, which includes KPIs, an action plan and an organizational chart. He noted that this is not a definitive plan and solicited the feedback of Committee members.

Discussion ensued in which Committee members strongly recommended involving an outside consultant with experience with both academic research enterprises and large hospital systems in reviewing the plan and position description of a potential Vice President for Research and Innovation.

President Noland stated that he has a sense of urgency in this effort and asked if the university could get back with the committee prior to the November Board should an outside consultant(s) provide feedback before the November Board meeting. He stated that waiting could result in missing the hiring window to have a new Vice President in place by the spring of 2020 in the fall.

There being no further discussion, Chair Latimer adjourned the meeting at 11:33 a.m.

EAST TENNESSEE STATE UNIVERSITY
BOARD OF TRUSTEES

ACTION ITEM

DATE: November 15, 2019

ITEM: Recommendation for Tenure upon Appointment

COMMITTEE: Academic, Research, and Student Success

RECOMMENDED ACTION: Approve

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

Recommendation for tenure upon appointment for the following faculty:

Dr. Deborah Dumphy, DNP, APRN, NP-C, FNP-BC

Dr. Dumphy joined the College of Nursing at East Tennessee State University in May 2019 as an Associate Professor with a recommendation for tenure upon appointment in the College of Nursing's Graduate Program. Dr. Dumphy previously held a tenured position at the University of North Georgia. Dr. Dumphy has been a practicing certified Family Nurse Practitioner since 2010. She served as the Graduate Programs Coordinator, DNP Coordinator, and Family Nurse Practitioner Program Coordinator as well as teaching in these programs during her years at the University of North Georgia. She has four peer-reviewed publications, eight professional presentations, and received funding to support programmatic needs. Dr. Dumphy holds membership in Sigma Theta Tau International Honor Society of Nursing and Phi Kappa Phi Honor Society. She maintains a private practice in her concentration.

Dr. Trena M. Paulus, Ph.D.

Dr. Paulus was appointed as Professor in the Department of Family Medicine in July 2019 in support of the department's research program. A highly successful qualitative researcher and professor, Dr. Paulus has held tenured positions at the University of Georgia (2014 -2019) in the Department of Qualitative Research Program, Lifelong Education, Administration and Policy. Prior to that, she held positions as Assistant and Associate Professor with tenure at the University of Tennessee, Knoxville (2003-2014). Dr. Paulus has extensive productivity in grant writing, publications, and professional presentations as detailed in the accompanying curriculum vitae.

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

RESOLVED: Upon the 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.

SUMMARY OF QUALIFICATIONS

- Leadership in nursing graduate programs curriculum development, evaluation and program coordination
- Leadership in the University System of Georgia DNP consortium model curriculum development
- Thirteen years of nursing education experience including six years in graduate education
- Currently practicing Advanced Practice Registered Nurse, Family Nurse Practitioner
- Solid record of scholarship at the international, national, state and regional levels
- Research interests – translational research, implementation science and nursing education

EDUCATION

2013 – 2015	Duke University Durham, NC	Doctor of Nursing Practice
2008 – 2010	University of North Georgia (UNG) Dahlonega, GA	Post-Master’s Family Nurse Practitioner
2006 – 2007	North Georgia College and State University (NGCSU) Dahlonega, GA	Master of Science in Nursing Education
1992 – 1996	University of Texas (UTA) Arlington, TX	Bachelor of Science in Nursing
1988 – 1990	Bristol Community College Fall River, MA	Associate of Science in Management

MOST RECENT RESEARCH

Principal Investigator, Not subject to purview of ETSU/VA IRB (IRB Chair, IRB Form 129)
Project Title: *A Follow-up QI Study: Breastfeeding Friendly Pediatric Office Outcomes at 6, 9, 12 Month Well Child Visits*. Current study in data collection phase.

Principal Investigator, UNG IRB #2017-183 C&U
Project Title: *Graduating Family Nurse Practitioner Students’ Perceptions of Readiness for and Transition into Practice*. Published - Nursing Forum, February 2019.

Faculty Lead Mentor, UNG IRB #2017-178 HLP
Project Title: *Does an International Medical Mission Trip Enhance Cultural Competence in Healthcare Providers?* Published - Journal of Cultural Diversity, Summer 2019.

Faculty Lead Mentor, UNG IRB # 2017-184 HLP
Project Title: *Adherence to Evidence Based Guidelines for Acute Otitis Media: A Comparison of Nurse Practitioners and Medical Doctors*. Published UNG Digital Commons
https://digitalcommons.northgeorgia.edu/cgi/viewcontent.cgi?article=1021&context=fnp_etd

LICENSES AND CERTIFICATIONS

2019 – Present	Advanced Practice Registered Nurse NP with Certificate of Fitness, Tennessee	License # 25891
2017	Facilitated Learning Online Certification Course	
2017 – Present	Certified Family Nurse Practitioner (FNP-BC)	ANCC #2017000476
2010 – Present	Advanced Practice Registered Nurse (APRN), Georgia	License #169649
2010 – Present	Certified Family Nurse Practitioner (NP-C)	AANP #F0510054
2006 – 2015	International Board Certified Lactation Consultant (IBCLC)	IBCLE #105-21571
2004 – Present	Registered Nurse, Georgia (RN, eNLC)	License #169649
1996 – Present	RN, Texas (inactive)	License #629425
1992 – Present	Basic Life Support Certified (BLS-C)	

HONORS AND AWARDS

2017	Full Tenure, University of North Georgia	
2016	Recipient: Healthy Mothers, Healthy Babies Coalition of Georgia, Carolyn Wetzel Continuum Award (“commitment to equity in healthcare for women and children; positive change agent- work place and policy advocacy”)	
2015	Recipient: 1 st Place for Excellence in Research Poster Presentation. International Nursing Association for Clinical Simulation and Learning 14 th Annual Conference	
2015	Nominated: Outstanding Capstone Project Award. Duke University, School of Nursing, Doctor of Nursing Practice Program	
2015	Recipient: Rising Star Research Award. Duke University, School of Nursing, Sigma Theta Tau International Honor Society, Beta Epsilon Chapter	
2015	Recipient: Excellence in Nursing Research Award. Sigma Theta Tau International Honor Society, Tau Psi Chapter	
2014	Healthy Mothers, Healthy Babies Coalition of Georgia, State-level Recognition	
2007	Recipient: Outstanding Master of Science in Nursing Education Student of the Year, NGCSU	
2007	Induction: Phi Kappa Phi Honor Society, NGCSU	
1998 – 2004	Recipient, Seven-time Spirit Service Award- Baylor Regional Medical Center	
1996	Induction: Sigma Theta Tau International Honor Society of Nursing, UTA	
1992	Honorable Discharge, South Carolina Army National Guard	

PROFESSIONAL EXPERIENCE

2019, May – Present	Associate Professor, College of Nursing	East Tennessee State University Johnson City, TN
2018, November – Present	Contract NP- Dawson Pediatrics	NP Provider Solutions, LLC Dawsonville, GA

2018, August – 2019, May	Associate Professor, School of Nursing	Clayton State University Morrow, GA
2018, February – October (Clinic closed)	FNP (part-time clinical practice)	Urgent Med of Toccoa Toccoa, GA
2013, October – 2018, July; and 2007, August – 2010, December	Associate Professor, Tenured, Student Health Services, NP-C (temp); Graduate Programs Coordinator/ DNP Coordinator/ Family Nurse Practitioner Program Coordinator (previous)	University of North Georgia Dahlonega, GA
2013, November – 2015, June; and 2010, July – 2012, April	FNP, Private Practice	Dawson Pediatrics Dawsonville, GA
2012, August – 2013, October	FNP, Home Health Medicare & Chronic Disease	United Health Group, CIP Bethesda, MD
2007, August – 2010, December	FNP, RN, RLC, IBCLC Indigent NP Clinic	Appalachian Nurse Practitioner Clinic UNG- Dahlonega, GA
2006, fall – 2008, spring	Adjunct Nursing Faculty	North Georgia Technical College Clarksville, GA
2006, March – 2008, March	Owner/President, RN, RLC, IBCLC	North Georgia Lactation Center Dawsonville, GA
2004 – 2008	Staff Nurse, RN, RLC, IBCLC, Neonatal Intensive Care Unit (NICU), Lactation Center	Northside Hospital Atlanta, GA
1998, March – 2004, June	Staff Nurse, Relief Charge Nurse, Primary Preceptor, RN-NICU	Baylor Regional Medical Center Grapevine, TX

SCHOLARSHIP: GRANTS and FUNDING

2019 ETSU College of Nursing, Center for Nursing Research Dissemination Award, \$1000.00. To partially support travel to complete graduate education research poster presentation accepted for the 2019 American Association of Colleges of Nursing Faculty Development Conference.

- 2019 HRSA \$2,114,046 (submitted, pending). Grant Writing Team Member: Authored “Sustainability” Section. An Advanced Nursing Education Workforce (ANEW) program grant to create an innovative, collaborative academic-practice partnership titled *Reaching Underserved and Rural areas through Academic Liaison (RURAL)*.
- 2018 UNG Graduate Studies (successfully funded) \$8200.00. Individual Lead Faculty and Faculty Research Mentor for FNP students’ international medical mission and implementation of research tools for project, *Does an International Medical Mission Trip Enhance Cultural Competence in Healthcare Providers?*
- 2017 CVS Health Foundation Grant (successfully funded) \$5,000.00. Developed program offering five \$1,000.00 scholarships to financially needy FNP students serving the rural north Georgia.
- 2014 University Presidential Innovation Award (successfully funded) \$5000.00; *Innovation in Graduate Program Clinical Simulation at UNG through Integrating Best Practices in Debriefing*.

SCHOLARSHIP: PUBLICATIONS

- Dumphy, D.**, DeSandre, C., Thompson, J. (2019). Family nurse practitioner students’ perceptions of readiness and transition into advanced practice. *Nursing Forum*, 1-6. DOI: 10.1111/nuf.12336
- Dumphy, D.**, Clark, M., Thompson, J. (2016). A breastfeeding quality improvement project in rural primary care. *Journal of Human Lactation* 34(4), p. 633-641. doi:10.1177/0890334416662240
- Menees, H., McCall, J., Nilsen, W., **Dumphy, D.** (2016). Downsizing future generations. *Advance for NPs and PAs*. Accepted for publication in March 2017 edition.
- Dumphy, D.** (2008). The breastfeeding surgical patient. *AORN Journal* 87(4), p.759-770. doi.org/10.1016/j.aorn.2007.12.028
- Dumphy, D.** (2007, December/January). Getting ready for the baby: Breastfeeding. *400 Edition*, p.68.

