



EAST TENNESSEE STATE UNIVERSITY

Claudius G. Clemmer College of Education



Strategic Plan

Claudius G. Clemmer College of Education

East Tennessee State University

2019-2026



Strategic Planning at East Tennessee State University:

The university plan is intended to be the guiding document for academic and administrative units when developing and prioritizing their strategies for achieving the strategic goals of the university and to guide budgeting and resource allocation decisions. The hope is that decision-making will become a more decentralized process that will encourage innovation among the units, and this template is an extension of that process.

VISION

Developing a world-class environment to enhance student success and improve the quality of life in the region and beyond.

MISSION

ETSU provides a student-centered community of learning, reflecting high standards and promoting a balance of liberal arts and professional preparation, and continuous improvement. The university conducts a wide array of educational and research programs and clinical services including a comprehensive Academic Health Sciences Center. Education is the university's highest priority, and the institution is committed to increasing the level of educational attainment in the state and region based on core values where:

PEOPLE come first, are treated with dignity and respect, and are encouraged to achieve their full potential; **RELATIONSHIPS** are built on honesty, integrity, and trust; **DIVERSITY** of people and thought is respected; **EXCELLENCE** is achieved through teamwork, leadership, creativity, and a strong work ethic; **EFFICIENCY** is achieved through wise use of human and financial resources; and **COMMITMENT** to intellectual achievement is embraced.

VALUES

ETSU endorses the value of a liberal education and provides enriching experiences in honors education, student research and creative activity, study abroad, service-learning, and community-based education.

ETSU honors and preserves the rich heritage of Southern Appalachia through distinctive education, research, and service programs and is actively engaged in regional stewardship.

ETSU affirms the contributions of diverse people, cultures, and thought to intellectual, social, and economic development.

ETSU offers students a total university experience that includes cultural and artistic programs, diverse student activities, a variety of residential opportunities, and outstanding recreational and intercollegiate athletic programs.

ETSU awards degrees in over one hundred baccalaureate, master, and doctoral programs, including distinctive interdisciplinary programs and distance education offerings that serve students from the region and beyond.



CORE GOALS

Six institution-wide areas of focus are fundamental to the University's vision, mission and future success:

- 1. Supporting a strategic growth agenda that maximizes the student experience both inside and outside the classroom.**
- 2. Ensuring the diversity and inclusion of people and ideas.**
- 3. Empowering employees to make ETSU a great place to learn, work, and grow.**
- 4. Supporting Excellence in Teaching and Coaching.**
- 5. Expanding the foundation for scholarly (research and creative activity) excellence and innovation in all disciplines.**
- 6. Leading the region forward through community engagement and service.**

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Letter from the Dean

Building the strategic plan over the past seven months has brought out the best in the Clemmer College community. We have had the opportunity to reflect on where we have been as a college and what we want to achieve as we continue to evolve. There have been many changes for our college and for the professionals in the variety of fields we connect, but the one constant has been our dedication to life-long learning.

We have improved our communication and collaboration as we developed our goals. The institutional memory of our faculty and staff, going back up to 45 years at this university, provided a wealth of perspective on our focus areas and tactics. The variety of departmental and individual concerns that could have divided us instead helped us to develop creative solutions as we found common ground. This strategic plan is the outcome of our hard work and dedication to the evolution of our college.

The Clemmer College community is looking forward to serving our local partners in education, coaching, and service as we grow into new areas of leadership. Through our centers, programs, and initiatives, our faculty, staff, and students will be Cultivating Communities and Transforming Individuals.

Sincerely,

A handwritten signature in black ink, appearing to read "Gregory Aloia".

