



COLLEGE *of*
PUBLIC HEALTH

EAST TENNESSEE STATE UNIVERSITY

Strategic Plan Proposal 2021-2026

September 2021

TABLE OF CONTENTS

MISSION, VISION, & CORE VALUES	1
ORGANIZATION, TASKS, & TIMELINES	2
Committee Organization	2
Tasks & Timelines.....	2
Organizing Framework	3
ENVIRONMENTAL SCAN/SWOT ANALYSIS.....	5
STRATEGIC PRIORITIES.....	9
PROPOSED STRATEGIC PLAN.....	11
Overview	11
Proposed Objectives & Outcome Measures	12
Outcomes & Action Items	21
APPENDICES	34
Committee Meeting Agendas & Minutes.....	34

MISSION, VISION, & VALUES

MISSION, VISION, & VALUES

The East Tennessee State University (ETSU) College of Public Health (COPH) mission, vision, and values were formalized in November of 2008. During a college-wide meeting in February of 2020, faculty and staff worked collectively with Leadership Council to formally update and revise the previously established college mission, vision, and values marking the kick-off of the 2021-2026 strategic planning cycle.

Mission: To advance health and well-being for all through innovative teaching, research, and community engagement.

Vision: The ETSU College of Public Health is the school of choice for students who want an exceptional educational experience in a world-class environment.

Core Values:

- **ALTRUISM:** Nurture altruism and empathy;
- **DIGNITY:** Treat all people with unwavering dignity and respect;
- **DIVERSITY AND INCLUSION:** Foster equity and diversity in an inclusive environment;
- **EXCELLENCE:** Advance excellence in teaching, scholarly activity, and community and professional service;
- **INNOVATION:** Nurture creativity and resourcefulness;
- **INTEGRITY:** Adhere to the highest ethical standards of honesty and fairness;
- **TEAMWORK:** Foster a collaborative environment that is professionally and personally rewarding.

ORGANIZATION, TASKS and TIMELINES

COMMITTEE ORGANIZATION

The 2021-2026 College Strategic Planning Committee (CSPC) was formally organized in the early spring 2020 semester. The committee included one designated faculty representative from each department (Community & Behavioral Health, Biostatistics & Epidemiology, Environmental Health, Health Sciences, and Health Services Management & Policy) along with designated representatives from administrative staff, support staff, the Office of Student Services, and students from each of the academic programs represented in the college. The formal committee included:

- Arsham Alamian (Faculty, Biostatistics & Epidemiology)
- Manul Awasthi (Student, DrPH Program)
- Katie Baker (Faculty, Community & Behavioral Health)
- Christine Boykin (Student, MPH Program)
- Taylor Dula (Faculty, Office of Student Services)
- Nathan Hale (Faculty, Health Services Management & Policy)
- Harrison Ihrig (Student, B.S. Public Health)
- Ying Li (Faculty, Environmental Health)
- Jonathan Peterson (Faculty, Health Sciences)
- Jan Stork (Support Staff, Office of the Dean)
- Chris Sutter (Administrative Staff, Office of Student Services)
- Harrison Tolley (Student, B.S. Environmental Health)
- William Wamack (Student, B.S. Health Sciences)
- Rachel Kellogg (Ad Hoc & Support)
- Amal Khoury (Ad Hoc, Associate Dean for Quality & Planning)

TASKS & TIMELINES

The initial meeting of the CSPC was held on March 6, 2020 and began with a formal charge from Dean Randy Wykoff. Committee expectations and meeting schedules were established. The CSPC experienced a slight delay due to COVID-19 that resulted in the disruption of campus activities following the initial in-person meeting. The CSPC resumed a virtual bi-weekly meeting schedule on April 3 that continued through the spring and summer leading into the fall 2020 semester. The key CSPC tasks and timelines for completion are shown in Figure 1 and include: data collection and review, completion of an Environmental Scan/SWOT analysis, soliciting input from other faculty and staff, soliciting stakeholder and alumni feedback, drafting and refining recommendations, and presenting a formal set of recommendations to Leadership Council in fall 2020.

Figure 1: College Strategic Planning Committee Tasks and Timelines

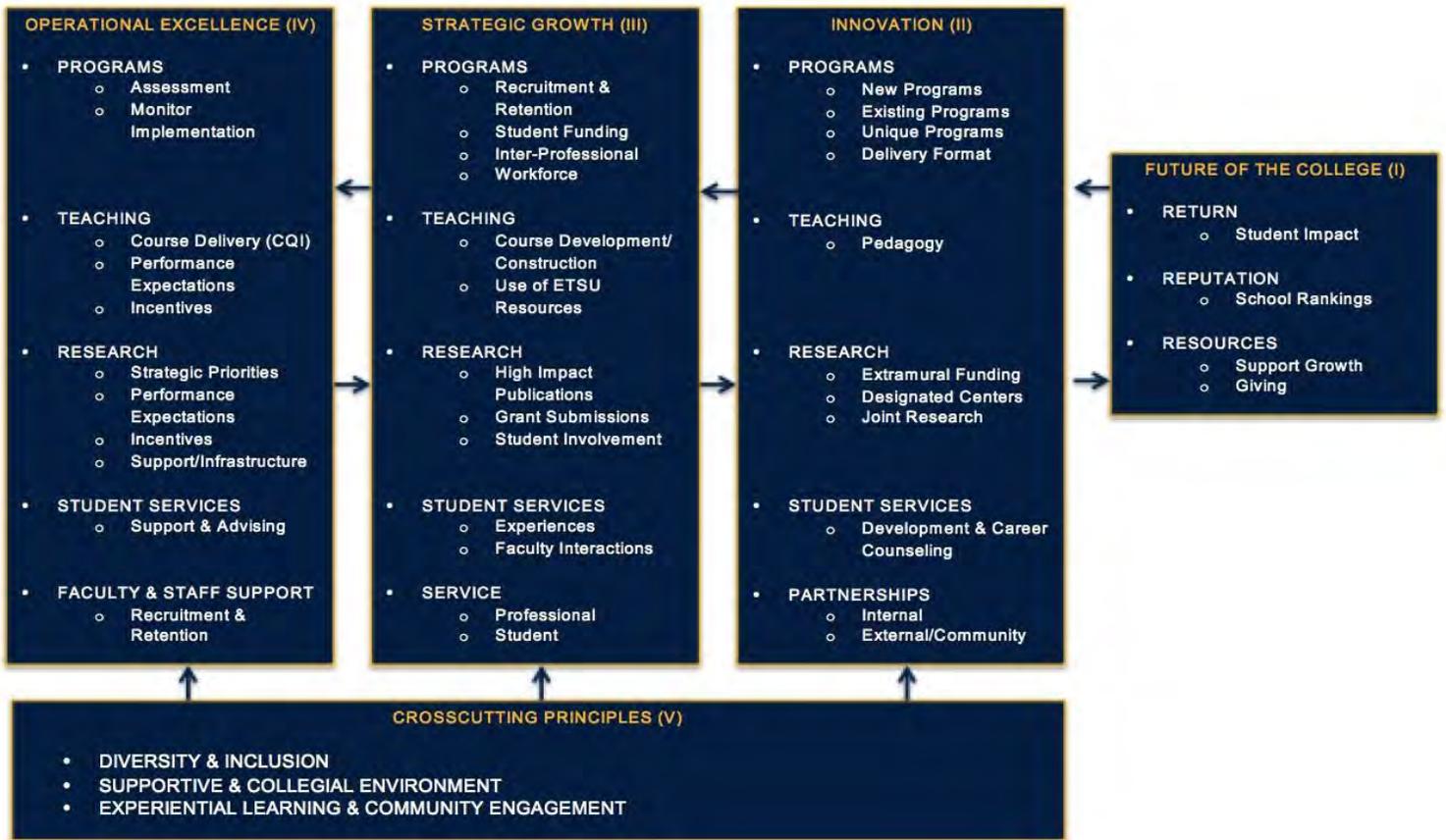


Major tasks and timelines within the CSPC scope of work were completed within the established timeframe. The CSPC was able to solicit additional input from Leadership Council (May 13, 2020) and college faculty and staff (May 15, 2020). However, integrating stakeholder and alumni feedback into the operations of the CSPC was significantly disrupted by COVID-19. Each department within the college was charged with organizing respective stakeholder groups and soliciting feedback for the next planning cycle. Plans for in-person stakeholder meetings were canceled and shifted to alternate forms of information collection, which are still on-going. The CSPC was able to incorporate results from the alumni survey into deliberations and the priority setting process.

ORGANIZING FRAMEWORK

The college Leadership Council initially provided the CSPC with a broad set of potential strategic priorities and sub-components. While the initial set of suggested priorities provided important direction, the CSPC wanted to further capture the dynamic and relational nature of the foundational activities carried out by the college that are necessary for continued success and optimal future impact (Figure 2). Capturing these relationships provided a guide for the CSPC when developing the strategic plan. While any individual component of the proposed plan is important, considering the sequential nature of the college’s foundational activities across a continuum of operational excellence (quality), strategic growth (expansion), and innovation that ultimately position the college for optimal impact provided a foundation to guide the development of the plan. Where possible, the CSPC provides related objectives and measures across the continuum within thematic domains. Embedded within the continuum are crosscutting principles that reflect the shared values and culture of the college.

Figure 2: Strategic Planning Organizing Framework



ENVIRONMENTAL SCAN/SWOT ANALYSIS

PROCESS

March, April, and early May were devoted to assessing the current position of the college within the regional and national market. Existing data from multiple sources was available and considered as part of the Scan/SWOT process. These included: ETSU strategic plan, college strategic plan and associated reports, college enrollment data, alumni survey, student exit survey, Office of Student Services SWOT Analysis and strategic plan, College of Public Health Rankings, and Association of Schools and Programs of Public Health (ASPPH) comparison data. These data elements were summarized and folded into CSPC guided discussion.