SCHOLARSHIP: TEXTBOOK REVIEWER

Mason, D, Leavitt, J., & Chafee, M. (2012). *Policy and politics in nursing and health care*. Chapter Reviewer.

SCHOLARSHIP: JOURNAL REVIEWER

Nursing Forum, Wiley Online Publications

Health Promotion and Practice, Sage Publications

SCHOLARSHIP: SUBMISSIONS AND PRESENTATIONS

International Organization Presentations

Dumphy, D. *A Rural, Medically Underserved Community Breastfeeding Intervention in Pediatric Primary Care.* Abstract submitted 6/2019 for Live Webinar: International Lactation Consultant Association.

Dumphy, D., Thompson, J. & Clark, M. (2015, November). *A Rural, Medically Underserved Community Breastfeeding Intervention in Pediatric Primary Care.* Poster presentation at the Sigma Theta Tau International Biannual Convention.

Dumphy, D., Parrish, K., & DeSandre, C. (2015, June). *Integrating Simulation in a Family Nurse Practitioner Program.* Poster presentation at the annual International Nursing Association for Clinical Simulation and Learning 14th Annual Conference.

National Presentation

Dumphy, D. (2019). *Quality Improvement in Graduate Nursing Education: Improving Final Semester Perceptions of Readiness for Transition into the NP Role.* Accepted/will present poster presentation at the 2019 American Association of Colleges of Nursing Faculty Development Conference (November 2019).

Dumphy, D. (2009). *Clinical Education: The Breastfeeding Surgical Patient.* National Live-Webinar Presenter, United States Lactation Consultants Association.

Local, State and Regional Presentations

Dumphy, D. (2015, November). *A Rural, Medically Underserved Community Breastfeeding Intervention in Pediatric Primary Care.* Podium presentation at the quarterly Southeastern Lactation Consultants Association meeting.

Dumphy, D., Parrish, K., & DeSandre, C. (2015). *Integrating Simulation into Graduate Nursing Education.* Podium presentation at the Georgia Association for Nursing Education (GANE) Annual Conference.

Dumphy, D. (2008) Lead Podium Presenter, Fulton County Department of Health and Wellness Nutrition WIC Services 2nd Annual Breastfeeding Education Day; Atlanta, GA.

Dumphy, D. (2008) Poster presenter. *When Only the Bestmilk Will Do!* GANE Annual Conference.

Dumphy, D. (2008) Podium Presenter. *The Near Term Infant in the Term World.* AWHONN, Northeast Georgia Chapter meeting; Gainesville, GA.

TEACHING

UNG Scholarship of Teaching and Learning (SoTL)

2015 – 2016 SoTL Academy: developing a team SoTL project aimed at decreasing role transition anxiety in senior Family Nurse Practitioner students

University System of Georgia, Doctor of Nursing Practice Consortium Program Development

2015 – 2017	co-Chair, Member USG DNP Consortium Planning Committee
2016 – 2017	Chair, USG DNP Consortium Curriculum Committee Development of program of study, program outcomes, course descriptions, course syllabi
2015 – 2017	Chair, USG DNP Consortium meetings (UNG, Valdosta, Armstrong State University)
2015 – 2016	Chair, USG DNP Consortium Project Committee Development of DNP Project timeline and implementation into program of study

Courses Taught at East Tennessee State University (Online, Graduate Programs)

2019	NRSE 6014 Measurement of Clinical Outcomes NRSE 5024 Health Promotion, Diagnosis and Clinical Management of Children and Adolescents Practicum NRSE 6050 Knowledge Translation NRSE 5006 Advanced Role Development NRSE 6002 Health Policy Leadership
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Courses Taught at Clayton State University (Fully Online, Graduate Program)

2019	NURS 5200 Research for Advanced Nursing Course Coordinator NURS 6630 Health Promotion of Adults and Families
2018	NURS 5100 Theory for Graduate Nursing Practice Course Coordinator NURS 6670 Advanced Practice Roles in Society NURS 6680 Health Promotion and Problems of the Elderly and Their Families (clinical faculty)

Courses Taught at the University of North Georgia (Hybrid FNP Program & Fully Online NE Program)

2018	NURS 6150 Instructional Design and Teaching Course Coordinator Strategies for Nursing Education (online) NURS 7207 Rural Primary Care V (hybrid) NURS 7221 Rural Primary Care Project (hybrid) Lead Research Mentor
2017	NURS 7105 Rural Primary Care IV (hybrid) Course Coordinator NURS 7130 Advanced Nursing Research NURS 7005 Rural Primary Care III (hybrid) Course Coordinator NURS 7003 Advanced Nursing Essentials (hybrid) NURS 7207 Rural Primary Care V (hybrid) NURS 7221 Rural Primary Care Project Lead Research Mentor
2016	NURS 7105 Rural Primary Care IV (hybrid) Course Coordinator NURS 6031 Advanced Health Assessment Course Coordinator

	NURS 6020 Advanced Pathophysiology	
	NURS 7207 Rural Primary Care V (hybrid)	
2015	NURS 7221 Rural Primary Care Project	Lead Research Mentor
	NURS 6270 Academic Practicum (online)	Course Coordinator
	NURS 7221 Rural Primary Care Project	Lead Research Mentor
	NURS 7332 Nurse Educator Project	Lead Research Mentor
	NURS 7005 Rural Primary Care III (hybrid)	
	NURS 7105 Rural Primary Care IV (hybrid)	
	NURS 7130 Advanced Nursing Research	
2014	NURS 6031 Advanced Health Assessment	Course Coordinator
	NURS 7221 Rural Primary Care Project	
	NURS 7010 Rural Primary Care III (hybrid)	
	NURS 6031 Advanced Health Assessment	
	NURS 7051 Clinical Immersion (online)	Course Coordinator
	NURS 6105 Rural Primary Care I (hybrid)	
2013	NURS 6120 Rural Primary Care II (hybrid)	
	NURS 6010 Rural Primary Care I (hybrid)	
	NURS 6032 Diagnostic Procedures for Advanced Practice	

Guest Lecturer and/or Guest Simulation Faculty

2017	Doctor of Physical Therapy Program (IPE Simulation)
2016	NURS 6205 Rural Primary Care I (Simulation)
2015	Doctor of Physical Therapy Program (IPE Simulation)
2015	NURS 3903 Evidence-Based Practice and Research (Guest Lecturer)
2012	NURS 7207 Rural Primary Care V (Guest Lecturer)

New Course Development

2017-18	NURS 6150 Instructional Design and Teaching Strategies for Nursing Education (online)
2015	NURS 7105 Primary Care IV (hybrid)

Major Program/Course Revisions

2019	NURS 5200 Research for Advanced Nursing
2018	NURS 5100 Theory for Graduate Nursing Practice
2018	NURS 6670 Advanced Practice Roles in Society
2017-18	NURS 7207 Rural Primary Care V (FNP student final clinical practicum)
2016	NURS 7105 Advanced Health Assessment
2016	NURS 7105 Rural Primary Care IV
2015	NURS 6031 Advanced Health Assessment
2014	NURS 7005 Rural Primary Care IV
2014	Chaired initial implementation of high-fidelity patient simulation in MS Program

2013 Committee member, Graduate Programs Curriculum Revision (Nursing Education and Family Nurse Practitioner Programs core and concentration course/curriculum revision)

Faculty Mentor for Graduate Research Projects

- 2018 NURS 7221 Rural Primary Care Projects
- *Adherence to Evidence Based Guidelines for Acute Otitis Media: A Comparison of Nurse Practitioners and Medical Doctors.*
 - *Does an International Medical Mission Trip Enhance Cultural Competence in Healthcare Providers?*
- 2017 NURS 7221 Rural Primary Care Projects
- *Reduction of Moderate Cardiovascular Disease Risk Factors in Adults through Community Based Intervention Programs*
 - *Feeding Method and Education in Military Families*
- 2016 NURS 7221 Rural Primary Care Projects
- *Electronic Cigarettes: A Literature Review*
 - *Downsizing Future Generations*
- 2015 NURS 7221 Rural Primary Care Project
- *Assessing Adherence of Pediatric Health Care Providers in Northeast Georgia to Infant Vitamin D Supplementation Recommendations*
- 2015 NURS 7332 Nurse Educator Project
- *Simulation in Obstetrics: Engaging the Team in Interprofessional Practice*
- 2014 NURS 7221 Rural Primary Care Projects, co-faculty
- *Psychosocial Impact of BRCA 1 and BRCA 2 Genetic Testing*
 - *Attention Deficit Hyperactivity Disorder Treatment: Plate vs. Pill*

SERVICE ACTIVITIES

Membership in Professional Organizations

2016 – Present	American Association of Nurse Practitioners (AANP) Network for Research	Member
2016 – 2018	National Donor Family Council	Member
2016 – 2018	National Kidney Foundation	Member
2015 – Present	Sigma Theta Tau International, Beta Epsilon (Duke)	Member
2015 – 2017	Georgia Nurse Leaders Coalition	Member
2015 – 2017	Academic Advisory Committee on Nursing	Associate Member
2015	United Advanced Practice Registered Nurses of Georgia	State Director-at-Large
2014 – Present	Sigma Theta Tau International, Tau Psi Chapter (UNG)	President (2015 – 2017) President-elect (2014 – 2015)
2014 – 2018; 2007 – 2008	Healthy Mothers, Healthy Babies Coalition of GA	Member; Public Affairs Committee (2007-2008)

2014 – 2016	International Nursing Association for Clinical Simulation & Learning	Member
2013 – Present	National Organization of Nurse Practitioner Faculties	Member
2010 – Present	AANP	Member
2007 – 2018	Georgia Association for Nursing Education	Member, Nominating Committee (2008)
2007 – 2018	National League for Nursing	Member