Dr. Gregory Aloia, Dean
Claudius G. Clemmer College of Education

The Clemmer College of Education Overview

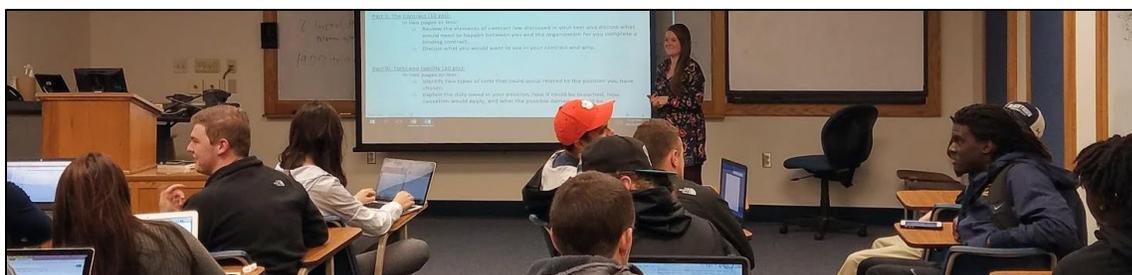
The Clemmer College of Education (CCOE) is an active and engaged community of scholars, educators, staff, and students committed to creating a better future for ETSU, the Tri-Cities, and our world. We host both resident and visiting world-class athletes to train at the U.S. Olympic Training Center. We collaborate with numerous local and state agencies to provide integrated STEM and literacy learning professional development training for practicing teachers. Our Community Counseling Clinic offers free counseling sessions to the local community. We work to support and develop educational leaders in our region through the new Center for Community College Leadership as well as numerous alumni connections with local school district leadership.



Our Little Bucs Childcare Center and the Child Study Center provide vital educational and support services for our youngest residents as well as our students, faculty, and staff. We develop strong and thoughtful leaders in the classroom and community through our growing Learn2Lead education program for both undergraduate and graduate students. We support and connect with the active and engaged faculty of the on-campus University School, a K-12 laboratory school ranked #10 in the state of Tennessee.



Daily, the CCOE strives to connect with and develop tomorrow's emerging leaders and learners in the thriving Clemmer Community.



Strategic Mission and Vision

Clemmer College of Education

Cultivating Communities, Transforming Individuals

Vision

The Clemmer College of Education enhances lives of students, faculty, staff, and community through quality programs to shape the future.

Mission

- To support a diverse student experience through research and service on campus and in the community
- To promote a collaborative environment for faculty, staff, and students of various backgrounds to learn, work, and grow
- To support excellence in teaching, coaching, leadership, and human services in diverse regional and national partnerships
- To promote human development for a global society through engaged citizenship and life-long learning

Shared Values

Rich educational experiences

The members of the Clemmer College of Education value diverse communities, regional experiences, travel abroad, service-learning, and community-based education.

Community-based education

The members of the Clemmer College of Education value local, national, and global partnerships.

Research and Service

The members of the Clemmer College of Education value research and service activities to enhance community partnerships around the world.



Diversity and Inclusion

The members of the Clemmer College of Education value the contributions of diverse people, cultures, and thought to intellectual, social, economic development, and wellness.

Leadership

The members of the Clemmer College of Education value the development of leadership capacities in students, faculty, and staff to impact the present and shape the future in a global society.

Life-long Learning

The members of the Clemmer College community value the pursuit of life-long learning and personal wellness for a successful life balance.

Strengths Weaknesses Opportunities and Threats/Challenges

The Internal Environment

ETSU Clemmer College of Education SWOT/C Review Spring 2017 DRAFT

Introduction

On February 17, 2017, the entire college was invited to participate in a half day exercise to identify strengths, weakness, opportunities, and threats/challenges (SWOT/C) of the Clemmer College of Education (COE). The purpose of the SWOT/C analysis is to engage stakeholders in a process to identify the external and internal context for planning, important for creating a strategic plan that is designed to create public value. This is important because the types of priorities, goals, strategies and metrics needed to create an effective strategic plan depend upon the planning context. Between 80 and 100 people participated in this process. The participants were divided into small groups designed to create inter-departmental interactions and prevent group think or siloed responses. Each group then provided their summary items to the facilitator who coded and scored the responses into the following summary. This summary should be used to engage a representative group of COE members to continue the development of the strategic plan for the COE.