While review of these materials was an important component of the process, the use of existing data and historical precedent also has the potential to narrow the frame of reference in which the committee operates. Initial group discussions worked to balance the pragmatism examining existing data to inform the strategic plan, with the creativity needed to cast a larger vision for the future of the college.

Discussion Questions

The embodiment of what the college represents and the building blocks for a strategic plan are reflected in the revised mission, vision, and core values. Guided discussion for the Environmental Scan/SWOT analysis focused primarily on further assessing, defining, and developing concepts embedded in the vision and mission—primarily themes related to teaching, research, community engagement, and student experiences. The discussion guide, full list of questions, and a full accounting of items discussed are provided in the appendices in the meeting minutes. Themes emerging from the guided discussion were further partitioned into a formal SWOT analysis. A broad summary of key themes is presented.

ENVIRONMENTAL SCAN/SWOT ANALYSIS SUMMARY

External Environment

The number of public health programs is growing nationally, within the region, and within the state of Tennessee. Since 2010, however, overall enrollment in post-secondary institutions has decreased with shifting demographics and external economic influences. During the most recent academic year, approximately 70% of graduate students were in-state residents, 15% international, and 15% out-of-state students. The proportion of student enrollment from out-of-state students has recently decreased relative to historical percentages. Furthermore, international students are facing increasing barriers to obtaining student visas and relocating to the United States.

Data from ASPPH suggests that applications for graduate public health degree programs have decreased nationally. Decreases observed in the most recent applications cycle suggest that the decrease in applications is largely consistent with national decreases. Furthermore, ASPPH data also suggests that graduate student enrollment within the college largely parallels current public health rankings data—students who applied to ETSU but choose to attend another program most often attend a higher ranked program.

Faced with increasing competition for fewer students, the college must ensure a high-quality educational product, delivered in a format that is accessible to both traditional and non-traditional students. Furthermore, in an increasingly competitive marketplace, the college must find a way to market strengths, hold the Tennessee market, and expand into new markets.

Internal Environment

In addition to increasing external competition, the new budget model also creates additional internal competition for incoming and existing ETSU students. While the college houses a suite of undergraduate degree programs, continued efforts to showcase public health programs and the college, particularly for pre-professional students, are warranted. The college has many unique features, in addition to academic programs, that create a rewarding educational experience for students. One theme that became evident during CSPC discussions is that existing students are an important, but not fully developed, asset for reaching other students. Sustaining growth and remaining on firm financial footing will require intentional efforts to recruit and retain existing students.

Strengths

Collectively the committee was in agreement that the college is well positioned for growth following the recent degree program revisions and addition of new degree and certificate programs within the new budget model. The college also has unique features—a rural and Appalachia focus and educational opportunities with the Project EARTH (Employing Available Resources to Transform Health) programs—that provide students with unique experiences for varied careers in public health. The CSPC also noted that the college network of practice partners and opportunities for student field placements is a significant strength.

Research capacity within the college also emerged as an important strength. The overall level of funding, number of funded investigators, and publications has increased significantly over the past five years. Advancing research prestige and significant external funding have put the college in a position to recruit additional faculty and researchers, and create more learning opportunities for students. Collectively, the emerging research portfolio of the college is a strength moving into the next planning cycle.

Student services and centralized advising were also noted as strengths. The college hosts a number of events, activities, and opportunities to enhance the student experience. Consolidating and centralizing key administrative functions within the Office of Student Services has the potential to create efficiency, reduce confusion, and enhance the operations of the college.

The committee also noted that the college has much intangible strength that is often not evident in measurable objectives. Beyond a concern for student success in the workplace or continued education, the college supports students holistically. A genuine sense of concern for student well-being and working with students through various challenges to ensure success is embedded in the culture of the college. This became evident during the spring semester and global pandemic. The health and well-being of students and their families was of primary concern, with academics playing an important, but secondary role. Furthermore, the college has a very supportive and collegial work environment.

Weaknesses (Opportunities for Improvement)

The strength of online instruction quickly emerged as a key theme, particularly given the transition to online learning with the pandemic occurring in the spring of 2020. Student Assessments of Instruction are typically lower for online courses than what is observed among on-ground courses. While the college has offered online graduate degrees previously (which is a strength), the committee did express concern that the quality of online instruction and the integration of best-practices in online instructional design may be lagging—which is particularly worrisome given the ongoing need for online course options. As more students search for online programs and more programs enter the online market (also a threat), a failure to evolve may undermine program growth.

While research capacity within the college has expanded significantly, the collective amount of funding and publications may be skewed to a small number of primary investigators. Efforts to continue faculty and staff development remains an important priority.

Opportunities

The most notable opportunity emerging from committee discussions is the need to strategically market the college. While marketing individual programs is important, the need to construct a broader narrative reflecting the college as a whole is needed. This includes degree programs, student experiences, faculty and student successes, unique college assets, and the overall culture of learning within the college. The committee noted that a more strategic marketing plan that also embeds elements of student recruitment and retention might be more effective over the long-term.

The committee also noted that in many respects, the college is a top institution for supporting student research, particularly at the undergraduate level. More recently, graduate student research opportunities have also expanded with increased research funding. The opportunity to further market student research experiences represents an important opportunity moving forward.

Threats

Undoubtedly the most significant threat to the overall future of the college is the increasing competition both internally and externally. Public health programs are emerging nationally, regionally, and within the state that provide increasing options for potential students. The geographic proximity of new and emerging programs has the potential to cut into the on-ground program market and underscores the importance of developing and delivering high-quality online programs to be competitive with emerging threats.

As the research portfolio of the college continues to expand, ensuring that faculty strategically publish in high quality, reputable journals remains important. An emphasis on high value publications that increase the research profile of the college is important.

One threat also emerging is over-committed faculty and the potential impact on productivity. As the college continues to grow programs, enrollment, courses, research expectations, and service activities—faculty experience many competing responsibilities. While this is largely expected and necessary, it can

also influence morale and faculty retention. While growth is important, the committee noted that growth must be proportional to existing and future capacity.

Many of the emerging themes centered on the need for program growth, increased recruitment and retention efforts, and strategic marketing. These activities tend to fall within the Office of Student Services and to a large degree, overlap existing activities and initiatives. A possible limiting factor that must be taken into consideration is the need to support expanded or enhanced functions for student services.

STRATEGIC PRIORITIES

PROCESS

Following Environmental SCAN/SWOT analysis, the committee distilled the salient themes into larger groupings, embedded within the organizing framework, that reflect broader potential strategic priorities. The more narrowed set of potential priorities are provided in Table 1.

Table 1: Potential Priorities and Areas of Interest

Programs/Teaching
<p>Operational Excellence Assess & Improve On-Line Instruction Set Performance Expectations & Course Remediation (as needed) Identify Alternate Tool for Student Assessment of Instruction Review Revised Curriculum & Ensure Consistency of Content/Activities</p> <p>Strategic Growth Recruit Existing ETSU Students to Copenhagen Majors/Minors Expand Graduate Degree Program Enrollment Within TN Expand Graduate Degree Program Enrollment Outside TN MS Program PhD Program Comprehensive Strategic Marketing Plan</p> <p>Innovation Hybrid/Online DrPH Program Expand Use & Profile of Project EARTH Integrate Research Expertise w/ Curriculum & Course Offerings Interprofessional Education</p>
Research
<p>Operational Excellence Clarify Performance Expectations</p> <p>Strategic Growth Align Faculty & Staff Recruitment w/ Research Priority Areas Diversification of Funded Researchers & Projects Encourage/Incentivize Value & High Impact Publications Leverage & Align Existing Research Programs to Seek New/Joint Opportunities Marketing Student Research Experiences</p> <p>Innovation Integration of Students in Research (Including Dissemination Efforts)</p>
Student Services
<p>Operational Excellence Enhancing Student Experience & Faculty/Staff Interactions</p> <p>Strategic Growth Student Ambassadors (Marketing & Recruitment) Employment Over Summer for International Students</p> <p>Innovation Career Counseling & Field Placements</p>
Faculty & Staff Support
<p>Development of Junior Faculty (Research & Teaching) Incentivizing Performance (Teaching/Research/Service) Develop & Build Teaching and Research Infrastructure Leadership Development for Mid-Career Faculty Grant Writing Support for Faculty & Staff In-House Peer Review of Grant Applications Grand Rounds Series</p>

While the list of strategic priorities was helpful, it was recognized that each of the potential strategic priorities varied with respect to the potential impact and level of investment potentially required. As such, the committee used a priority ranking process to create a grid of strategic priorities reflecting the impact relative to the investment. The purpose was not to suggest that certain priorities were less important or shouldn't be pursued—the intent was to sort the strategic priorities in a way that provides some additional context so that recommended strategies and activities can be balanced and thoughtful.

Recognizing that other faculty and staff not on the committee are affected by the plan and have a vested interest in the future success of the college, the strategic priority ranking process was extended to all faculty and staff in the college to obtain a broader perspective. Figure 3 provides a summary of final rankings.

Figure 3: Summary of Strategic Priorities by Level of Investment and Potential Impact

5	Lower Investment/High Impact (Easy Wins)	High Investment/High Impact (Major Projects)
Impact/Return	<ul style="list-style-type: none"> Integrate Research Expertise w/ Curriculum & Course Offerings Leadership Development for Mid-Career Faculty Expand Graduate Degree Program Enrollment Within TN Career Counseling & Field Placements Integration of Students in Research (Including Dissemination Efforts) Align Faculty & Staff Recruitment w/ Research Priority Areas 	<ul style="list-style-type: none"> Development of Junior Faculty (Research & Teaching) Develop & Build Teaching & Research Infrastructure Expand Graduate Degree Program Enrollment Outside Leverage Existing Research Programs to Seek Joint Opportunities Grant Writing Support for Faculty & Staff Assess & Improve On-Line Instruction Comprehensive Strategic Marketing Plan Encourage/Incentivize Value & High Impact Publications Enhancing Student Experience & Faculty/Staff In
	Lower Investment/Lesser Impact	High Investment/Lesser Impact
	<ul style="list-style-type: none"> Student Ambassadors (Marketing & Recruitment) Set Performance Expectations & Course Remediation (as needed) Recruit Existing ETSU Students to CPH Majors/Minors Clarify Performance Expectations Marketing Student Research Experiences Incentivizing Performance (Teaching/Research/Service) Inter-Professional Education Expand Use & Profile of Vallybrook Identify Alternate Tool for Student Assessment of Instruction Grand Rounds Series 	<ul style="list-style-type: none"> Add PhD Program Review Revised Curriculum & Integration for Consistency Diversification of Funded Researchers & Projects In-House Peer Review of Grant Applications Hybrid/On-Line DrPH Program Employment Over Summer for International Students Add MS Program
0	Effort/Investment	
		5

Investment: Financial or Human
Impact/Return: Reputation or Resources
0 = Minimum | 5 = Maximum

PROPOSED STRATEGIC PLAN

OVERVIEW

The proposed 2021-2026 strategic plan is divided into eight domains, representing broad strategic priority areas. Each domain includes an overarching goal and a select number of objectives that describe specific actions that should be taken to achieve the goal.