International Service

2015	Sigma Theta Tau International	Delegate
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National Service

2016 – 2018	Accreditation Commission for Education in Nursing (ACEN)	Program Evaluator
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University System of Georgia Service

2015 – 2017	eDNP Consortium (UNG, Valdosta, Armstrong) DNP Planning Committee	co-Chair, Member
2016 – 2017	eDNP Consortium (UNG, Valdosta, Armstrong) DNP Curriculum Committee	Chair
2015 – 2017	eDNP Consortium (UNG, Valdosta, Armstrong) DNP Meetings	Chair
2015 – 2016	eDNP Consortium (UNG, Valdosta, Armstrong) DNP Project Committee	Chair

East Tennessee State University Service

2019 – Present	College of Nursing (CON) Graduate Faculty Programs Committee
2019 – Present	CON Graduate Curriculum Committee
2019 – Present	CON Research Council
2019 – Present	CON Academic Council
2019 – Present	CON Shared Governance Council
2019 – Present	CON Doctoral Intensive Sessions Task Force
2019 – Present	CON, Graduate Programs, FNP/MSN Application Reviewer

Clayton State University Service

2018 – 2019	School of Nursing (SON) Graduate Committee (GC)
2018 – 2019	SON FNP Project Committee, Initial Chair of Committee
2018 – 2019	IRB Alternate (University level)
2018 – 2019	SON HRSA ANEW Grant Committee
2018 – 2019	SON Graduate Admission and Progression Committee

University of North Georgia Service

2018	Selected by UNG President, “Presidential Task Force for Review of Faculty Salaries”
2018	College of Health Sciences and Professions, Promotion and Tenure Committee
2018	University Library Committee
2017 – 2018	Department of Physical Therapy, Promotion and Tenure Committee
2015 – 2018	University Grade Appeals Committee
2015 – 2018	Department of Nursing, Progression and Retention Committee
2015 – 2018	Department of Nursing, Promotion and Tenure Policy Revision Committee
2015 – 2017	Elected: University Faculty Affairs Committee, term 2015 – 2017
2015 – 2017	University Graduate Council
2014 – 2018	Department of Nursing, Curriculum and Evaluation Committee
2014 – 2018	College of Health Sciences and Professions, Strategic Planning Committee
2014 – 2016	Department of Nursing, Selection Committee
2014 – 2017	Department of Nursing, Executive Cabinet
2014 – 2016	Elected: University Faculty Senator
2014 – 2015	University Athletic Committee
2014 – 2015	University Ebola Response Committee
2014 – 2018	Department of Nursing, Simulation Committee
2013 – 2018	Department of Nursing, MS Admissions Committee
2013 – 2018	Department of Nursing, DNP Planning Committee
2013 – 2018	Department of Nursing, MS Handbook Committee
2007 – 2011	University Appalachian Nurse Practitioner Clinic, Advisory Board Member

Other Community Service

2017 – 2018	Partners for Belize, Medical Missions in Central America	Volunteer FNP- 2 Missions
2016 – 2018	St. Luke’s Religious Education & University Campus Ministry	Volunteer
2016 – 2018	Lifelink of Georgia, Transplant Advocacy Group	Volunteer
2016	120 th Boston Marathon, co-raised >\$9000.00 for JDMGS	Official Finisher, Charity
2015 – Present	Joe Dumphy Memorial Golf Scholarship, Inc. (JDMGS) >\$48,000 in college scholarships awarded	President, 501c3 Executive Board
1990 – Present	5K/10K/15K/Half/Marathon/Triathlon Charities	Charity Supporter/Participant

Trena M. Paulus, Ph.D.
Department of Family Medicine
East Tennessee State University

PROFESSIONAL EXPERIENCE

Professor, Research Division, Department of Family Medicine, East Tennessee State University, 2019-present
Actively engaged in education, research and service initiatives at the department, college and university levels.

*Professor with tenure, Qualitative Research Program, Lifelong Education, Administration & Policy
University of Georgia, 2014-2019*

Taught courses in the residential and online graduate certificate programs in interdisciplinary qualitative studies and the Ph.D. program in qualitative research and evaluation methodologies. Served on twelve doctoral/dissertation committees and one thesis committee for students across campus. Courses taught include designing qualitative research, qualitative research traditions, analyzing qualitative data, working with online qualitative data, digital technologies for qualitative research, and teaching qualitative research. Served as graduate coordinator for the department.

*Assistant and Associate Professor with tenure, Instructional Technology Program and Qualitative Research
Program, Educational Psychology & Counseling, University of Tennessee-Knoxville, 2003-2014*

Coordinated the graduate certificate program in qualitative research methods and the instructional technology Master's program. Directed seven dissertations to completion; served on 32 dissertation and five thesis committees across campus; served as external member on three dissertation committees. Courses taught included introduction to qualitative research, advanced qualitative research methods, discourse analysis, digital tools for qualitative research, discursive psychology, introduction to computer-mediated communication, designing online learning environments and understanding online interaction. Nominated twice for the Chancellor's Excellence in Teaching Award.

Instructor, University of Alabama International Programs, 2007

Developed and taught a three-credit graduate course, Introduction to Educational Research, for Master's students in Education in Quito, Ecuador.

Instructor, Indiana University, 2003

Developed and taught a three-credit graduate course, Computer-Assisted Language Learning, for professors of English at South East European University in Tetovo, Former Yugoslav Republic of Macedonia.

Graduate Research Assistant, Language Education Department, Indiana University, 2001-2003

Provided administrative support for the distance Master's degree program. Projects implemented include a needs analysis, professional development workshops, guidelines for course Websites, and an instructor support Website. Assisted with curriculum development of ESL/EFL Certificate Program at a Distance.

Instructor, Walden University, Educational Technology Master's Specialization, 2000-2003

Designed, developed and taught Integrating Technology into the Curriculum, an online advanced seminar for Master's and Doctoral students. Designed, developed and taught Course Development and Delivery Utilizing Technology, an intensive laboratory course offered during summer session residency at Indiana University's Bloomington campus.

Consultant, Refugee Transitions, San Francisco Bay Area, 2001

Assisted with grant writing for the Newcomer Families Computer Learning Project, identifying corporate and private foundation funding. Developed the curriculum to teach ESL and computer literacy skills to newly arrived refugee families.

Tutor, Writing Tutorial Services, Indiana University, 2000-2002

Staff tutor for scheduled and walk-in tutorials for graduate and undergraduate students and for courses designed to support incoming at-risk freshmen.

Graduate Assistant, Center for Research on Learning and Technology, Indiana University, 2000-2001

Designed, developed and implemented technology integration workshops for K-12 teachers. Traveled to school districts to provide workshops onsite.

Visiting Lecturer, English Language Center, Michigan State University, 1997-1999

Taught beginning to advanced reading, writing, listening, speaking, grammar and content-based ESL courses; and pre-academic critical reading, academic writing, and oral communication skills. Coordinated the intensive English content-based instruction program. Supervised and mentored graduate student teaching assistants. Developed and taught intensive summer courses for students from Mie University and Okinawa Junior Christian College.

Teaching Associate, Ohio Program of Intensive English, Ohio University, 1995-1997

Taught intermediate and advanced levels of reading, writing, listening and speaking and sections of freshman composition for non-native speakers. Developed and taught intensive summer course for students from Nittaidai University.

English Instructor, United States Peace Corps, Sefako Secondary School, Lesotho, 1992-1994

Instructed over 200 secondary school students in English language and literature, focusing on grammar, reading comprehension and writing skills. Directed and expanded school library program, assisted students in obtaining scholarships, procured funding for school and community development projects, and tutored adults in basic English skills.

EDUCATION

Indiana University

Degree: Doctor of Philosophy in Education, 2003
Master of Science, 2001
Major: Instructional Systems Technology
Minor: Computer-mediated Communication
Honor: Chancellor's Fellow, School of Education

Ohio University

Degree: Master of Arts, 1997
Major: Applied Linguistics
Emphasis: Teaching English as a Second/Foreign Language
Honor: Outstanding Teaching Assistant, College of Arts and Sciences

Franklin College

Degree: Bachelor of Arts, 1991
Majors: English and Philosophy
Minor: History
Honors: Wayne Coy Public Service Award, Selsor Award for Outstanding English Major, McGuire Award for Outstanding Philosophy Major