Executive Summary

Per the following SWOT/C analysis the COE has a rich history, as the founding program of the university, and a strong foundation in diverse programs bolstered by strong pedagogy and centers of excellence that drive teaching, coaching, research, and service. It is also important to note the evolution of programs has created the need to consider the identity of the college and determine how best to represent the diversity of disciplines, both current and future, in a way that respects the history of the college but is inclusive of all programs. The college has strong ties to the community and an internal expertise that indicate the college is well prepared for the next evolution of its existence. There are weaknesses in communication, departmental synergy, and consistency of leadership, however those provide opportunities for growth and improvement. The threats to the college are mostly external and not insurmountable. The strategic plan should focus on connecting and empowering people to maximize the college's strengths, this will minimize weaknesses and increase the probability of avoiding threats.

SWOT/C Clemmer College of Education

Strengths	Weaknesses
History & Culture (21) External Partnerships (19) Depth of Programs (19) The People (faculty/staff/students) (18) Cohorts (13) Quality of Faculty (12) Centers of Excellence (11) Community Engagement (11) University School (11)	Leadership Changes (26) Marketing (26) Process/Lack of Transparency (18) Silos in College (16) Data Support (16) Problems with University School (10) Under Staffed (10) Staff Underutilized (8) Student Retention/Recruitment Plan (8)
Opportunities	Threats
Breakdown Silos in College (23) Leadership Change (19) Online Programs (17) COE Brand/Identity (16) External Partnerships (15) Marketing (13) Recruitment & Retention (12) Alumni (11) Support/Promote What Works (8)	Federal/State Changes (26) External Competition (19) National Perception of Teaching (17) New University Budget Model (17) Growth at the Expense of Quality (15) Low College Going Rate in Tennessee (8) New Technology (7) Accreditation Requirements (7)

Strengths

- A. Participants identified 121 items they considered to be strengths of the COE.
- B. After coding and scoring the items, based on similarity in meaning and/or strongly connected by theme, there were 44 unique strengths with scores that ranged from 1 to 21.
- C. While coding and scoring decreased the variables considerably it is often helpful to 10 or fewer items to create a workable filter and simplify the context. To this end, the top 9 strengths (all with scores in the double digits) are represented below.
- D. Strengths
 1. History & Culture (21)
 2. External Partnerships (19)
 3. Depth of Programs (19)
 4. The People (faculty/staff/students) (18)
 5. Cohorts (13)

6. Quality of Faculty (12)
 7. Centers of Excellence (11)
 8. Community Engagement (11)
 9. University School (11)
- E. In summary, the COE has a rich history with good support and strong ties to the community. The centers of excellence, cohort style offerings, and depth of academic programs signal strong academic environment with a focus on experiential learning – an environment made possible by great students, faculty, and staff. University School is a distinctive feature of the COE that sets the college apart from peers and provides a unique opportunity for teaching, coaching, research, and service. There are two areas that were not as well represented as one might expect, research and student recruitment.

Weaknesses

- A. Participants identified 146 items they determined to be weaknesses of the COE.
- B. After coding and scoring the items, based on similarity in meaning and/or strongly connected by theme, there were 51 unique weaknesses with scores that ranged from 1 to 26.
- C. While coding and scoring decreased the variables considerably it is often helpful to 10 or fewer items to create a workable filter and simplify the context. To this end, the top 9 weaknesses are represented below.
- D. Weaknesses
 1. Leadership Changes (26)
 2. Marketing (26)
 3. Process/Lack of Transparency (18)
 4. Silos in College (16)
 5. Data Support (16)
 6. Problems with University School (10)
 7. Under Staffed (10)
 8. Staff Underutilized (8)
 9. Student Retention/Recruitment Plan (8)
- E. In summary, changes in leadership and lack of transparent process are the main weaknesses identified by COE participants. Participants also noted feeling isolated within their departments and lack of common identity. The item regarding University School requires more investigation to determine if the problems referenced are problems with operations, organization, or just integration within the college.