Domain	Goal
Future of the College	Position the College for Optimal Impact at the Local, Regional and National Level.
Academic Programs	Advance Excellence in Program Delivery to Effectively Meet Student and Workforce Needs.
Teaching and Course Delivery	Deliver High-Quality Courses using Best Practice in Teaching Pedagogy & Course Delivery.
Research	Produce High-Impact Relevant Research Focused on Solutions to Key Health Challenges.
Student Success and Experience	Expand Opportunities for Student Engagement Beyond the Classroom.
Faculty and Staff Support	Ensure Faculty and Staff are Adequately Resourced for Career Success.
Diversity, Equity and Inclusion	Foster an Environment of Diversity, Equity and Inclusion among Students, Faculty and Staff.
Strategic Partnerships and Community Engagement	Seek Mutually Beneficial Partnerships with Community-Based Organizations and Other Institutions to Support Growth.

Following the establishment of the formal priority domains and broad goals, ad-hoc workgroups within the CSPC were established to further develop each domain’s objectives, outcomes, and action items. The CSPC completed a formal assessment of the outcomes/measures from the 2014-2019 strategic plan to determine which, if any, outcomes/measures should continue in the new strategic plan. Given that several measures are foundational to the operations of the college and are required for other forms of accreditation and quality reporting, approximately 35% - 40% of previous measures were retained in the new strategic plan. This provided the workgroups with a framework to integrate well-established measures with new or revised measures reflecting committee discussions and emerging ideas.

PROPOSED OBJECTIVES & OUTCOME MEASURES

Domain (1): Future of the College

Goal 1: Position the College for Optimal Impact at the Local, Regional and National Level					
<i>Objective 1: Advance the college as the school of choice for students seeking an exceptional education in a world-class environment.</i>					
<i>Outcome Measure</i>	<i>Data Source</i>	<i>Responsible</i>	<i>Frequency</i>	<i>Targets</i>	<i>Baseline</i>
Become a top 40 School of Public Health nationally	U.S. News and World Report Rankings	Leadership Council	Annual	Top 40 By 2026	#46
<i>Objective 2: Ensure students are equipped with the knowledge, skills, and abilities to successfully transition into the workforce or future educational pursuits.</i>					
Proportion of students meeting accreditation criteria who graduate	Banner	Program Coordinators/Department Chairs	Annual	Exceed 75% for PH bachelors and master's degrees and 65% for the DrPH	
Proportion of students who are employed or continuing education following graduation	Alumni Survey	ADQP	Annual	90% for graduate degrees; 85% for UG degrees	100%
Proportion of employers who report graduates are competent in their field of practice	Employer	ADQP	Bi-Annual	90%	2018 = 89%; 2020 =
<i>Objective 3: Expand the amount and diversity of funding supporting the college.</i>					
Proportion of budget from sources other than university/state funds	College Budget	Assistant Dean of Finance and Administration	Annual	30% or more	2017-2018 = 29% 2018-2019 = 38%
Number of alumni who donate to the college	Advancement Office	Director of Development	Annual, 3-year rolling average	25% increase (89 alumni)	2016-2018 = 62 2017-2019 = 71
Amount of funds donated to the college	Advancement Office	Director of Development	Annual, 3-year rolling average	50% increase (\$190,000)	2016-2018 = \$128,521 2017-2019 = \$127,071
<i>Objective 4: Strategically market college programs, student experiences, and faculty expertise within and outside the university to foster growth.</i>					
Explore feasibility of a targeted marketing plan with an emphasis on program enrollment and broad exposure	Marketing Plan	Recruitment & Retention Committee		Feasibility assessment completed by 2022	

Domain (2): Academic Programs

Goal 1: Advance Excellence in Program Delivery to Effectively Meet Student and Workforce Needs

Objective 1: Modify and expand graduate degree programs to effectively meet student and workforce needs

Outcome Measure	Data Source	Responsible	Frequency	Targets	Baseline
Launch MHA degree program	Graduate Catalog	MHA Program Director		2021	THEC approved the program in fall 2020
Assess feasibility of new MPH concentration in health management and policy or related field		HSMP Department		Feasibility assessment completed by 2022	HSMP Workgroup convened in 2021
Assess feasibility of adding research focused graduate degree programs (MS & PhD)	Recommendations from GRADUATE DEGREE WORKGROUP	ADAA		Workgroup completes feasibility assessment by 2022	
Assess future of DrPH program (consider online DrPH to complement on-ground program; explore feasibility of an executive/hybrid DrPH program)	Recommendations from GRADUATE Degree WORKGROUP	ADAA		Workgroup completes feasibility assessment by 2022	Currently not online.

Objective 2: Increase enrollment and reach in existing degree and certificate programs.

Number of undergraduate students with declared majors and minors in the College	Program Enrollment Data	Assistant Dean of Student Services; Data Services Manager	Annual	Included in Marketing/Recruitment Plan	AY 2018/2019 BSEH: 49 BSHS: 413 BSPH: 133
Out of state enrollment in graduate degree programs	SOPHAS/Program Enrollment Data	Assistant Dean of Student Services	Annual	Reach 25% by 2026	Current (2020) = 15%
Enrollment in certificate programs	Program Enrollment Data	Assistant Dean of Student Services	Annual	Included in Marketing/Recruitment Plan	Total = 50 (need baseline)
Number of working professionals newly enrolled in graduate degree programs	Program Enrollment Data	Assistant Dean of Student Services	Annual	3-year average of 10 students by 2025	3-year Average = 6.3; 2018-2019 = 9

Domain (3): Teaching and Course Delivery

Goal 1: Deliver High-Quality Curricula using Best Practice in Teaching Pedagogy & Course Design

Objective 1: Assess Teaching Effectiveness and identify opportunities for improvement.

<i>Outcome Measure</i>	<i>Data Source</i>	<i>Responsible</i>	<i>Frequency</i>	<i>Targets</i>	<i>Baseline</i>
Proportion of faculty with established performance expectations (SAI scores) in FAP	FAP or Faculty Survey	Department Chairs	Annual	100% by 2022-23	
Proportion of faculty with an average SAI rating of 3.0 or less with a documented improvement plan	FAR/FAE	Department Chairs	Annual	100% by 2022-23	Approximately 12% - 14% of courses/sections have an SAI rating of < 3.0
Proportion of courses with 3.7 or higher on the SAI teaching effectiveness items	SAI	Department Chairs	Annual	One-third	
Expand criteria for teaching incentive to top half (instead of top third). Include adjunct faculty.		Leadership Council	Annual	2021-22	Currently, teaching incentive applies to top third. Adjunct faculty are not eligible.
Establish a formal learning collaborative for faculty within degree programs prior to each semester	Program Directors	Program Directors	Annual		

Objective 2: Integrate best practices in teaching pedagogy and content delivery into courses.

Proportion of faculty participating in professional development activities related to teaching and course delivery	FAR	Department Chairs	Annual	80%	Participation in ALL prof. dvlp. 2014-15: 79% 2015-16: 91% 2016-17: 89% 2018-19: 84%
Designate leaders in instructional design with an emphasis on online instruction within the college		Leadership Council	Annual	Maintain at least one faculty online liaison with ATS	One online faculty liaison
Proportion of students who report coursework increased their knowledge and skills in the subject matter	SAI	Chairs	Annual	90%	2014-15=93% 2015-16=90% 2016-17=88% 2017-18=90% 2018-19 = 95%

Objective 3: Develop college capacity for instruction in the online environment.

Align the relative value (faculty time/effort allocated) of online course development and delivery to be proportional to on-ground courses, where appropriate given online course size and faculty resources		ADAA/Chairs		Fall 2022	Currently, there is variation in the time/effort allocated to online versus on-ground courses
--	--	-------------	--	-----------	---

Number of online courses completing the formal MOU process	ATS Records	Department Chairs; Online Liaison		100% by 2025	
<i>Objective 4: Expand course offerings that mirror the research priorities and content areas of expertise within the college</i>					
Number of graduate courses offered in research topics that mirror faculty/departmental expertise	Graduate Catalog	Department Chairs	Annual	3 new courses offered at least every two years by 2025	

Domain (4): Research

Goal 1: Produce High-Impact Relevant Research Focused on Solutions to Key Health Challenges

Objective 1: Increase the amount of grant funding and funded researchers in the college.