INVITED WORKSHOPS, PLENARIES, AND PUBLIC LECTURES

1. Paulus, T. (July, 2020). Using social media, software, mobile apps and other digital tools to support qualitative research. *15th Annual Qualitative Research Summer Intensive*. Chapel Hill, NC.
2. Paulus, T. (July, 2020). Analyzing online conversations: A research framework. *15th Annual Qualitative Research Summer Intensive*. Chapel Hill, NC.
3. Paulus, T. (May, 2020). Qualitative research with digital tools. *Second Language Research Methods Workshop*. Penn State University, State College, PA.
4. Paulus, T. & Lester, J.N. (January, 2020). *Digital tools 2020: Frontiers in qualitative research*. Plenary presentation for *The Qualitative Report 11th Annual Conference*, Ft. Lauderdale, FL.
5. Paulus, T. (December, 2019). Research methods for analyzing online conversations. *International Institute for Qualitative Methodology Master Class Webinar Series*, presented via GoToMeeting.
6. Paulus, T. (September, 2019). *Nurturing the researchers of tomorrow: Teaching research methods*. A Sage MethodSpace Live webinar panel, presented via Zoom.
7. Lester, J.N. & Paulus, T. (April, 2019). ATLAS.ti across the research process. Professional development pre-conference workshop at the *American Educational Research Association Annual Meeting*. Toronto, Canada.
8. Paulus, T. (March, 2019). *Using social media to understand patient experiences*. Workshop for Adelphi Values, Boston, MA.
9. Paulus, T. (February, 2019). *Digital tools for qualitative research*. Plenary presentation at Purdue University's Power Fridays. West Lafayette, IN.
10. Paulus, T. (July, 2018). Using social media, software, mobile apps and other digital tools to support qualitative research. *15th Annual Qualitative Research Summer Intensive*. Chapel Hill, NC.
11. Paulus, T. (July, 2018). Analyzing online conversations: A research framework. *15th Annual Qualitative Research Summer Intensive*. Chapel Hill, NC.
12. Paulus, T. (March, 2018). Exploring digital tools for qualitative research. Pre-conference workshop for the *American Association of Applied Linguistics* annual meeting. Chicago, IL.
13. Paulus, T. (July, 2017). Using ATLAS.ti across the research process. *The Corvallis ATLAS.ti Summer Workshop Series*. Corvallis, OR.
14. Paulus, T. & Lester, J. (May, 2017). Digital tools for qualitative research. Pre-Conference workshop for the *Thirteenth International Congress of Qualitative Inquiry*. Urbana, IL.
15. Paulus, T. (April, 2017). Methods for conducting research interviews. Presentation to the *University Libraries Faculty Research Interest Group*. University of Tennessee. Knoxville, TN.
16. Paulus, T. (April, 2017). *Digital tools and discourse analysis*. Presentation to the advanced data analysis in qualitative research graduate course at Kansas State University, via Zoom.
17. Paulus, T. (October, 2016). *Introduction to ATLAS.ti*. Workshop for University of Georgia. Athens, GA.
18. Paulus, T. (September, 2016). *Introduction to ATLAS.ti*. Workshop for California State University-San Bernadino. San Bernadino, CA.
19. Paulus, T. (July, 2016). Digital tools for qualitative research. *13th Annual Qualitative Research Summer Intensive*. Chapel Hill, NC.
20. Paulus, T. (July, 2016). Analyzing learning conversations: A research framework. *13th Annual Qualitative Research Summer Intensive*. Chapel Hill, NC.
21. Paulus, T. & Atkins, D. (May, 2016). *Qualitative research & the library*. Presentation to the University of Georgia libraries professional development and research committee. Athens, GA.
22. Paulus, T. (February, 2016). Digital tools for qualitative research. *International Institute for Qualitative Methodology Master Class Webinar Series*, presented via GoToMeeting.
23. Paulus, T. (November, 2015). Digital tools for qualitative research. Keynote speaker for the *Interdisciplinary qualitative research work group* at Morgan State University, presented via Adobe Connect.
24. Paulus, T. (October, 2015). Digital tools for qualitative research. Plenary speaker and workshop facilitator for *Eagle QuarC's Fourth Annual Fall Symposium* at Georgia Southern University, Statesboro, GA.
25. Paulus, T. (August, 2015). *Using social media to understand patient experiences*. Workshop for Adelphi Values, Boston, MA.

26. Paulus, T., Lester, J. & Warren, A. (July, 2014). A critical review of conversation analysis and discursive psychology applications in computer-mediated communication contexts: Methodological implications. Plenary presentation for the *Microanalysis of Online Data Symposium*, York University, Department of Sociology, England.
27. Paulus, T., Woodside, M. & Ziegler, M. (July, 2014). Opportunities and challenges: The role of dialogic meaning-making in collaborative qualitative research. Workshop for the *Summer Research Seminar on Collaborative Research with Community Partners* at the University of Cincinnati, Cincinnati, OH.
28. Paulus, T. & Lester, J. (January, 2014). The art and craft of digital tools for qualitative research. Featured technology presentation at *The Qualitative Report Fifth Annual Conference*. Ft. Lauderdale, FL.
29. Paulus, T. (April, 2014). Digital tools for qualitative data collection. Invited presentation at the *Fifth Annual Patient-Reported Outcomes (PRO) Consortium*. Silver Spring, MD.
30. Paulus, T. (March, 2014). *Digital tools for qualitative research*. Invited presentation and workshop for the University of Tasmania School of Business, Hobart, Tasmania, Australia.
31. Paulus, T. (October, 2013). Using ATLAS.ti for discourse analysis of online interactional data. Invited speaker for the *ATLAS.ti Community of Practice Webinar series*, presented via GoToMeeting.
32. Paulus, T. (October, 2013). Listening between the lines: The micro-analysis of everyday talk. Presentation for the Office of the Provost's *Mic/Nite Pecha Kucha*. University of Tennessee, Knoxville, TN.
33. Woods, M. & Paulus, T. (July, 2013). *Qualitative data analysis software programs: Apples and oranges, or grapes on the same bunch?* Office of Information Technology, University of Tennessee, Knoxville, TN.
34. Paulus, T. (January, 2013). Ethics and online research. Invited presenter for *Micro-Analysis of Online Data Symposium*, Radboud University, Nijmegen, the Netherlands.
35. Paulus, T. & Lester, J.N. (January, 2013). ATLAS.ti for discourse analysis work. Invited presenter for *Micro-Analysis of Online Data Symposium*, Radboud University, Nijmegen, the Netherlands.
36. Paulus, T. & Lester, J.N. (October, 2012). Using digital tools across the research process. Invited presentation for *Tennessee Board of Regents Qualitative Research Conference*, presented via Google Hangouts.

GRANT ACTIVITY

1. Accepted February 2019. *Developing evidence-based messages for low-income African American parents to limit sugar-sweetened beverage intake among their young children*. Robert Wood Johnson Foundation. Cotwright, C.J., Birch, L. & Hall, J. co-primary investigators. Paulus, T.M., qualitative research senior advisor, \$300,000.
2. Declined May 2016. *Creating a dialogic social media interface: Enabling the dialogic potential in computer-mediated and social media contexts*. National Science Foundation. Kent, M., Miles, J. & Paulus, T.M., co-primary investigators, \$943,999.
3. Declined December 2013. *Comparative discourse analysis of suffering and exclusion: The construction of authoritative and marginalized social identities*. National Science Foundation. Brown, M., Lester, J.N., Paulus, T.M. & Presser, L., co-primary investigators, \$401,396.
4. Declined November 2012. *SOAR: small online activity and reflection groups to promote student learning in the biological sciences*. National Science Foundation. Lester, J.N., Cousins, A. B., Paulus, T.M., & Adesope, O., co-primary investigators, \$199,999.
5. Completed May 2011. *Improving online teaching & learning: University of Michigan-Flint professional development program*. Paulus, T.M., consultant and project director, \$7,560.
6. Completed December 2010. *Challenge, create, connect: University of Tennessee College of Nursing faculty development program*. Paulus, T.M. consultant and project director, \$1,250.
7. Completed May 2009. *Online facilitation and community building basics: College of Nursing faculty development program*. Paulus, T.M., consultant and project director, \$6,500.
8. Completed August 2009. *Implementation and evaluation of an e-learning faculty development program*. Tennessee Nurse's Foundation. Myers, C. principal investigator, \$2,500.
9. Completed August 2009. *Evaluating an e-learning faculty development program*. Sigma Theta Tau. Mixer, S. & Wyatt, T., principal investigators, \$1,000.
10. Declined August 2009. *E-teacher scholarship program and professional development workshop*. U.S. Department of State. Paulus, T.M. & Pfaffman, J., co-principal investigators, \$145,738.

11. Declined November 2009. *SOAR: Small online argument and reflection groups to promote conceptual change*. National Science Foundation. Paulus, T.M. & Spence, M., co-principal investigators, \$199,880.
12. Declined October 2008. *SOAR: Small online argument and reflection groups to promote conceptual change*. National Science Foundation. Paulus, T.M. & Spence, M., co-principal investigators, \$149,257.
13. Declined September 2007. *SOAR: Small online argument and reflection groups to promote conceptual change*. National Science Foundation. Jahns, L. & Paulus, T.M., co-principal investigators, \$129,031.
14. Completed January 2007. *Promoting healthy, happy UT graduates: Combating stress and the freshman 15*. University of Tennessee Office of Research. Jahns, L. & Paulus, T.M., co-principal investigators, \$237,005.
15. Completed November 2006. *Investigating the web pen pals project: What students and teachers have to say about designing, facilitating and engaging in online spaces for "critical talk" about young adult literature*. National Council of Teachers of English. Groenke, S. & Paulus, T.M., co-principal investigators, \$20,000.
16. Completed November 2004. *Increasing learner interaction through computer-mediated communication*. University of Tennessee Project IMPACT Technology Infusion Grant. Paulus, T.M. & McCallum, S., principal investigators, \$6,035.

SCHOLARSHIP

ORCID ID: <http://orcid.org/0000-0002-0579-1644>

Books

1. Paulus, T.M. & Lester, J.N. (Under contract for 2020). *Doing qualitative research with digital tools*. Thousand Oaks, CA: Sage Publications.
2. Paulus, T.M. & Wise, A. (2019). *Looking for insight, transformation and learning in online talk*. New York, NY: Routledge.
3. Paulus, T.M., Lester, J.N. & Dempster, P. (2014). *Digital tools for qualitative research*. London, UK: Sage Publications.

Co-editor of special journal issues

1. Paulus, T.M., Evers, J.C. & de Jong, F. (2018). Reflecting on the future of qualitative data analysis software. *The Qualitative Report* 23(13).
2. Paulus, T.M., Jackson, K. & Davidson, J. (2017). Digital tools for qualitative research: Disruptions and entanglements. *Qualitative Inquiry* 23(6).
3. Stommel, W., Paulus, T.M. & Giles, D. (2017). The microanalysis of online data. *Journal of Pragmatics* 115.