Opportunities

- A. Participants identified 98 items they determined to be opportunities for the COE.
- B. After coding and scoring the items, based on similarity in meaning and/or strongly connected by theme, there were 31 unique opportunities with scores that ranged from 1 to 23.
- C. While coding and scoring decreased the variables considerably it is often helpful to 10 or fewer items to create a workable filter and simplify the context. To this end, the top 9 opportunities are represented below.
- D. Opportunities
 - 1. Breakdown Silos in College (23)
 - 2. Leadership Change (19)
 - 3. Online Programs (17)
 - 4. COE Brand/Identity (16)
 - 5. External Partnerships (15)
 - 6. Marketing (13)
 - 7. Recruitment & Retention (12)
 - 8. Alumni (11)
 - 9. Support/Promote What Works (8)
- E. In summary, the two primary opportunities identified are creating better synergy within the college and the incoming Dean, closely connected is the reidentification of the identity of the COE. Opportunities related to online program expansion and growth, marketing, student success, and alumni indicate a desire to evolve with a focus on continuous improvement.

Threats (Challenges)

- A. Participants identified 88 items they determined to be threats to the COE.
- B. After coding and scoring the items, based on similarity in meaning and/or strongly connected by theme, there were 32 unique threats with scores that ranged from 1 to 26.
- C. While coding and scoring decreased the variables considerably it is often helpful to 10 or fewer items to create a workable filter and simplify the context. To this end, the top 8 threats are represented below.
- D. Threats
 - 1. Federal/State Changes (26)
 - 2. External Competition (19)
 - 3. National Perception of Teaching (17)
 - 4. New University Budget Model (17)
 - 5. Growth at the Expense of Quality (15)



6. Low College Going Rate in Tennessee (8)
 7. New Technology (7)
 8. Accreditation Requirements (7)
- E. In summary, the threats to the COE start at the federal government level, and derive from competition not only from institutions but also state policies such as Tennessee Promise. The participants also acknowledge the need to adapt to changing environments both internally and externally while finding ways to encourage more Tennessean's to obtain bachelor and advanced degrees.



Clemmer College of Education Goals:

- 1. Supporting a strategic growth agenda that maximizes the student experience both inside and outside the classroom.**
- 2. Ensuring the diversity and inclusion of people and ideas.**
- 3. Empowering employees to make ETSU a great place to learn, work, and grow.**
- 4. Supporting Excellence in Teaching and Coaching.**
- 5. Expanding the foundation for scholarly (research and creative activity) excellence and innovation in all disciplines.**
- 6. Leading the region forward through community engagement and service.**

Succeeding in Our Strategic Focus Areas

1. Supporting a strategic growth agenda that maximizes the student experience both inside and outside the classroom.

Student Life/Retention:

- Identify and support academic, administrative, and co-curricular programs that are designed to create an engaged student experience
- Provide programs, services, and learning opportunities to increase student satisfaction demonstrated in an increased retention rate in the Clemmer College of Education

Scholarships:

- Increase financial assistance opportunities for students
- Increase scholarships, Graduate Assistantships and Fellowships to nationally competitive levels by program
- Provide support for student professional development activities at the undergraduate and graduate level

Academics:

- Increase opportunities and participation by students in high-impact educational practices—e.g., first-year seminars and experiences, learning communities, collaborative assignments and projects, undergraduate research, diversity/global learning (augmented by experiential learning in the community and/or study abroad), service-learning/community-based learning, internships, and capstone courses and projects
- Support programs that promote culturally inclusive academic experiences for students and faculty



- Increase research and service opportunities for students to interact with faculty outside the classroom
- Increase programs and courses that support student development in high demand professional skills and career sectors

Recruitment:

- Increase both undergraduate and graduate applications for admittance to Clemmer College with a focus on increased yield rates of high quality diverse students
- Increase the number of enrolled students who enter the university as first-time freshmen, first-time transfer students, participants in distance-learning cohorts (in state and out-of-state and international), dual enrollment students, and graduate students
- Promote a more diverse student body by establishing benchmark percentages for targeting the enrollment of a variety of cultural and socio-economic groups
- Expand our educational connection with students in secondary schools with focus on middle school level to expand the core market area for Clemmer College enrollment from 75 miles to 300 miles