<i>Outcome Measure</i>	<i>Data Source</i>	<i>Responsible</i>	<i>Frequency</i>	<i>Targets</i>	<i>Baseline</i>
Proportion of faculty who report they have a clear understanding of their research performance expectations	Faculty Satisfaction Survey	Faculty Council	Every 2 years	90%	
Number of external grant submissions	Research data system/ORSP	Associate Dean for Research; Dir of Research Operations; Department Chairs	Annual		
Proportion of faculty who, starting in their fourth year, cover at least 50% of the time allocated to research in their FAP	Research data system/ORSP	Associate Dean for Research; Chairs	Annual	At least 50% of time/effort allocated to research across the college is covered with external funds	
Total research dollar amount per year	Research data system/ORSP	ADR; Dir of Research Operations; Assistant Dean for Finance & Administration	Annual	5% increase in every 3-year rolling average	2014-2016 = \$1,281,000 2017-2019 = \$3,631,000 2019 = \$4,091,516
Establish a mechanism (1-page application) by which researchers request bridge funding for up to 1 year following a loss in funding		Assistant Dean for Finance & Admin; Department Chairs		Mechanism established by 2022	Currently, no mechanism for creating reserve fund. College gets 38% of indirects only.
Offer competitive start-up funding for new tenure-track faculty hires		Assistant Dean for Finance & Admin; Department Chairs		100% of new hires	
<i>Objective 2: Increase the diversity of funded researchers and projects.</i>					
Proportion of public health grants that are community based	FAR	ADR; Dir of Research Operations	Annual	Substantial	2016-17 = 75% 2017-18 = 67% 2018-19 = 62%

Proportion of externally funded grants that are interdisciplinary	FAR	Associate Dean for Research	Annual	70%	2016-2017 = 79% 2017-18 = 73% 2018-19=71%
Objective 3: Establish a national reputation in 2 – 3 research priority areas aligned with the college context					
Number of articles published in peer reviewed journals	FAR	Assoc. Dean for Research	Annual	60 by 2025	2016-17=62 2017-18=72 2018-19=50
Number of joint research proposals from established research centers within the college and ETSU Health	Research data system/ORSP	Assoc. Dean for Research; Center Directors		3 joint proposals by 2025	
Establish a protocol in the hiring process to rank potential candidates according to their alignment with research priority areas	HR Faculty Postings	Department Chairs		All Positions for new faculty hires contain specific language highlighting priority areas	
Objective 4: Systematically involve students in the conduct and dissemination of research activities.					
Proportion of total research presentations at regional and national scientific meetings that involve students	FAR	Associate Dean for Research	Annual		Establish baseline by 2022, then set target
Proportion of externally funded grants that involve student participation	FAR	Associate Dean for Research	Annual	80%	2016-17 = 57% 2017-18 = 73% 2018-19 = 71%
Proportion of peer-reviewed publications that have student co-authors	FAR	Associate Dean for Research	Annual		Establish baseline by 2022, then set target
Develop a formal proposal and advocate for establishing 12-month GA contracts within the college		Associate Deans			

Domain (5): Student Success & Experience

Goal 1: Expand Opportunities for Student Engagement beyond the Classroom.

Objective 1: Ensure students have the opportunity for meaningful experiences during their time at the university.

<i>Outcome Measure</i>	<i>Data Source</i>	<i>Responsible</i>	<i>Frequency</i>	<i>Targets</i>	<i>Baseline</i>
Number of public health courses that include at least one required community-based learning experience	FAR	Associate Dean for Academic Affairs	Annual	At least 2 courses in each PH degree in addition to the APE	DrPH: Leadership & Systems; Program Evaluation; other? MPH: Trilogy; HSMP & COBH capstone courses; other? BSPH: Behavior change theory; Essentials; Skills & Encounters
Number of non-academic (non-credit) community engagement opportunities	Student Council, PHSA, Office of Student Services	Office of Student Services	Annual	Build student engagement website with upcoming events and calendar, e.g., Get involved page especially recurring events e.g. ASM meetings, PHSA meetings, LVPH. Refine Events page on the website.	
# of offerings (for credit or not-for-credit) focused on building student skills specific to crosscutting competencies	Catalog	Assistant Dean of Student Services	Annual	10 offerings per year	HSMP 3700 (Prof. Dvlpt & Experiences in Health Care); HSMP course (Studies in Health Admin); At least 1 alumni panel per semester; PHSA etiquette dinner once a year; PHSA visit to capital once a year; Student participation at TPHA; IPE; HSCI course in Inter-professional Simulation to be offered starting in fall 2021; Integrate more prof dvlpt into monthly ASM meetings
Increase support for prof development/career counseling within the college		Dean's Office		Create Explore new position by 2022 re: academic-partner linkages to support APE, ILE. Ideal candidate is mid- to late-career with practice exp. and	

Number of MPH students who pass the immersive inter-professional education program	IPE Program	MPH Program Director	Annual	connections. 100%	All MPH students are required to participate in IPE program, Communication is on-going between COPH and IPE administration re: student issues/placement
Number of faculty participating in IPE to allow faculty to rotate	IPE Program	Associate Dean for Academic Affairs; Department Chairs		Maintain a cohort of COPH faculty proportional to # of student participants (check ratio w IPE Director). Possibly double # of current faculty.	At least 10 faculty participate in IPE currently (Young, Fox, Beatty, Baker, Blackwell, Ahuja, McConnell, Youngblood, Maisonet, Brooks, Quinn). IPE program is defining expectations for faculty participation.

Domain (6): Faculty & Staff Support

Goal 1: Ensure Faculty and Staff are Adequately Resourced for Career Success.

Objective 1: Facilitate formal mentoring and professional development activities for junior faculty.

Outcome Measure	Data Source	Responsible	Frequency	Targets	Baseline
Re-envision the College of Public Health Research Academy	Faculty Satisfaction Survey	Assoc. Dean for Research; Faculty Council	Annual	Update/revise the mentoring model to address various research development needs/levels and integrate more support from mid-career researchers by 2022-23 (Brief white paper describing approach)	
Proportion of faculty participating in a grant-writing course (or other research development activities)	FAR	ADR; Department Chairs	Annual	80% of eligible faculty	
Proportion of primary tenure-track faculty who are tenured	HR Records	Department Chairs	Annual	60% or better	Fall 2019 = 57%

Objective 2: Encourage leadership development opportunities for mid-career faculty.

Develop a mentoring program for mid-career (5+ years in academia) faculty with an interest in administration	LC	Leadership Council	Annual	Program developed by 2021-22. Implemented effective 2022- 23.	
--	----	--------------------	--------	---	--

Objective 3: Encourage staff professional development and recognition.

Number/ Proportion of staff participating in training and professional development	Staff Satisfaction Survey	Department Chairs; Staff Council	Bi-annual	80%	
--	---------------------------	-------------------------------------	-----------	-----	--

Objective 4: Enhance organizational support and communication.

Revisit Bylaws related to standing committees. Review committee charge and composition and streamline as appropriate.	College Bylaws	Leadership Council		Create workgroup in 2021. Bylaws updated in 2022. Review committee charge and membership at all hands meeting annually. See Action Items.	
Develop a plan for two-way communication between leadership and faculty/staff.		Leadership Council; Faculty and Staff Council		See Action Items	
Proportion of faculty & staff who agree/strongly agree they are aware of important decisions being made at the college level	Faculty/Staff Satisfaction Survey	Faculty/Staff Council	Bi-annual	90%	

Domain (7): Diversity, Equity & Inclusion

See DEIC Plan

Domain (8): Strategic Partnership & Community Engagement

Goal 1: Seek Mutually Beneficial Partnerships with Community-Based Organizations and Other Institutions to Support Growth.

Objective 1: Establish partnerships that enhance the college’s enrollment, training, research, and advocacy efforts while contributing content and methodological expertise to community organizations.

Outcome Measure	Data Source	Responsible	Frequency	Targets	Baseline
Identify a targeted list of strategic partnerships with regional educational institutions of higher education to enhance recruitment efforts	Targeted List	Leadership Council		List developed by 2022-2023	
Number of incoming students from regional community colleges to undergraduate programs in the college	Enrollment Data	Assistant Dean for Student Services; Data Services Manager	Annual	Target set by Marketing/Recruitment Plan	
Number of graduate applications from undergraduate-only colleges and universities	SOPHAS/ Enrollment Data	Assistant Dean for Student Services; Data Services Manager	Annual	Target set by Marketing/Recruitment Plan	
Identify a targeted list of strategic partnerships with local health systems and clinics and community- based organizations and agencies to promote research training and advancement	Targeted List	Leadership Council		List developed by 2022-2023	
Number of faculty, staff and students affiliated with campus- community partnerships					

OUTCOMES & ACTION ITEMS

Domain (1): Future of the College

Goal: Position the College for Optimal Impact at the Local, Regional and National Level

Objective 1: Advance the college as the school of choice for students seeking an exceptional education in a world-class environment.

Outcome: Become a top 40 School of Public Health nationally.

Context: While the rankings may be subjective, many incoming graduate students noted the rankings in the personal statement of the application. The component measures that comprise the ranking score have been embedded in the strategic plan in their appropriate context.

Objective 2: Ensure students are equipped with the knowledge, skills, and abilities to successfully transition into the workforce or future educational pursuits.

Outcome: Proportion of enrolled students that graduate.

Outcome: Proportion of students who are employed or continuing education following graduation.

Outcome: Percent of employers who rank competence of graduates in their field of practice as “high” or “highest.”

Objective 3: Expand the amount and diversity of funding supporting the college.

Outcome: Proportion of budget from sources other than university/state funds.

Context: While the committee acknowledges that diversification of funding and less reliance on state funds is important, the committee recognizes that budgetary issues are complex and nuanced. The Leadership Council is in the position of establishing potential targets and strategies for diversification.

Action Item: Assess existing funding portfolio, establish an optimal funding mix, identify potential gaps, and develop strategies for funding diversification.

Outcome: Increase the number of alumni who donate to the college.

Outcome: Increase the amount of funds donated to the college.

Objective 4: Strategically market college programs, student experiences, and faculty expertise within and outside the university to foster growth.

Outcome: Develop a comprehensive, targeted marketing plan with an emphasis on program enrollments and broad exposure.

Context: The committee recognizes the variability across departments with respect to marketing and the potential of unique strategies, tools, or modes of marketing. However, the committee also

recognized a need to market the college as a whole and the uniqueness brought to bear relative to other schools that extend beyond the individual degree programs. A more comprehensive marketing strategy will also serve to increase exposure of the college within and outside of the university and drive growth across multiple domains (program enrollment, credit hour production, research, and reputation). Several other outcomes contained within the strategic plan should also be metrics for the marketing plan.