Articles published in refereed journals

1. Bower, K., Lewis, D.C. & Paulus, T. (Under review). Combining rigor and creativity through the use of ATLAS.ti 8 for Mac: Growing a narrative metaphor of generativity from LGBT older adult life stories. *Qualitative Research*.
2. Warren, A. & Paulus, T. (2019). Postgraduate students' use of stories and personal experience to accomplish epistemic positioning in online discussion forums. *Classroom Discourse*. DOI: 10.1080/19463014.2018.1562357
3. Paulus, T., Pope, E., Woolf, N. & Silver, C. (2019). "It will be very helpful once I understand ATLAS.ti": Teaching ATLAS.ti with the Five-Level QDA method. *International Journal of Social Research Methodology*. DOI: 10.1080/13645579.2018.1510662
4. Paulus, T., Warren, A., & Lester, J. (2018). Using conversation analysis to understand how agreements, personal experiences, and cognition verbs function in online discussions. *Language@internet*, 15, Article 1.
5. Roulston, K., Pope, L., Paulus, T. & deMarrais, K. (2018). Students' perceptions of learning about qualitative inquiry in online contexts. *American Journal of Distance Education* 32 (3), 290-201.
6. Paulus, T., Evers, J. & de Jong, F. (2018). Reflecting on the future of QDA software: Special issue of *The Qualitative Report*. *The Qualitative Report* 23(13), Article 1.
7. Jackson, K., Paulus, T. & Woolf, N. (2018). The Walking Dead genealogy: Unsubstantiated

- criticisms of Qualitative Data Analysis Software (QDAS) and the failure to put them to rest. *The Qualitative Report* 23(13), Article 6.
8. Paulus, T. & Roberts, K. (2018). Crowdfunding a “real-life superhero”: The construction of worthy bodies in medical campaign narratives. *Discourse, Context & Media* 21, 64-72.
 9. Roulston, K., deMarrais, K. & Paulus, T. (2017). Journeys to teaching qualitative research methods online. *LEARNing Landscapes* 11(1), 217-232.
 10. Paulus, T., Jackson, K. & Davidson, J. (2017). Digital tools and qualitative research: Disruptions and entanglements. *Qualitative Inquiry* 23(6), 751-756.
 11. Matza, L.S., Chung, K.C., Kim, K.J., Paulus, T.M., Davies, E.W., Stewart, K.D., McComsey, G.A. & Fordyce, M.W. (2017). Risks associated with antiretroviral treatment for Human Immunodeficiency Virus (HIV): Qualitative analysis of social media data and health state utility valuation. *Quality of Life Research* 26(7), 1785-1798.
 12. Giles, D., Stommel, W., & Paulus, T. (2017). The microanalysis of online data: The next stage. *Journal of Pragmatics* 115, 37-51.
 13. Stommel, W., Paulus, T. & Atkins, D. (2017). “Here’s the link:” Hyperlinking in service-focused chat interaction. *Journal of Pragmatics* 115, 56-67.
 14. Lubke, J., Britt, G., Paulus, T. & Atkins, D. (2017). Hacking the literature review: Opportunities and innovations to improve the research process. *Reference & User Services Quarterly* 56(4), 285-295.
 15. Paulus, T. & Bennett, A. (2017). ‘I have a love-hate relationship with ATLAS.ti’: Integrating qualitative data analysis software into a graduate methods course. *International Journal of Research and Method in Education* 40(1), 19-35.
 16. Paulus, T., Woods, M., Atkins, D., & Macklin, R. (2017). The discourse of qualitative data analysis software (QDAS): Reporting practices of ATLAS.ti and NVivo users with implications for best practices. *International Journal of Social Research Methodology* 20(1), 35-47.
 17. Woods, M., Paulus, T., Atkins, D., & Macklin, R. (2016). Advancing qualitative research using qualitative data analysis software? Reviewing potential vs. practice in published studies using ATLAS.ti and NVivo, 1994-2013. *Social Science Computing Review* 34(5), 597-617.
 18. Davidson, J., Paulus, T.M. & Jackson, K. (2016). Speculating on the future of digital tools for qualitative research. Anniversary issue of *Qualitative Inquiry* 22(7), 606–610.
 19. Paulus, T. & Lester, J. (2016). ATLAS.ti for conversation and discourse analysis. *International Journal of Social Research Methodology* 19(4), 405-428.
 20. Britt, G. & Paulus, T. (2016). “Beyond the four walls of my building”: A case study of #Edchat and the power of connectedness. *American Journal of Distance Education*, 30(1), 48-59.
 21. Acuff, L. & Paulus, T. (2016). Narrative inquiry in diabetes research: Illuminating the psychosocial aspects of diabetes. *PLAID Journal* 2(1) 50-59.
 22. Paulus, T., Lester, J. & Warren, A. (2016). Applying conversation analysis methods to online talk: A literature review. *Discourse, Context & Media* 12, 1-10.
 23. Yamagata-Lynch, L. & Paulus, T. (2015). Enacting collective design intentions in an online graduate level introductory instructional technology course. *International Journal of Designs for Learning* 6(1), 26-53.
 24. Matza, L.S., Chung, K.C., Kim, K.J., Paulus, T., Davies, E.W., Stewart, K.D., McComsey, G.A. & Fordyce, M. (2015). Health state utilities of risks associated with antiretroviral treatment for human immunodeficiency virus (HIV). *Value in Health* 18(7), A590.
 25. Gabriel, R. & Paulus, T.M. (2015). Committees and controversy: Consultants in the construction of education policy. *Educational Policy* 29(7), 984-1011.
 26. Lester, J.N., Scherff, L. & Paulus, T.M. (2015). The ideological dilemmas inherent in informal learning spaces: A discourse analysis of preservice teacher talk. *The Qualitative Report* 20(6), Article 10.
 27. Lester, J.N. & Paulus, T.M. (2015). “I’m not sure I even know”: Therapists’ tentative constructions of autism. *The Review of Disability Studies: An International Journal* 11(3). Retrieved from <http://rdsjournal.org/index.php/journal/article/view/513>.
 28. Giles, D., Stommel, W., Paulus, T., Lester, J. & Reed, D. (2015). The micro-analysis of online data: Methodological developments. *Discourse, Context & Society* 7, 45-51.
 29. Paulus, T. & Varga M. (2015). “Please know that you are not alone with your pain”: Community member responses to bids for membership in online grief support groups. *Death Studies* 39(10), 633-640.

30. Varga, M.A. & Paulus, T.M. (2014). Grieving online: Newcomers' constructions of grief in an online support group. *Death Studies*, 38(7), 443-449.
31. Lester, J.N. & Paulus, T.M. (2014). "That teacher takes everything badly": Discursively reframing non-normative behaviors in therapy sessions. *International Journal of Qualitative Studies in Education*, 27(5), 641-666.
32. Ziegler, M., Paulus, T.M. & Woodside, M. (2014). Understanding informal group learning in online communities through discourse analysis. *Adult Education Quarterly*, 64(1), 60-78.
33. Paulus, T.M., Lester, J.N., Britt, V. (2013). Constructing hopes and fears: A discourse analysis of introductory qualitative research texts. *Qualitative Inquiry*, 19(9), 637-649.
34. Paulus, T.M. & Lester, J.N. (2013). Making learning ordinary: Ways undergraduates display learning in a CMC task. *Text & Talk*, 33(1), 53-70.
35. Paulus, T.M., Phipps, G., Harrison, J. & Varga, M.A. (2012). Re-envisioning instructional technology research in higher education environments: A content analysis of a grant program. *Journal of Computing in Higher Education*, 24(3), 164-181.
36. Lester, J.N. & Paulus, T.M. (2012). Performative acts of autism. *Discourse & Society*, 23(3), 259-273.
37. Lester, J.N. & Paulus, T.M. (2011). Accountability and public displays of knowing in an undergraduate computer-mediated communication context. *Discourse Studies*, 13(6), 671-686.
38. Myers, C.R., Wyatt, T.H., Mixer, S.J., Paulus, T.M., & Lee, D.S. (2011). Making the move to blended learning: Reflections on a faculty development program. *International Journal of Nursing Education Scholarship* 8(1), Article 20.
39. Lee, D., Paulus, T.M., Loboda, I., Phipps, G., Wyatt, T., Myers, C. & Mixer, S. (2010). Instructional design portfolio: A faculty development program for nurse educators learning to teach online. *TechTrends*, 54(6), 20-28.
40. Halic, O., Lee, D., Paulus, T.M., & Spence, M. (2010). To blog or not to blog: Student perceptions of blog effectiveness for learning in an undergraduate course. *Internet and Higher Education*, 13, 206-213.
41. Arnold, N. & Paulus, T.M. (2010). Using a social networking site for experiential learning: Lurking, modeling and community building. *Internet and Higher Education*, 13, 188-196.
42. Paulus, T.M., Woodside, M., & Ziegler, M.F. (2010). "I tell you, it's a journey, isn't it?" Understanding collaborative meaning-making in qualitative research. *Qualitative Inquiry*, 16(10), 852-862.
43. Paulus, T.M. & Spence, M. (2010). Using blogs to identify misconceptions in a large undergraduate lecture course. *TechTrends*, 54(5), 62-68.
44. Paulus, T.M., Myers, C., Mixer, S., Wyatt, T., Lee, D. & Lee, J. (2010). For faculty, by faculty: A case study of a faculty development program for learning to teach online. *International Journal of Nursing Education Scholarship*, 7(1), Article 13.
45. Halic, O., Greenberg, K., & Paulus, T.M. (2009). Language and academic identity: A study of the experiences of non-native English-speaking international students. *International Education*, 38(2), 74-94.
46. Woodside, M., Ziegler, M., & Paulus, T.M. (2009). Understanding school counselor internships from a communities of practice framework. *Counselor Education and Supervision*, 49(1), 20-38.
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Contributions to books and edited volumes

1. Paulus, T. & Lester, J. (In press). Using software to support qualitative data analysis. Invited chapter for S. Delamont & M. Ward (Eds). *Handbook of qualitative research in education*, 2nd edition. Edward Elgar Publishers.
2. Paulus, T. (In press). ATLAS.ti qualitative data analysis software. In B. Frey (Ed.) *The SAGE encyclopedia of educational research, measurement and evaluation*. Thousand Oaks, Sage.
3. Paulus, T. M. (2018). An interview with Professor Trena Paulus. In Lester, J. N., & O'Reilly, M. *Applied conversation analysis: Social interaction in institutional settings* (pp. 185-186). Thousand Oaks, CA: Sage.
4. Paulus, T. & Varga, M.A. (2017). A discourse analysis case illustration: The construction of grief in an online support group. In N. Woolf & C. Silver (Eds.) *Qualitative analysis using ATLAS.ti: The Five Level QDA Method* (pp. 166-178). London, UK: Sage Publications.
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Recent national and international conference presentations