2. Ensuring the diversity and inclusion of people and ideas.**Formation of a College Committee on Diversity:**

- Review and conduct research on current best practices in diversity that have increased recruitment and retention of diverse students, faculty, and staff
- Identify and monitor current initiatives underway at ETSU and within the college related to successful diversity recruitment and graduation
- Formulate a unified college definition of diversity and create policies that support inclusive practices
- Prioritize methods for implementation aimed at matching the university's strategic growth toward diversity
- Design and implement strategies to allocate resources aimed at providing financial and professional support for diverse students, faculty, and staff
- Include a statement on the college commitment to diversity in all college course syllabi
- Disseminate results of inclusive practices to all members of the Clemmer College community

3. Empowering employees to make ETSU a great place to learn, work, and grow.

Employee well-being:

- Plan the use of physical space (indoor and outdoor) to prioritize collaboration; safety; welcoming, community spaces; and spaces for quiet, effective, work for faculty and staff

Cope with and Reduce Stress through Collaborative Relationships at Work:

- Conduct workplace climate surveys and use the results to focus on physical and mental well-being of faculty and staff
- Conduct an interest survey for faculty and staff health, wellness, and stress relief ideas to offer at the College level
- Create a policy for having one day/week with no meetings and no emails (option to turn off from meetings and emails during this time frame)
- Form a college committee charged with planning community building events and communicating opportunities with the college community

Decentralized budget model:

The College will align resources that advance the strategic plan of the College with attention on shared governance and transparency, and prioritization of salary increases and equity (especially market equity) for faculty and staff.

- Document shared governance and transparent process between the Dean and Department Chairs and Faculty and Staff
- Create a policy for indirect cost recovery
- Create a standardized budget process across departments



- Establish departmental timelines of salary increases that demonstrate the college commitment to faculty and staff pay equity by position
- Support college community activities planned by the Employee well-being committee

Professional Development:

- Plan professional development opportunities based on partnerships between University School and the College of Education faculty and staff
- Use current faculty for training and staff development in the college
- Create a unified college calendar to promote trainings, events and activities for faculty, staff and students

Awards and Recognition:

- Expand the COE Awards Committee, which is currently in place for the April Awards Ceremony, to focus on the suggested recommendations from the faculty and staff regarding awards and recognition

4. Supporting Excellence in Teaching and Coaching.

Support and Resources:

Provide support and resources for addressing recommendations of the Working Group on Teaching that garner formal university endorsement. The committee's suggestions:

- Identify and develop consistent, efficient, and systematic processes for course evaluation/revision, decisions regarding appropriate full-time faculty and/or adjunct assignments to courses, and allocation of staff and supplemental aid for teaching and coaching excellence
- Establish a measure of educational collaborations (through peer observation/evaluation, guest lecturing, co-created course work, etc.) within and across departments within the FAP/FAR/FAE framework of faculty evaluation

Balanced Workload:

Develop academic staffing plans, workload policies, and monitoring protocols that support education, research and scholarship, and service while reflecting both peer standards of practice and support provided by academic administration at the department, college, and university levels. The committee's suggestions are:

- Develop a more robust and interactive feedback system by evaluating the FAP/FAR/FAE model to more dynamically compel improvement in teaching and instructional practice
- Identify differentiated faculty skill sets relative to evaluation (FAP/FAR/FAE) and tenure procedures within each department to demonstrate the value faculty expertise and talent

Enhance Curricular, Pedagogical, Program Delivery, and Infrastructure:

Support strategies for enhancing the curricular, pedagogical, program delivery (including calendars), and infrastructure related decisions that

encourage innovations reflective of a commitment to student engagement, learning, and success. The committee's suggestions:

- Analyze design and delivery of courses to determine effective, culturally competent methods to provide a broad range of student experiences
- Construct an active supportive structure for adjuncts including: mentorship, training (pedagogical, technological, etc.) and evaluation of pay structures that promote excellence in teaching and coaching
- Develop consistent mechanisms for the informed selection of faculty (including doctoral students, adjuncts, and full-time faculty) course assignments relative to their expertise, modes of instruction, and pedagogical best practices

Encourage Inter-college and Inter-departmental Collaboration:

Define and pursue strategies to eliminate silos that limit interdisciplinary programming and encourage inter-college and inter-departmental collaboration. The committee's suggestion:

- Build a partnership with the Center for Excellence in Teaching through a commitment to leading ETSU as a model of best instructional practices
- Increase co-teaching and collaborative opportunities that model high impact practices
- Utilize the University School and Child Study Center as laboratories for innovation and collaboration connected to high impact practices



5. Expanding the foundation for scholarly (research and creative activity) excellence and innovation in all disciplines.

CCOE will adopt policies and practices which will serve as guidelines to increase the research and creative efforts of all faculty (tenured, tenure-track, and non-tenureable).

Resources:

Allocate sufficient and significant resources to prioritize scholarly research and creative activities as a precedential faculty, faculty/student endeavors. Target deficiencies in baseline space needs identified in the ETSU Facilities Master Plan (2014) to ensure the strength, quality, and growth of scholarly activities

- Benchmark physical space and resources for a baseline understanding; then equitably distribute space and financial resources to support a wide variety of research/creative activity efforts
- Identify and encourage the use of physical (collaborative) spaces available across ETSU campus that are available for faculty and student use (such as Sherrod Library, Center for Teaching Excellence)
- Investigate the use and availability of current physical space within Warf-Pickel and Mini-dome to make recommendations for space utilization that support research and creative activities
- Develop a plan for establishing designated and/or repurposed spaces such as a collaborative research center/work space for faculty and student research efforts also set aside funding for renovation needs
- Determine funding sources and revenue streams to support faculty or student research
- Create a new design for University School building with a physical design for research in the classroom and commitment to a laboratory school environment

Mindful and Diversified Practices:

- Performance expectations in research outlined for faculty with consideration for flexibility in percent of workload allocation

Collaboration:

- Support and implement intercollegiate and intra-collegiate collaborative activities reflecting the college diversity initiatives
- Acknowledge research-based and creative practices in newsletters, social media outlets, and at college-wide and department meetings

6. Leading the region forward through community engagement and service.

Since the foundation of ETSU as a Normal School in 1911, we have been grounded in improving the lives of individuals in the region. The Clemmer College, with its diverse programs, carries this mission forward by promoting awareness of the conditions and needs of our communities and through supportive partnerships to implement activities that impact the lives of those we serve. The Clemmer College will be the beacon of community partnership and impact. This strategic plan goal and foci propels us to clearly answer the question, “What is your impact?” Strategic focus area and Initial initiatives:

Implement an effective internal infrastructure to support and coordinate mission-based community engagement and public service with meaningful impact. (Relates to ETSU Strategic Plan 6.a, b.):

- Develop a Clemmer College Community Engagement and Service Standing committee
- Record what programs, faculty, staff, and students are currently doing in service to the collage, university, and community
- Develop and link resources within the college to assist in facilitating service ideas, implementation, and evaluation
- Develop and maintain a clearinghouse/resource/website that showcases community engagement activities and opportunities
- Implement a Clemmer College Community Engagement Showcase
- Develop and implement recognition for faculty, staff, and students engaged in community engagement and service (e.g., tenure and promotion, awards, workload, certification, etc.)

Sustain a culture of engagement through evolving opportunities that impact identified needs and disparities, promote civic-mindedness and leadership, foster health, wellness, and educational attainment in the region and our communities. (Relates to ETSU Strategic Plan 6.c, d, e, f, g.):



- Develop and maintain a mechanism for community agencies, non-profits, and schools to request services
- Identify existing needs within the community as a frame for community engagement projects
- Maintain and develop Service-Learning courses
- Develop need, response, evaluation/impact loop and mechanism for collecting data regarding impact