Action Item: Assess existing college/departmental marketing efforts to identify strengths and potential gaps.

Action Item: Align Recruitment & Retention Committee with outcomes in the 2021-2026 strategic plan and expand the scope of focus.

Action Item: Assess resources and expertise with Recruitment & Retention Committee to ensure representation across degree programs & departments.

Action Item: Solicit expertise within the university to support the development and execution of a formal marketing strategy.

Action Item: Focus on increased marketing of the Carter Scholarship that extends tuition easement for students within a 250-mile radius of the university.

Potential strategies offered by the committee include: creation of a student ambassador program; increase presence at high schools and related events; increase current student presence in local community through education and advocacy; increased partnerships with high school guidance counselors; increased exposure for COPH students through outside networks, scholarship opportunities, awards and recognition; development of shadowing, sample courses, MOOCs; increased student/faculty collaborative small community service grants to increase community presence, gain publicity, and give students experiences; increase student participation in research, translation, and dissemination activities; expand the use of the Eastman Valleybrook campus to develop strategic partnerships with high school teachers and administrators (continuing education, public health course development, healthy school initiatives), increased local news presence.

Domain (2): Academic Programs

Goal 1: Advance Excellence in Program Delivery to Effectively Meet Student and Workforce Needs

Objective 1: Modify and expand graduate degree programs to effectively meet student and workforce needs.

Outcome: Assess the feasibility of adding research focused graduate degree programs (MS & PhD).

Context: The committee noted that the research growth, expertise, and capacity to support research has reached the point where more research focused degree programs may be a viable option to pursue. However, many challenges with market demand, funding, program structure, and capacity remain salient. The committee suggests that a more formal feasibility study be conducted to determine the extent to which the addition of these programs may be supported by the college and the extent to which these add additional value relative to the cost of developing.

Action Item: Formally establish and convene a graduate program visioning committee (suggest using the Doctoral Visioning Committee) with the charge of putting forward recommendations for new degree programs.

Outcome: Assess future of DrPH program. Explore the feasibility of developing an executive or hybrid DrPH program.

Action Item: Establish and convene graduate program visioning committee to assess feasibility of converting existing DrPH courses to an online format; determine if online degree programs should mirror existing concentrations or be a generalist degree; and seek Academic Council approval for adding a formal online degree program.

Action Item: While converting the existing DrPH program is more operational in nature, the committee also suggests exploring the feasibility of a more formal executive or hybrid DrPH program that attracts mid to senior public health professionals. The nature and structure of these programs can vary. The committee suggests a more formal feasibility assessment that considers the value of adding a program of this nature, relative to the resources to develop and operate.

Objective 2: Increase enrollment and reach in existing degree and certificate programs.

Context: The following outcomes, although specific to expanding enrollment, should also be central or specific target markets in the proposed strategic marketing plan.

Outcome: Number of undergraduate students with declared majors and minors in the college.

Action Item: Continue on-going recruitment and retention activities through departments and student services.

Action Item: Integrate new strategies developed by the recruitment and retention/strategic marketing committee.

Outcome: Out of state enrollment in graduate degree programs.

Action Item: Continue on-going recruitment and retention activities through departments and student services.

Action Item: Integrate new strategies developed by recruitment and retention/strategic marketing committee.

Outcome: Number of students enrolled in certificate programs.

Action Item: Continue on-going recruitment and retention activities through departments and student services.

Action Item: Integrate new strategies developed by recruitment and retention/strategic marketing committee.

Outcome: Number of professionals working in public health or health care fields enrolled in graduate degree programs.

Action Item: Assess the extent to which existing course offerings (days, times, structure) are accessible to non-traditional students and working professionals.

Action Item: Continue on-going recruitment and retention activities through departments and student services.

Action Item: Integrate new strategies developed by recruitment and retention/strategic marketing committee.

Domain (3): Teaching and Course Delivery

Goal 1: Deliver High-Quality Courses using Best Practice in Teaching Pedagogy & Course Delivery

Objective 1: Assess teaching effectiveness and identify opportunities for improvement

Outcome: Proportion of faculty/instructors with established performance expectations (SAI scores) related to course instruction in the Faculty Activity Plan (FAP).

Outcome: Proportion of courses/sections with an average SAI rating of 3.0 or less with a documented improvement plan.

Context: The committee recognizes the SAI may not fully capture the quality of course delivery and may be somewhat subjective. However, SAIs is the university standard and the most consistent measurement of instruction. The committee also recognizes the locus of control for courses, instructors, and remediation of courses with low SAI scores fall to the departments. The intent is not to single out any department, individual course, or faculty/instructor; rather, to underscore the importance of ensuring the educational product being delivered is of the highest quality and students are receiving an education experience that reflects the investment made in education. This may also be paired with other outcomes in the 2021-2026 Strategic Plan focused on faculty development. Previous academic year data suggest that approximately 37 courses would fall within the category.

Outcome: Proportion of courses with of 3.7 or higher on the 8 SAI teaching effectiveness items.

Context: Coupled with the previous outcome, the intent is to raise the floor and ceiling of course delivery. SAI scores currently average around 3.5-3.6. Extending the target to 3.75 raises the standard and is a similar threshold for the teaching incentive program.

Outcome: Establish a formal learning collaborative for faculty/instructors within degree programs prior to each semester.

Context: The purpose of the collaborative is to facilitate communication sharing across departments specific to planned core and concentration courses delivered within the respective programs. The purpose is not to undermine academic freedom and professional expertise or standardize course content and delivery; rather the purpose is to align course expectations, deliverables, and timelines in such a way that maximizes benefits to students and reduces redundancies. These can also be used to share ideas and foster discussion, particularly with the shift to online course delivery.

Action Item: Convene collaborative of faculty teaching in a given semester and coordinate communication.

Objective 2: Integrate best practices in teaching pedagogy and content delivery into courses.

Outcome: Proportion of faculty and instructors participating in professional development activities related to teaching and course delivery.

Action Item: Build participation in faculty development related to teaching into FAP. Acceptable development activities should be left to the discretion of department chairs, but development of a list of available resources/courses is encouraged.

Outcome: Designate or develop leaders in instructional design with an emphasis on online instruction within each department.

Action Item: Leaders should have a designated proportion of time and effort specifically allocated to developing and supporting instructional methods, including online efforts. This may be related to other items above (providing resources for development, assessing MOUs, implementing standard D2L templates, etc.). These individuals may also participate in trainings and bring this information back to the department.

Outcome: Proportion of students who report that coursework increased their knowledge and skills in the subject matter.

Objective 3: Enhance college capacity for instruction in the online environment.

Outcome: Align the relative value of online course development and delivery to be proportional to on-ground courses.

Context: Delivering online courses that integrate best practices in instructional design for a digital environment is equally, if not more time intensive than traditional on-ground courses in many cases. The relative value of online courses/sections with respect to faculty/instructor time and effort should mirror the expectation of delivering a high quality online course/section, where appropriate..

Action Item: Assess existing college/departmental policies specific to the relative value of on-ground and online course delivery.

Action Item: Establish formal policies on relative value of online course programming and delivery that reflect the faculty/instructor time and effort needed to deliver online courses of the highest quality.

Outcome: Number of online courses completing the formal MOU process.

Context: Related to the outcome above, participation in the MOU process provides an opportunity for faculty to work directly with ATS to incorporate best practices in online course delivery and provides a financial incentive for completion.

Action Item: Link successful completion of the MOU process to the increased time/effort for online course development/delivery.

Objective 4: Expand course offerings that mirror the research priorities and content areas of expertise within the college.

Outcome: Number of graduate courses offered in advanced research topics that mirror faculty/departmental expertise.

Context: Given the expansion in research capacity and expertise around specific subject areas, the committee feels that students could benefit from the opportunity from more in-depth learning around these research areas of focus.

Action Item: Respective Departments within graduate degree programs should develop a special topics course related to research expertise to be taught on an alternating basis. These include, but are not limited to, courses specific to: Women's Health Research & Evaluation, Rural and Appalachian Health, and Substance Abuse Treatment & Research.

Domain (4): Research

Goal 1: Produce High-Impact Relevant Research focused on Solutions to Key Health Challenges

Objective 1: Increase the amount of grant funding and funded researchers in the college.

Outcome: Proportion of faculty who report they have a clear understanding of their research performance expectations.

Outcome: Number of external grant submissions

Context: The committee considered an outcome measure focused on the three-year rolling average of the number of external grant submissions by faculty with 25% or more percent effort allocated to research. Given that faculty with different research effort may be involved in grant submissions, 25% or any other cut-off may be arbitrary, a simpler and more direct measure focused on total number of external grant submissions per year across the college was adopted. This measure is also one of CEPH's suggested measures.

Outcome: Proportion of faculty who, starting in their fourth year, cover at least 50% of the time allocated to research in their FAP.

Context: The committee discussed coverage of at-risk salary as a potential outcome given the importance of this metric for the college and faculty, but in discussions with Leadership Council, it was determined that covering at-risk salary is the minimum expected. The committee also considered % effort covered by external grants as a potential measure; however, this can be skewed by a small number of funded researchers. Rather than singling out faculty when developing this outcome measure, the target was defined as “at least 50% of time/effort allocated to research across the college is covered with external funds.”

Action Item: Establish baseline for this outcome measure.

Outcome: Total research dollar amount per year.

Action Item: Count grant funds brought in each year and compare to projections/expectations.

Outcome: Establish a mechanism by which researchers request bridge funding for up to one year following a loss in funding.

Context: The committee initially proposed the establishment of a reserve fund to bridge faculty and supporting staff. The committee recognizes the current budget model and ongoing pandemic will continue to create budgetary challenges. However, the committee also believes that supporting researchers with a history of external funding is important. While funding cycles vary, supporting faculty with research obligations and a proven track record of successfully securing funding is a worthy long-term investment. In discussions with LC, it was determined that there is no mechanism currently for creating a reserve fund, and that the College only receives 38% of indirects. It was agreed that a mechanism (1-page application) by which researchers request bridge funding for up to 1 –year following a loss in funding will be established.