1. Matza, L.S., Paulus, T.M., Garris, C.P., Van de Velde, N., Chounta, V. & Deger, K.A. (October 2019). Qualitative thematic analysis of social media data to assess perceptions of route of administration for antiretroviral treatment among people living with HIV. *IDWeek 2019: Advancing Science, Improving Care*. Washington, DC. Presented by Garris.
2. Wise, A.F. & Paulus, T. (July 2018). Characterizing digital contexts of collaborative learning: An updated classification of computer-mediated communication. *International Conference of the Learning Sciences*, London, England. Presented by Wise.
3. Warren, A. & Paulus, T. (July 2017). Storytelling in formal online learning experiences. *15th International Pragmatics Conference*, Belfast, Northern Ireland. Presented by Warren.
4. Roulston, K., Pope, E., Paulus, T. deMarrais, K. (May 2017). “That kind of structure makes me study hard”: Students’ perceptions of learning about qualitative inquiry in online contexts. *Thirteenth International Congress of Qualitative Inquiry*. Urbana, IL.
5. Paulus, T. & Pope, E. (May 2017). Strategies for teaching digital tools for qualitative research in a fully online format. *Thirteenth International Congress of Qualitative Inquiry*. Urbana, IL.
6. Roulston, K., Paulus, T. & deMarrais, K. (May 2017). “I have lots of thoughts...” Examining qualitative concepts in students’ discussions of qualitative methods. *Thirteenth International Congress of Qualitative Inquiry*. Urbana, IL.
7. deMarrais, K., Paulus, T. & Roulston, K. (May 2017). Qualitative pedagogy and instructional design in online contexts. *Thirteenth International Congress of Qualitative Inquiry*. Urbana, IL.
8. Lester, J. & Paulus, T. (May 2017). New materialisms and digital tools in qualitative research. *Thirteenth International Congress of Qualitative Inquiry*. Urbana, IL.
9. Paulus, T. & Lester, J. (May 2017). Creating a qualitative researcher identity with social media. *Thirteenth International Congress of Qualitative Inquiry*. Urbana, IL.
10. Paulus, T. & Pope, E. (May 2017). Teaching ATLAS.ti with Five-Level QDA. *Thirteenth International Congress of Qualitative Inquiry*. Urbana, IL.
11. Stommel, W., Paulus, T. & Atkins, D. (September 2016). “Here’s the link”: Hyperlinking in service-focused chat interaction. *Microanalysis of Online Data Symposium*. Manchester, England. Presented by Stommel.
12. Paulus, T., Woolf, N. & Jackson, K. (August 2016). The walking dead: The resurrection of unsubstantiated QDAS critiques and our failure to put them to rest. *KWALON Conference on QDA Software*. Rotterdam, the Netherlands.
13. Paulus, T., Woods, M., Atkins, D. & Macklin, R. (May 2016). When worlds unite: Creating a complex team process across two QDAS programs, three disciplines, four researchers and 15 time zones. *Twelfth International Congress of Qualitative Inquiry*. Urbana, IL.
14. Paulus, T. (May 2016). The construction and use of digital tools for qualitative research: Challenges on the horizon. Session organizer and discussant. *Twelfth International Congress of Qualitative Inquiry*. Urbana, IL.
15. Paulus, T., Roulston, K., deMarrais, K. & Pope, E. (May 2016). Teaching and learning qualitative research at a distance. *Twelfth International Congress of Qualitative Inquiry*. Urbana, IL.
16. Pope, E., Paulus, T., Roulston, K. & deMarrais, K. (May 2016). Learning about qualitative research online: Student and faculty perspectives. *Twelfth International Congress of Qualitative Inquiry*. Urbana, IL.

17. Roulston, K., Paulus, T. & deMarrais, K. (April 2016). Putting qualitative pedagogy to work online: Students' responses and perceptions. *American Educational Research Association*. Washington, DC. Presented by Roulston & deMarrais.
18. Paulus, T., & Jackson, K. (January 2016). The future of qualitative data analysis software: Moving beyond 'outsider' critiques towards a thoughtful research agenda. *The Qualitative Report Seventh Annual Conference*. Fort Lauderdale, Florida.
19. Roulston, K., Demarrais, K. & Paulus, T. (January 2016). The future of qualitative inquiry: Qualitative pedagogy at a distance. *The Qualitative Report Seventh Annual Conference*. Fort Lauderdale, Florida.
20. Matza, L.S., Chung, K.C., Kim, K.J., Paulus, T.M., Davies, E.W., Stewart, K.D., McComsey, G.A. & Fordyce, M.W. (November 2015). Health state utilities of risks associated with antiretroviral treatment for human immunodeficiency virus (HIV). *International Society for Pharmacoeconomics and Outcomes Research (ISPOR) 18th Annual European Congress*. Milan, Italy. Presented by Matza.
21. Paulus, T., Warren, A., & Lester, J. (November 2015). Applying conversation analysis methods to digital discourse: A review of the literature. *Approaches to Digital Discourse Analysis*. Valencia, Spain.
22. Paulus, T., Lester, J. & Warren, A. (July 2015). The use of conversation analysis methods in studies of computer-mediated communication: A literature review. *Microanalysis of Online Data Symposium*. Zurich, Switzerland.
23. Paulus, T. & Atkins, D. (May 2015). Best practices for reporting the use of data analysis software in qualitative research. *Eleventh International Congress of Qualitative Inquiry*. Urbana, IL.
24. Paulus, T., Lester, J. & Warren, A. (May 2015). Conversation analysis methods for understanding online talk. *Eleventh International Congress of Qualitative Inquiry*. Urbana, IL.
25. Paulus, T., Davidson, J. & Jackson, K. (May 2015). Conclusion to the ICQI digital tools strand. *Eleventh International Congress of Qualitative Inquiry*. University of Illinois, Urbana, IL.
26. Paulus, T.M., Lester, J.N., Reed, D., Stommel, W., & Giles, D. (June 2014). Orders of interaction in undergraduate blog conversations: IRE meets CMC. *International Conference on Conversation Analysis*. UCLA, Los Angeles, CA. Presented by Lester.
27. Lester, J.N. & Paulus, T.M. (May 2014). Data playground: A discursive psychological approach to the study of autism in online talk. A Day of Critical & Post-structural Psychology. *Tenth International Congress of Qualitative Inquiry*, Urbana, IL.
28. Paulus, T.M. (May 2014). The paperless literature review. *Tenth International Congress of Qualitative Inquiry*, Urbana, IL.
29. Paulus, T.M. & Bennett, A. (May 2014). CAQDAS for instructor-student collaboration in graduate level methods courses. *CAQDAS 2014 Conference: Past, Present & Future, 25 years of CAQDAS*. Surrey, England.
30. Woods, M., Paulus, T.M., Atkins, D. & Macklin, R. (May 2014). A comparison of reporting practices in the use of ATLAS.ti and NVivo. *CAQDAS 2014 Conference: Past, Present & Future, 25 years of CAQDAS*. University of Surrey, Horsley Park, Surrey, England.
31. Paulus, T.M. (April 2014). CAQDAS tools for teaching qualitative methods: Beyond data analysis. *American Educational Research Association*. Philadelphia, PA.
32. Britt, G., Johnston, J., Gabriel, R., Marone, V. & Paulus, T.M. (January 2014). Collaborative mentoring: The discourse analysis research team. *The Qualitative Report Fifth Annual Conference*. Fort Lauderdale, Florida.
33. Paulus, T.M., Woods, M., Atkins, D. & Macklin, R. (September 2013). Who is using ATLAS.ti and how? A content analysis of reported uses of software in published studies. *ATLAS.ti User Conference 2013: Fostering Dialog on Qualitative Methods*. Berlin, Germany.
34. Paulus, T.M. & Lester, J.N. (September 2013). Using ATLAS.ti for a conversation/discourse analysis study of blogging in an educational context. *ATLAS.ti User Conference 2013: Fostering Dialog on Qualitative Methods*. Berlin, Germany.
35. Paulus, T.M. & Bennett, A. (September 2013). Teaching qualitative research methods with ATLAS.ti: Beyond data analysis. *ATLAS.ti User Conference 2013: Fostering Dialog on Qualitative Methods*. Berlin, Germany.
36. Milam, R., Yates, T., Klamm, K. & Paulus, T.M. (January 2013). Course innovation: A graduate course on digital tools for qualitative research. *The Qualitative Report Fourth Annual Conference*. Fort Lauderdale, Florida.

37. Paulus, T.M. & Varga, M. (January 2013). Online groups as research context: Ethical dilemmas. *The Qualitative Report Fourth Annual Conference*. Fort Lauderdale, Florida.
38. Lester, J.N., Paulus, T.M. & Dempster, P. (January 2013). Reflexivity, transparency and collaboration with digital tools. *The Qualitative Report Fourth Annual Conference*. Fort Lauderdale, Florida.
39. Larson, M., Yamagata-Lynch, L., & Paulus, T.M. (October 2012.) A design education dilemma: Distinguishing between learning outcomes at the Master's & Doctoral levels. *Association for Educational Communications and Technology International Convention*. Louisville, Kentucky.
40. Paulus, T.M. & Lester, J.N. (May 2012). Discourses of technology use for qualitative research. *International Congress on Qualitative Inquiry*. Urbana, Illinois.
41. Paulus, T.M. & Lester, J.N. (April 2012). Technology-supported qualitative inquiry: Beyond data analysis software. *American Educational Research Association*. Vancouver, British Columbia.
42. Scherff, L., Lester, J.N. & Paulus, T.M. (April 2012). Constructing a third space: A discourse analysis of preservice teacher-student talk. *American Educational Research Association*. Vancouver, British Columbia.
43. Lester, J.N. & Paulus, T.M. (March 2012). Using discursive psychology to understand institutional talk in computer-mediated communication environments at an American university. *Discourse and Rhetoric Group 25th Anniversary Conference*. Loughborough University, England.

HONORS, AWARDS AND MEDIA COVERAGE

- 2019 Indiana University School of Education News: Paulus uses qualitative research to study online conversations. August 15, 2019. https://education.indiana.edu/news-events/_news/2019/jul-dec/2019-08-15-trena-paulus.html
- 2019 Spotlight on a new text: Treating online talk as a source of qualitative data: A research guide by Trena M. Paulus. Newsletter article for the American Educational Research Association Qualitative Research Special Interest Group. Summer 2019.
- 2018 Interview with Dr. Trena Paulus, an expert on using ATLAS.ti to gain insights from naturally-occurring conversations in online spaces. Newsletter article for the ATLAS.ti Research blog. Appeared October 25, 2018 at: <https://atlasti.com/2018/10/25/interview-with-dr-trena-paulus-an-expert-on-using-atlas-ti-to-gain-insights-from-naturally-occurring-conversations-in-online-spaces/>.
- 2018 Methods for analyzing online conversations online profile for the Indiana University Center for Computer-Mediated Communication. Appeared October 26, 2018. Available in the news archives at: <https://ccmc.ils.indiana.edu/index.php?page=NewsArchives#paulus>
- 2018 Neal R. Norrick Special Issue Award for “The Microanalysis of Online Data (MOOD)” in the *Journal of Pragmatics*
- 2017 Association of Educational Communication & Technology Division of Distance Learning Distance Education Best Practice Award (with Lisa Yamagata-Lynch and Craig Howard, University of Tennessee)
- 2015 Certified Professional Trainer for ATLAS.ti data analysis software
- 2014 Affiliate, Center for Computer-Mediated Communication, Indiana University
- 2014 Visiting Scholar, University of Tasmania
- 2012 Faculty Development Leave, University of Tennessee
- 2009 Faculty Fellow, Innovative Technology Center, University of Tennessee
- 2009 Office of Research QUEST Scholar of the Week, University of Tennessee
- 2009 Spotlight on Innovative Faculty, University of Tennessee
- 2006 Helen B. Watson Outstanding Research Award, University of Tennessee

RECENT PROFESSIONAL SERVICE

- 2017 Academic planning committee, International Institute for Qualitative Methodology, 16th Qualitative Methods Conference
- 2016 Co-organizer of the KWALON Conference (Reflecting on the future of Qualitative Data Analysis (QDA) Software: Chances and Challenges for Humanities, Social Sciences and Beyond), Erasmus University, Rotterdam, the Netherlands

- 2013-2016 Founding member of the Micro-analysis of Online Data Network (MOOD). Organized symposia at Radboud University (2013), University of York (2014), University of Zurich (2015), and Salford University (2016)
- 2014-2017 Co-coordinator of the digital tools strand of the International Congress of Qualitative Inquiry annual conference

EAST TENNESSEE STATE UNIVERSITY
BOARD OF TRUSTEES

INFORMATION ITEM

DATE: November 15, 2019
ITEM: Title IX Athletic Update
COMMITTEE: Academic, Research, and Student Success
PRESENTED BY: Scott Carter
Athletic Director

During the September 2018 meeting of the Board of Trustees, a report detailing the findings of the 2017-18 ETSU intercollegiate athletic program review related to compliance with Title IX of the Educational Amendments of 1972 was given. That report summarized the distribution of sport opportunities and financial support within intercollegiate athletics at ETSU, as well as outlined the recommendations identified by the consultants working on the report.

Scott Carter will provide an update to that report previously given to the Board of the Trustees including an overview of the work underway within the Department of Intercollegiate Athletics to establish a program in Acrobatics and Tumbling to address the recommendations outlined in the report.

ETSU Athletics Title IX Recommendation

November 15, 2019



Title IX

- 20 U.S.C. §§ 1681-1688, enacted in 1972, addresses issues of gender discrimination in colleges and universities.
- Specifically, it states that “...no person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance...”
- The regulations pertaining to athletics require that a recipient of such Federal assistance which sponsors interscholastic, intercollegiate, club, or intramural athletics shall provide equal athletic opportunity for members of both sexes.



NCAA / Athletics Compliance with Title IX

- Title IX measures gender equity in athletics in three distinct areas:
 - (A) participation; (B) financial aid/scholarships; and (C) other benefits,
 - including the provision of equipment and supplies, scheduling, travel, tutoring, coaching, locker rooms, facilities, medical and training facilities and services, publicity, recruiting, and support services.
- In addition, Title IX requires that each institution designate at least one Title IX coordinator to oversee compliance throughout the university.



Participation Opportunities

There are three methods (prongs) for compliance for participation opportunities:

- 1. Intercollegiate participation opportunities for male and female students are provided in numbers substantially proportionate to their respective undergraduate enrollment ratio.
- **2. Where the members of one sex have been and are underrepresented among intercollegiate athletes, the institution can show a history and continuing practice of program expansion which is responsive to the developing interest and abilities of the members of the underrepresented gender.**
- 3. Where the members of one gender are underrepresented among intercollegiate athletes, and the institution cannot show a continuing practice of program expansion, it can be demonstrated that the interests and abilities of that gender have been fully and effectively accommodated by the current program.



Title IX Consultant Report

- “If ETSU chooses to meet Prong 2, ETSU would likely need to add women’s team(s), not just opportunities on existing teams.”
- “Under this test, ETSU may determine which teams and opportunities to add for women. If chosen, it is recommended to have a comprehensive evaluation of which women’s sport(s) would be most appropriate to add.”



Acrobatics and Tumbling

- July 31, 2019, consultant and Baylor Head Acrobatics and Tumbling Coach, Felecia Mulkey, visited Johnson City.
- Coach Mulkey spent several hours with Dr. Brian Noland, Scott Carter and members of the University’s leadership team advocating for Acrobatics and Tumbling.



General Information on A&T

- NCATA serves as national governing body of A&T
- In the skill sets of A&T, only 2 options for student-athletes – NCAA gymnastics & university spirit team (cheer & dance)
- Spring sport – first day of competition is February 1



Pros of Acrobatics & Tumbling

- Meets interests & abilities of over 9 million potential female student-athletes
- 23 current NCATA member institutions sponsoring A&T programs in NCAA DI, DII, DIII, & NAIA levels
- NACTA membership has grown each year – 6 teams in 2010 to 23 in 2018
- Rapid regional growth over past two years



Pros of Acrobatics & Tumbling

- Broad recruiting base of high-school athletes
- 12 equivalency scholarships available
- 40+ opportunities available for female student-athletes
- ETSU has the space for practices / meets



Budget Comparisons / ETSU Estimations

- Estimations regarding ETSU A&T program assume the program will begin in April 2021 with the hiring of a head coach and startup resources for recruiting and operating.
- The future budget is primarily built upon non-scholarship enrollees from both in-state and out-of-state.
- Expenditures elevate as more scholarship awards are made ultimately growing the program to 40+ student athletes maximizing the 12 scholarship equivalencies allowed.



Budget Information: Averages compiled from 2016-2017 member institutions							
	Revenue Generated	Operating Budget	Head Coach Salary	Asst. Coach Salary Pool	Scholarship Equivalencies	Scholarship Awards	Net
Division I	\$48, 642	\$283, 201	\$74, 698	\$59, 495	10.00	\$579, 007	(\$947, 759)
Division II	\$10, 284	\$59, 841	\$33, 231	\$25, 709	3.50	\$128, 104	(\$236, 601)
Division III	\$1,000	\$43, 286	\$34, 500	\$17, 500	n/a	n/a	(\$94, 286)
ETSU Estimations							
Year 1	\$0	\$9, 500	\$10, 500	\$0	n/a	n/a	(\$20,000)
Year 2 (10-5 enrollees)	\$243, 930	\$66, 825	\$42, 000	\$12, 800	4-2	\$95, 310.00	\$26, 995
Year 3 (14-6 enrollees)	\$314, 360	\$57, 002	\$42, 840	\$12, 800	6-2	\$116,577.84	\$85, 141
Year 4 (18-7 enrollees)	\$389, 910	\$70, 366	\$55, 000	\$42, 000	7-3	\$158, 615.22	\$63, 928
Year 5 (21-y enrollees)	\$431, 774	\$81, 991	\$56, 100	\$42, 840	9-3	\$183, 610.10	\$67, 232
Year 6 (21-7 enrollees)	\$444, 014	\$77, 444	\$57, 222	\$56, 947	9-3	\$188, 856.10	\$63, 995

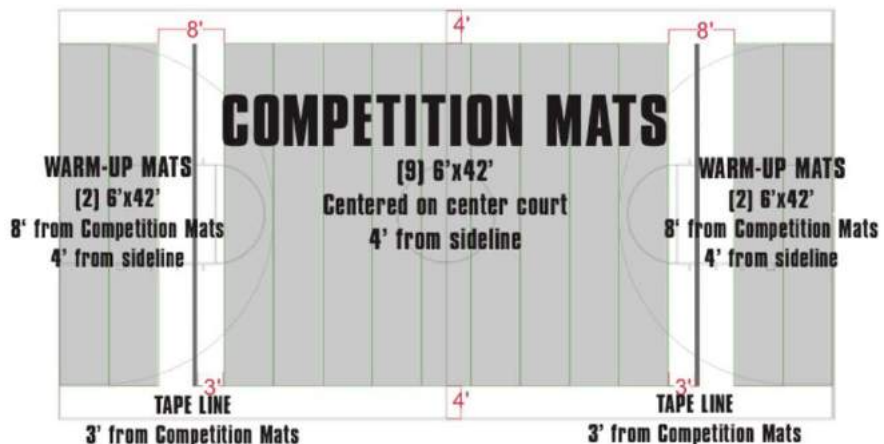


Competitions

- All NCATA members compete in 6 events per meet, with a maximum of 14 events per student-athlete, with a minimum of 2 home & 2 away meets each season.
- Members must have a minimum of 4 dates of competition and can list up to 28 athletes on their competition day roster.
- NCATA schedules regular season meets to ensure all minimum requirements are met.



Facility Requirements



Thank You

- Questions?