Outcome: Ensure each department offers competitive start-up funding for new faculty hires.

Context: The committee recognizes that the level of appropriate start-up funding varies by department and the expertise of new hires. This measure was added to underscore the importance of having competitive start-up packages to recruit highly qualified candidates with strong research potential.

Action Item: Dedicate a portion of funds collected from student fees and indirect costs to support competitive start-up packages in the college and departments.

Objective 2: Increase the diversity of funded researchers and projects.

Outcome: Proportion of public health grants that are community-based

Outcome: Proportion of externally funded grants that are interdisciplinary

Context: The committee initially considered metrics related to the number of college faculty

who serve as Co-I's on grant submissions outside of the college, as well as number of grant applications that have a Co-I from outside of the college or university. In discussions, it was recognized that such metrics are largely outside of college control. Instead, metrics related to community-based research and interdisciplinary research reflect diversity and are more under the control of college faculty.

Objective 3: Establish a national reputation in 2 – 3 research priority areas aligned with the college context.

Outcome: Total number of peer-reviewed publications

Context: As the college continues to grow the research enterprise and more faculty move through the ranks of tenure and promotion, the committee considered a metric focused on the number of first/senior authored peer reviewed publications. However, it was noted in discussions that the college continues to be relatively young, and that mid-career and senior faculty sometimes encourage their students or junior colleagues to take the lead on publications. As such, total number of peer-reviewed publications is an aggregate overall measure for capturing productivity in research dissemination and is preferred at this time.

Action Item: Establish an average expected number of submissions/publications per year that reflect departmental policy and a faculty member's designated time and effort.

Action Item: Encourage/promote publication in high-impact journals by identifying a list of target journals and funding to offset the cost of publication, where appropriate.

Outcome: Number of joint research proposals from established research centers within the college and ETSU Health.

Action Item: Host a bi-annual joint meeting among research centers in the college/across the university.

Action Item: Host research presentations from external researchers in key areas across the country.

Outcome: Establish a protocol in the hiring process to rank potential candidates according to their alignment with research priority areas.

Action Item: Identify research priority areas.

Action Item: Formation of a ranking process for research priority areas for new hires.

Objective 4: Systematically involve students in the conduct and dissemination of research activities.

Outcome: Proportion of presentations at regional and national scientific meetings that involve students.

Action Item: Provide a competitive conference related travel reimbursement fund from the college/department.

Action Item: Encourage faculty to participate in the Student Mentoring of Research course offered by the university.

Outcome: Proportion of externally funded grants that involve student participation

Outcome: Proportion of peer-reviewed publications that have student co-authors.

Outcome: Develop a formal proposal and advocate for establishing 12-month Graduate Assistantship (GA) contracts within the college.

Context: The current 9-month graduate assistantship model creates many challenges for both students and faculty—particularly as it relates to funded research projects. With an expanding research portfolio, there are increasing opportunities to integrate students into research; however, the current university policies create barriers with respect to stipends and tuition waivers for course work. While this is largely out of the college’s control, developing a proposal with a full assessment of varying costs and scenarios that can be used to advocate long-term for 12-month graduate assistantships is an investment.

Domain (5): Student Success & Experience

Goal 1: Expand Opportunities for Student Engagement Beyond the Classroom

Objective 1: Ensure students have the opportunity for meaningful experiences during their time at the university.

Outcome: Number of public health courses that include at least one required community-based learning experience.

Outcome: Number of non-academic (non-credit bearing) community engagement opportunities.

Action Item: Create an inventory of current non-academic community engagement opportunities.

Action Item: Encourage more student-led small community grants and projects; offer workshops, trainings, and seminars to assist students in applying for small community-based grants and/or research projects; increase non-credit internships and shadowing opportunities for students at all levels; engage students in recruitment and college promotion activities through a student ambassador program (mentioned in the Future of the College workgroup); engage students in college promotion activities such as tailgating, lectures, community service/volunteer events, etc.; initiate and expand opportunities for students to interact and know the local public health organizations in the community.

Action Item: Develop retention strategies for undergraduate student transfers into the college.

Action Item: Develop a plan focused on increasing student satisfaction, excitement and participation.

Action Item: Increase student satisfaction, excitement and participation.

Outcome: Opportunities for meaningful experiences to build student skills specific to crosscutting competencies outlined by CEPH.

Cross-cutting competencies: advocacy for protection and promotion of the public's health at all levels of society; community dynamics; critical thinking and creativity; cultural contexts in which public health professionals work; ethical decision making as related to self and society; independent work and a personal work ethic; networking; organizational dynamics; professionalism; research methods; systems thinking; teamwork and leadership.

The committee recommends the following strategies for consideration: Offer workshops on teaching pedagogy and classroom management for students interested in a future in teaching or assisting with courses through GA; encourage and support student-led research through presenting at conferences, attending conferences, and publications; acknowledge and showcase student research work through college and through social media and news outlets; continue to offer hands on learning experiences through simulation labs, Eastman Valleybrook, and IPE; continue to showcase and celebrate student experiences and achievements through the pinning and hooding ceremony and awards ceremony; offer workshops to teach and assist students in statistical software such as STATA and R and refresh and enhance skills in SAS and SPSS; offer workshops for professional development to students at all levels (resume/CV building, interviewing, etc.); partner with University Career Services to increase offerings of job shadowing, non-credit internships, job fairs, and networking nights.

Outcome: Number of MPH students who pass the immersive inter-professional education program.

Action Item: Enhance communication between COPH and IPE administration re: student issues/placement

Outcome: Increase the number of faculty participating in IPE.

Action Item: IPE program is defining expectations for faculty participation

Domain (6): Faculty & Staff Support

Goal: Ensure Faculty and Staff are Adequately Resourced for Career Success

Objective 1: Facilitate formal mentoring and professional development activities for junior faculty.

Outcome: Re-envision the College of Public Health Research Academy.

Action Item: Provide resource sharing opportunities and specific training (for example a session on the new common rule for human subject research, or with PIVOT being replaced, a

training session for the new grant identification software). Faculty Council or Leadership Council can poll faculty for relevant topics. Convene once a semester/year meeting of research faculty for support, include training session of some type, guest speaker from funding agency, gather faculty input on needs/topics.

Outcome: Faculty participation in a grant-writing course (i.e., offered through ORSP).

Outcome: Proportion of primary tenure track faculty who are tenured.

Objective 2: Encourage leadership development opportunities for mid-career faculty.

Outcome: Develop a mentoring program for mid-career (5+ years in full time academia) faculty with an interest in administration.

Action Item: Define mid-career. 5+ years in full time academia.

Action Item: Benchmark career path plans for faculty. CPH Leadership Academy (a small team), no guarantee of formal role at end of program. Send invitation once a year for interested applicants; they submit brief application defining interest and career goals; accept 1- 2 per year; a small team of mentors assembled for each person based on their interests/goals and devise a personalized mentoring plan; invited to LC. Academy will support succession planning.

Action item: Identify and invite interested faculty for semester rotations to attend Leadership Council or equivalent role.

Action item: Identify appropriate university-wide committees that provide administrative exposure and endorse interested faculty who would benefit from the exposure at that time in their training (i.e. Faculty Senate, IRB, GEAC, Undergraduate Curriculum Advisory Committee).

Objective 3: Encourage staff professional development and recognition.

Outcome: Staff participation in training and professional development.

Context: Although departmental and managerial discretion in handling staff professional development is acknowledged, variability in the application of these activities across the college and departments may create unequal opportunities. The committee feels that more definitive guidance, preferably policies that are highly supportive and encouraging of staff development, is necessary.

Action Item: Endorse professional training for continued development of staff. Communicate related university, state and federal policies at Staff Council.

Action Item: Invest and encourage staff to earn certifications.

Action Item: Implement nomination of staff at the university level through the Faculty and

Staff Awards Committee.

Objective 4: Enhance organizational support and communication.

Outcome: Reduce the redundancy of college committees (and workgroups) and increase the familiarity of committee functions.

Action Item: The name, scope, frequency of meetings, and membership of each college committee should be readily available on the college website. Committee scopes should be reviewed to reduce overlapping and/or conflicting duties.

Action Item: Establish a short-term workgroup to regularly (every XX years) review existing committees and provide recommendations for increased operational efficiency and representation, e.g., merge awards committees, merge Faculty Council and Faculty Development Committee, etc.

Outcome: Develop a plan for two-way communication between leadership and faculty/staff.

Action Item: Develop a strategy for passing information about decisions that occur in Leadership Council down to staff who are responsible for implementation.

Action Item: Develop a strategy for passing information related to university administration decisions that are occurring to faculty and staff. May include: Tea with the Dean; Monthly newsletter; College-wide meeting; other.

Outcome: Proportion of faculty who agree/strongly agree they are aware of important decisions being made at the college level.

Domain (7): Diversity & Inclusion

See Diversity Plan

Domain (8): Strategic Partnership and Community Engagement

Goal 1: Seek Mutually Beneficial Partnerships with Community-Based Organizations and Other Institutions to Support Growth

Objective 1: Establish partnerships that enhance the college's enrollment, training, research, and advocacy efforts while contributing content and methodological expertise to community organizations.

Outcome: Identify a targeted list of strategic partnerships with regional educational institutions of higher education to enhance recruitment efforts.

Action Item: Focused assessment on local and regional community colleges that potentially feed

undergraduate public health programs; urban institutes to potentially expand rural focused courses and urban/rural research partnerships; and undergraduate institutions with no public health graduate programs.

Action Item: Consider creating college-wide position focused on community engagement (external relations) and partnerships.

Outcome: Number of incoming students from regional community colleges to undergraduate programs in the college.

Action Item: Increase number of recruiting site visits from the college to these institutions.

Outcome: Number of graduate applications from undergraduate only colleges/universities.

Outcome: Identify a targeted list of strategic partnerships with local health systems and clinics as well as community-based organizations and agencies to promote research training and advancement.

Action Item: Increase partnership with the Tennessee Department of Health, Ballad Health, and other large stakeholder groups.

Action Item: Increase partnerships with local school systems using faculty expertise on topics of interest (ACEs, pandemic response, etc.).

Action Item: Consider creating college-wide position focused on community engagement (external relations) and partnerships.

Outcome: Number of faculty, staff and students affiliated with campus-community partnerships.

Action Item: Create an inventory of current college-affiliated campus-community partnerships.

Action Item: Consider creating college-wide position focused on community engagement (external relations) and partnerships.

APPENDICES

COLLEGE STRATEGIC PLANNING COMMITTEE MEETING MINUTES

Meeting: College Strategic Planning Committee		March 6, 2020
		4:00-5:30
		Lamb 112
<p>Committee Members: Nathan Hale (Chair), Katie Baker, Jonathan Peterson, Arsham Alamian, Ying Li, Chris Sutter, Jan Stork, Taylor Dula, Harrison Ihrig, Harrison Tolley, William Wamack, Christina Boykin (A), Manul Awasthi (A)</p> <p>Ad-Hoc Committee Members: Amal Khoury, Rachel Kellogg</p> <p>Guest: Randy Wykoff</p>		
<p>Agenda</p> <ol style="list-style-type: none"> 1. Committee Charge — Randy Wykoff & Amal Khoury 2. Review Deliverables & Timelines (Exhibit A) 3. Establish Committee Meeting Schedule <ol style="list-style-type: none"> a. Standing Committee Meetings (Day's, Times) b. Strategic Faculty, Staff, & Student Feedback Meetings 4. Formalize Strategic Priorities <ol style="list-style-type: none"> a. Review Draft Strategic Priorities Proposed by Leadership Council (Exhibit B) b. Discussion of Potential Organizing Framework for Strategic Priorities (Exhibit C) 		
Agenda Item (1): Committee Charge		Lead: Randy Wykoff & Amal Khoury
<p>Discussion:</p> <ul style="list-style-type: none"> • Be creative and think big 		
Decisions: N/A		
Action Items	Person Responsible	Deadline
• N/A		
Agenda Item (2): Deliverables & Timelines		Lead: Nathan Hale
<p>Discussion:</p> <ul style="list-style-type: none"> • Review of Deliverables & Timelines <ul style="list-style-type: none"> ○ May—SWOT Analysis ○ August—SP recommendations for Leadership Council ○ Importance of staying in communication with stakeholders not on the committee and including feedback and perspectives from those individuals 		
Decisions: N/A		
Action Items	Person Responsible	Deadline
• Bring back for next meeting		
Agenda Item (3a): Committee Meeting Schedule		Lead: Nathan Hale
<p>Discussion:</p> <ul style="list-style-type: none"> ○ Preference for longer (2-2.5 hour blocks of time) ○ Faculty and student availability ruled out consistent standing meeting time. Committee will meet every other week and alternate W and F. ○ Work will be done between meetings to keep meetings productive. 		

Action Items	Person Responsible	Deadline
<ul style="list-style-type: none"> Schedule Wednesday & Friday Meetings 	Rachel Kellogg & Nathan Hale	March 13, 2020
Agenda Item (3b): Solicitation of Feedback		Lead: Nathan Hale
Discussion: <ul style="list-style-type: none"> Committee will communicate with rest of college. Committee discussed ways to keep faculty/staff/students informed of progress on the strategic plan. Faculty reps will share updates with their departments and Jan and Chris will communicate with support staff and administrative staff. A college-wide open meeting will be scheduled near the end of the semester to present progress to date and solicit feedback. Students on committee will brainstorm ways to get feedback from students in the college. Taylor will help with the organization of these efforts. 		
Action Items	Person Responsible	Deadline
<ul style="list-style-type: none"> Schedule Faculty & Staff meeting for early May 	Rachel Kellogg & Nathan Hale	March 13, 2020
Agenda Item (4): Formalize Strategic Priorities		Lead: Nathan Hale
Discussion: <ul style="list-style-type: none"> COPH Leadership Council met in December 2019 to identify strategic priorities for the college (Exhibit B). The group discussed a draft of a framework for the strategic priorities (Exhibit C). Arsham and others commented that some relationships flow in more than one direction (e.g. that research proposals need to be innovative to help with growth in the college). Students discussed student-led recruitment within the university as an innovative method. 		
Decisions: <ul style="list-style-type: none"> Adopt framework with suggested revisions Nathan and Rachel will send copies of 14-19 Strategic Plan and report to group 		
Action Items	Person Responsible	Deadline
<ul style="list-style-type: none"> Revise framework to incorporate Faculty & Staff Support into Operations 	Nathan Hale	March 13, 2020
<ul style="list-style-type: none"> Provide additional comments & suggested revisions to framework 	Committee	March 20, 2020
<ul style="list-style-type: none"> Provide supporting documents to committee 	Nathan Hale and Rachel Kellogg	March 2020

Meeting: College Strategic Planning Committee	April 3, 2020
	1:00 – 3:00
	Virtual
<p>Committee Members: Nathan Hale (Chair), Katie Baker, Jonathan Peterson, Arsham Alamian, Ying Li (A), Chris Sutter, Jan Stork, Taylor Dula, Harrison Ihrig (A), Harrison Tolley, William Wamack, Christina Boykin, Manul Awasthi (A)</p> <p>Ad-Hoc Committee Members: Amal Khoury (A), Rachel Kellogg</p>	
<p>Agenda</p> <ol style="list-style-type: none"> 1. Re-orientation & review of timelines (5-10) 2. Final comments, concerns, suggestions related to organizing framework & strategic priorities (5-10) 3. Environmental Scan/SWOT Analysis (Part I)—group discussion (45-60) 4. Alternate strategies for gathering information and feedback within the new virtual paradigm (15-20) <ol style="list-style-type: none"> a. Students b. Faculty 5. Wrap-up & review (5-10) 	

Agenda Item (1/2): Re-orientation and review of timelines, comments on organizing framework and strategic priorities	Lead: Nathan Hale	
<p>Discussion:</p> <ul style="list-style-type: none"> • Committee will need to find ways to solicit input and participation from faculty and staff not on the committee and potential ways to reach students while we are working online • Initial organizing framework has been revised to reflect additional comments from committee • Data available includes surveys reports, strategic plan data, enrollment/graduation data 		
Decisions: N/A		
Action Items	Person Responsible	Deadline
• N/A		
Agenda Item (3): Environmental Scan / SWOT Analysis (Part 1)	Lead: Nathan Hale	
<p>Discussion:</p> <ul style="list-style-type: none"> • ETSU COPH as a “school of choice” <ul style="list-style-type: none"> ○ What makes us a school of choice or unique? <ul style="list-style-type: none"> ▪ Varies by program/department ▪ Faculty & research interest often named in applications <ul style="list-style-type: none"> • Suggestion to review statements of purpose for graduate students ▪ Students’ experiences in the program <ul style="list-style-type: none"> • Faculty/Student interactions & relationship building ▪ Unique programs like Valleybrook and Project Earth ▪ UG students choose university first and major/college second ▪ Geographic location and focus on a non-urban experiences ▪ ETSU Health and Academic Health Sciences ▪ Inter-professional Education (IPE) ▪ Preparation for job market, professional school admission 		

- Barriers to becoming a school of choice
 - Review of program data—who is our actual market?
 - 70% of grad students are from TN (15% out of state, 15% international).
 - Decline in non-TN students—23%-25% out of state 3-5 years ago.
 - Need to hold /expand existing state market & appeal to students outside TN
 - Who are our competitors relative to our primary market?
 - In-state threats—UTK, UTC, Memphis, Vandy, Meharry, TSU
 - Out of state tuition and lack of financial support for non-TN residents
 - **Discussion of whether in-state tuition programs extend to graduate students**
 - GRE (especially for international students), lack of online/evening/executive DrPH
 - Class times & opportunities for non-traditional students
 - Marketing
 - Undergraduate is largely out of our control
 - Discussion of possible solutions:
 - Look at recruiting OOS students at national conferences, scholarships for OOS grad students
 - Enrollment/Recruitment of of Pre-Med/Pre-Professional students into Health Science majors
- How do we offer and measure an “exceptional education”?
 - What is exceptional about our programs?
 - IPE for all graduate students
 - Revised curriculums
 - Potential to expand into new degree modalities with Hybrid DrPH.
 - How do we know that we are providing an exceptional education?
 - Student satisfaction, job placement, professional school admission
 - How to develop and market exceptional features?
 - Gather student testimonials
 - Word of mouth, recruiting through student ambassadors
 - Strengthen on-line teaching
 - Market moving in that direction, pandemic likely to expedite process and alter higher education.
 - Departmental designee to focus on best practices in online education and serve as resource to rest of department. Publish in field of online PH/health sciences education.
 - Stay faithful to practice orientation of practice-based PH degrees.
- ETSU as a “world class environment”
 - What makes our environment unique and “world class”?
 - Appalachian region
 - Multiple health programs at university (medicine, pharmacy, PT, nursing, etc.)
 - Special centers (e.g. Addiction Science Center)
 - ETSU professors care
 - How can we showcase this?
 - Student shadowing
 - Offer clips of online classes to students / sample mini-MOOC

Decisions:

Action Items	Person Responsible	Deadline
Investigate In-State Tuition Programs for Graduate Students	Nathan Hale	April 14

Agenda Item (4): Alternate strategies for gathering feedback in virtual environment **Lead: Nathan Hale**

Discussion:

- This remains a priority and will continue as planned
- For students: social media, Zoom focus-group type meetings with breakout rooms focused on specific topics
- External advisory boards: Zoom meetings
 - Handled by Departments
- College faculty/staff
 - Schedule a virtual May Meeting as originally planned

○ Separate meeting for College staff to solicit feedback.		
Action Items	Person Responsible	Deadline
Schedule virtual online meeting for COPH faculty/staff	Nathan and Rachel	
Schedule meeting(s) to get student feedback	Nathan and Taylor	April 22
Schedule meeting for administrative staff	Jan Stork	

Exhibit A: Environmental Scan/SWOT Analysis Discussion Guide

Mission: To advance health and well-being for all through innovative teaching, research, and community engagement.