EAST TENNESSEE STATE UNIVERSITY
BOARD OF TRUSTEES

INFORMATION ITEM

DATE: November 15, 2019

ITEM: ETSU School of Graduate Studies Update

COMMITTEE: Academic, Research, and Student Success

PRESENTED BY: Sharon McGee
Dean, School of Graduate Studies

Dr. McGee will provide an overview of ETSU's School of Graduate Studies including the vision, charge, and the role of the school. Additionally, she will provide an overview of ETSU graduate student profiles and trends

School of Graduate Studies Changing Lives in the Region



EAST TENNESSEE STATE
UNIVERSITY

Quick Facts

- ETSU's Graduate School was organized in 1949.
- Master's and Specialist in Education programs (40), doctoral programs (12, not including MD, PharmD), graduate certificates (34)
- 156 choices for study (including programs offered on ground and online)
- Accelerated Bachelor's to Master's option for top undergraduate students



EAST TENNESSEE STATE
UNIVERSITY

Vision

- Assure reputation for quality and excellence in graduate education
- Innovate
- Collaborate
- Serve state, region, nation, and world with delivery of high quality graduate programs



Charge

Oversee all aspects of graduate education at ETSU

- Marketing and recruitment
- Application and admission
- Matriculation and graduation
- Graduate student success and retention
- Professional development
- Curriculum development
- Graduate faculty status
- Assistantships/Tuition Scholarships/Fellowships
- Reporting and policy compliance



Role of Graduate Studies

- Recruit, admit, enroll, retain, and graduate students
- Support and advocate for graduate students and graduate education
- Support graduate faculty
- Maintain graduate curriculum
- Partner with academic departments



Age

Class	2018		2017		2016		2015	
	#	Avg	#	Avg	#	Avg	#	Avg
Grad Special	142	40.6	193	39.2	174	38.1	127	36.4
Masters	1760	30.2	1691	30.4	1613	30.6	1614	30.9
Education Specialist	8	38.9	10	41.0	5	42.4	4	39.8
Doctoral (early stage)	505	34.2	496	33.8	499	33.5	526	33.4
Doctoral (late stage)	42	38.6	51	40.1	63	39.5	64	41.6



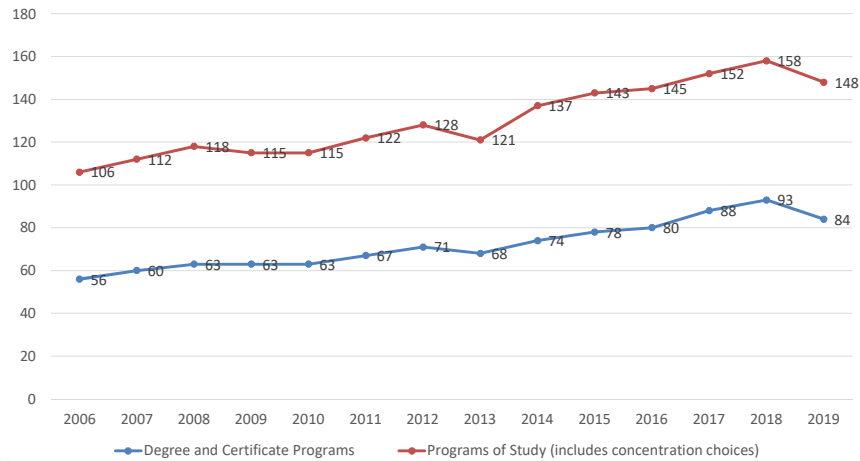
Enrollment Status

	2018	2017	2016	2015
Full-time	1392	1309	1239	1256
Part-time	1065	1132	1115	1079

Meeting Students' Needs

- On ground programs
- Online (17 graduate degrees, 22 certificates fully online)
- Off-site (Asheville, Abingdon, Sevierville, Kingsport)

Degree Programs/Concentrations, and Certificates Offered



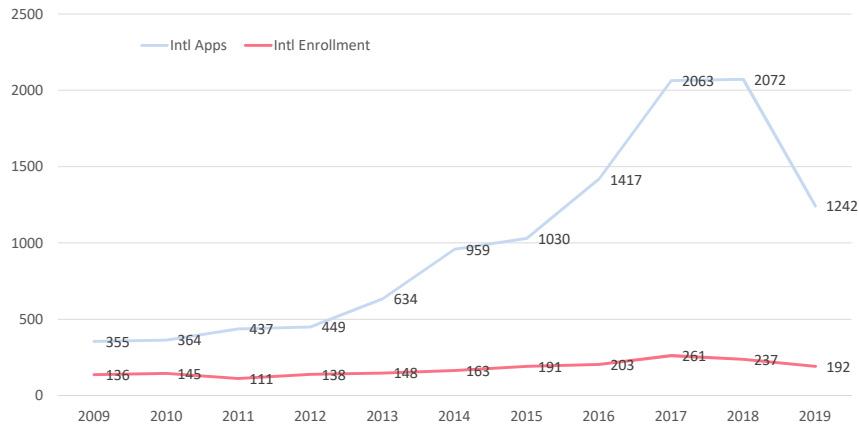
Examples of New Program Applications

Program / Concentration	Apps Calendar Year 2017	Apps Calendar Year 2018	Apps Calendar Year 2019	Net change (2019 to 2018) (2019 to 2017)
ETSU/TTU Joint DNP (Joint new 2018)	18	21	44	+23 and +26
ETSU Nursing MSN / TN eCampus MSN	203 / 156 = 359	458	465	+7 and +106
DrPH Hlth Mgmt & Policy (2017)	3	3	8	+5 and +5
Global Health Certificate (2018)		4	13	+13 and +9
Clinical Alcohol & Drug Abuse Counseling Studies Certificate (2018)		30	21	+21 and -9
Global Sports Leadership EDD (2015)	31	44	52	+8 and +21
Brand & Media Strategy (2017)	35	88	92	+6 and +57
School Librarianship (2018)		9	31	+31 and +22
STEM K-12 (2017)		9	45	+45 and +36
Communication & Storytelling (2018)		11	21	+21 and +10



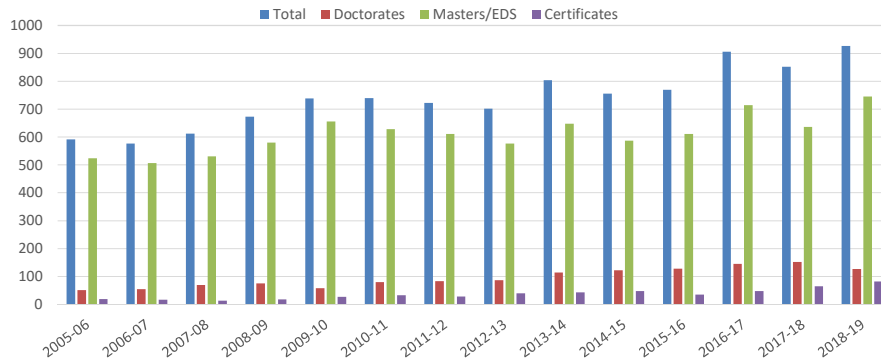
One area of concern: International Applications & Enrollment

Applications = Calendar Year; Enrollment = Fall term including dual programs



Trends in Graduation

Degrees/Certificates Awarded (August, December, May)



An institutional increase of 37.8% in total degrees and certificates awarded between academic years 2008-09 and 2018-19.



Value of Graduate Education

Median weekly earnings (in dollars) and unemployment rate (in percent) by educational attainment, 2017

Educational attainment	Median usual weekly earnings	Unemployment rate
Doctoral degree	\$1,743	1.5%
Professional degree	1,836	1.5
Master's degree	1,401	2.2
Bachelor's degree	1,173	2.5
Associate degree	836	3.4
Some college, no degree	774	4.0
High school diploma, no college	712	4.6
Less than a high school diploma	520	6.5
Total	907	3.6

Note: Data are for persons age 25 and over. Earnings are for full-time wage and salary workers.
Source: U.S. Bureau of Labor Statistics, Current Population Survey.



Share the story of ETSU Graduate Education



EAST TENNESSEE STATE UNIVERSITY
BOARD OF TRUSTEES

INFORMATION ITEM

DATE: November 15, 2019

ITEM: Update on LCME Accreditation visit to the College of Medicine

COMMITTEE: Academic, Research, and Student Success Committee

PRESENTED BY: William A. Block, Jr. MD MBA
Dean of Medicine

The Quillen College of Medicine underwent a scheduled accreditation visit by the Liaison Committee for Medical Education (LCME) from October 27th to 30th. Dr. Block will provide an update of the exit report provided by the site survey team and address questions or concerns.

EAST TENNESSEE STATE UNIVERSITY
BOARD OF TRUSTEES

INFORMATION ITEM

DATE: November 15, 2019

ITEM: Update on College of Medicine Research Activities

COMMITTEE: Academic, Research, and Student Success Committee

PRESENTED BY: William A. Block, Jr. MD MBA
Dean of Medicine

Mike Hoff, PhD
Associate Vice President of Planning and Decision Support

Updates will be provided on the research activity within the College of Medicine, as reported to the LCME. An update on recruitment of an Associate Dean for Research and Graduate Education will be provided by Dr. Block. Discussion of the proper format for a research scorecard for ongoing reporting of research activities will be conducted for input from the Trustees.

EAST TENNESSEE STATE UNIVERSITY
BOARD OF TRUSTEES

INFORMATION ITEM

DATE: November 15, 2019

ITEM: Update and Discussion on Ballad MOU and the Coordinating Council

COMMITTEE: Academic, Research, and Student Success Committee

PRESENTED BY: David Linville
Associate Vice President for Health Affairs

The Board of Trustees recently endorsed the execution of a memorandum of understanding (MOU) between Ballad Health and the university. The MOU provides a set of principles and operating guidelines to support the institutions' strategic relationship and to benefit the respective goals of Ballad, ETSU, and ETSU Health. The joint purpose and objectives of the agreement include:

- Educating and training current and future healthcare providers and related professionals in the region to possess the knowledge, skills, and abilities necessary to improve the health of the people living in the region;
- Improving the health of the region by addressing the leading health determinants and challenges of the region through an integrated and collaborative program of inter-professional education, research, clinical care, and community-based activities;
- Working together to provide, within the region, high quality, affordable, and accessible healthcare across the clinical spectrum and individual lifespan;
- Advancing the understanding of health and disease through research and translating these advances into improved healthcare delivery and effective community health improvement programs;
- Working toward the adoption and development of inter-operability of information, health records, clinical, and research platforms that effect goals set forth in the MOU to ensure clinical, financial, and analytical data is available for patient care, research, and quality improvement purposes.

A Coordinating Council with senior leadership from ETSU and Ballad ensures close and on-going collaboration, in addition to three sub-councils providing specific oversight in the areas of education, research, and clinical operations. Dr. Linville gives an update on the MOU and activities with Ballad for discussion.