Vision: The ETSU College of Public Health is the school of choice for students who want an exceptional educational experience in a world-class environment.

Core Values:

- ALTRUISM: Nurture altruism and empathy;
- DIGNITY: Treat all people with unwavering dignity and respect;
- DIVERSITY AND INCLUSION: Foster equity and diversity in an inclusive environment;
- EXCELLENCE: Advance excellence in teaching, scholarly activity, and community and professional service;
- INNOVATION: Nurture creativity and resourcefulness;
- INTEGRITY: Adhere to the highest ethical standards of honesty and fairness;
- TEAMWORK: Foster a collaborative environment that is professionally and personally rewarding.

=====

Approach: The previous College Strategic Plan, the ETSU Strategic Plan, and multiple data sources are available to inform the process. Review of these materials is important component of the process; however, the use of existing data and historical precedent also has the potential to narrow the frame of reference in which the committee operates. As a general principle, the committee will work to balance the pragmatism examining existing data to inform the strategic plan, with the creativity needed to cast a larger vision for the future of the College.

Discussion Questions

The embodiment of what the College represents and the building blocks for a strategic plan are reflected in the recently revised and agreed upon Mission, Vision, and Core Values.

- (I) The Vision statement describes the desired future position of the College. From your perspective:
 - a. School of choice

- i. What makes us a school of choice? Unique resources?
 - ii. What are barriers are keeping us from becoming a school of choice?
 - iii. What evidence do we have or need to validate we are a school of choice?
 - b. Exceptional education
 - i. What constitutes an exceptional education? Definition?
 - ii. What do we offer a student that constitutes an exceptional education?
 - iii. What are barriers are keeping us from offering an exceptional education?
 - iv. What evidence do we have or need to validate students are getting an exceptional education?
 - c. World-class environment
 - i. What makes the College a world-class environment?
- (II) The Mission statement describes the College’s approach to achieving the Vision. From your perspective:
- a. What are we doing well?
 - i. Programs/Teaching
 - ii. Research
 - iii. Community Engagement (Service)
 - iv. Student Services & Support
 - v. Faculty & Staff Support
 - b. Where can we improve?
 - i. Programs/Teaching
 - ii. Research
 - iii. Community Engagement
 - iv. Student Services & Support
 - v. Faculty & Staff Support
 - c. What opportunities are opening?
 - i. Programs/Teaching
 - ii. Research
 - iii. Community Engagement (Service)
 - iv. Student Services & Support
 - v. Faculty & Staff Support
 - d. What threats could hurt the position of the College?
 - i. Programs/Teaching
 - ii. Research
 - iii. Community Engagement (Service)
 - iv. Student Services & Support
 - v. Faculty & Staff Support

Meeting: College Strategic Planning Committee		April 15, 2020
		1:00 – 3:00
		Virtual
<p>Committee Members: Nathan Hale (Chair), Katie Baker, Jonathan Peterson, Arsham Alamian, Ying Li, Chris Sutter, Jan Stork, Taylor Dula, Harrison Ihrig, Harrison Tolley, William Wamack, Christina Boykin, Manul Awasthi</p> <p>Ad-Hoc Committee Members: Amal Khoury (A), Rachel Kellogg</p>		
Agenda		
<ol style="list-style-type: none"> 1. Approval of the 4/3/20 meeting minutes 2. Summary of emerging themes from 4/3/20 meeting (10-15) <ol style="list-style-type: none"> a. Compete Externally: <ol style="list-style-type: none"> i. Hold TN Market (70% of Graduate Students) & expand into new markets ii. Strengthen on-line courses iii. Potential to expand on-line/hybrid degree offerings b. Compete Internally: <ol style="list-style-type: none"> i. Attract & retain degree majors & minors (pre-professional) ii. Student experience & ambassadors c. Telling our story & marketing of unique features <ol style="list-style-type: none"> i. Inter-professional Education ii. Valleybrook, Project Earth, & Rural orientation iii. Student success 3. Environmental Scan/SWOT Analysis (Part II)—group discussion (45-60) 4. 2014-2019 College Strategic Plan & data points of interest (10-20) 5. Wrap-up, review, & next steps (10) 		
Agenda Item (1): Approval of 4.3.20 minutes		Lead: Nathan Hale
Decision: Approved		
Action Items	Person Responsible	Deadline
• N/A		
Agenda Item (2): Summary of emerging themes from 4/3/20 meeting		Lead: Nathan Hale
<p>Discussion: Most salient themes include the need to compete externally with other established and rising schools/programs of public health and internally with other colleges and programs within ETSU. We also need to increase marketing efforts to publicize college achievements and offerings for students.</p> <p>Discussion of need for plan within plan – thinking about how the current situation may influence the strategic plan in the early years; serving student needs now while teaching online and working remotely as well as thinking about long-term goals when we return to campus.</p> <p>Community engagement and response to Pandemic is a large selling point, but it is harder to do online.</p>		
Action Items	Person Responsible	Deadline
N/A		

Agenda Item (3): Environmental scan / SWOT analysis (Part II)	Lead: Nathan Hale
--	--------------------------

Discussion:

Teaching/Programs:

- **Strengths:** solid array of degree programs; BSPH program is cohesive and well-planned; 3+2 and dual degree programs; new graduate programs encompass CEPH competencies efficiently; Valleybrook (hands-on experiences); certificate programs; field placements & internships.
- **Weaknesses:** feedback from online students in hybrid classes usually lower than feedback from on-ground students; relative-value of on-line courses (effort) compared to on-ground.
- **Opportunities:** improve marketing by documenting support, camaraderie, the environment for students in the college; make use of ATS templates for online courses to create consistent D2L setup; support faculty efforts to appropriately and intentionally develop online portion of hybrid classes; have designated resource person in each department to mentor faculty in creation of online content; provide incentives for faculty to improve quality of courses/student satisfaction from baseline, not just relative to other faculty; think creatively about target audiences when marketing programs (e.g. graduate certificates for pre-health gap year students, graduating BSPH students); new MPH program may have information gaps that need to be addressed; scaffolding of courses, content, & software.
- **Threats:** increasing competition & on-line programs; decreasing enrollment (ETSU & COPH); international students have difficulty finding work in summer, difficulty with travel during pandemic; how can labs be offered to students in online format? Faculty effort for on-ground relative to on-ground.

Research

- **Strengths:** significant growth; growing at sustainable rate; students are presenting at conferences and gaining research funding; top undergraduate research institution; increasing publication record.
- **Weaknesses:** college funding skewed to a small number of grants; diversification of research portfolio; incentive structure rewards volume over value; relative value of widespread community-based products;
- **Opportunities:** market/publicize faculty/student research; incentivize higher-level publications; integrate research and course offerings; invest in key priority areas of research (faculty, funds, etc.); dual purpose conference representation (research & College recruitment.
- **Threats:** publishing in non-reputable journals; increasing competition for limited research funding;

Service

- **Strengths:** faculty in wide variety of professional service capacities;
- **Weaknesses:**
- **Opportunities:** use Valleybrook for community teaching & engagement; increased relative value of widespread community-based products
- **Threats:** over-committed faculty

Student Services

- **Strengths:** existing strategic plan for reference; significant changes to advising (on-going); many college-level events to enhance student experience;
- **Weaknesses:**
- **Opportunities:** internship opportunities; student participation in marketing efforts;
- **Threats:**

Action Items	Person Responsible	Deadline
<ul style="list-style-type: none"> • Send additional thoughts and suggestions to Nathan to be incorporated into notes 	All members	

Agenda Item (4/5): 2014-19 Strategic Plan Report and other data, Wrap-up	Lead: Nathan Hale
---	--------------------------

Discussion:

Existing measures & data from previous years will be reviewed at the next meeting to inform ongoing discussions around key areas for the strategic plan.

Action Items	Person Responsible	Deadline
N/A		

Meeting: College Strategic Planning Committee		April 29, 2020
		1:00 – 3:00
		Virtual
<p>Committee Members: Nathan Hale (Chair), Katie Baker, Jonathan Peterson, Arsham Alamian, Ying Li, Chris Sutter, Jan Stork (A), Taylor Dula, Harrison Ihrig, Harrison Tolley, William Wamack, Christina Boykin, Manul Awasthi</p> <p>Ad-Hoc Committee Members: Amal Khoury (A), Rachel Kellogg</p>		
<p>Agenda</p> <ol style="list-style-type: none"> 1. Approval of the 4/15/20 meeting minutes 2. Summary of progress & next steps (10-15) 3. Update on Alternative Tools for Student Assessment of Instruction (10-15) 4. Discussion—Priority Grid & Objective Recommendations (45-60) 5. Wrap-up, review, & next steps (10) 		
Agenda Item (1): Approval of 4.15.20 minutes		Lead: Nathan Hale
Decision: Approved		
Action Items	Person Responsible	Deadline
• N/A		
Agenda Item (2): Summary of progress & next steps		Lead: Nathan Hale
Discussion:		
Committee focus will be shifting from determining the organizing framework to establishing specific priorities and making specific recommendations based on identified priority areas and related data		
Action Items	Person Responsible	Deadline
N/A		
Agenda Item (3): Update on alternative tools for student assessment of instruction		Lead: Nathan Hale
<p>During the development of the last strategic plan, Allan Forsman chaired a sub-committee to research alternatives to the SAI. The IDEA instrument was proposed but was not allowed at the university level as an alternative means of student assessment of instruction.</p> <p>Peer review is an alternative means of assessing faculty instruction, but is open to bias conflicts of interest.</p> <p>Committee may solicit advice from Patrick Brown, who has been researching valid ways of assessing instruction, for advice on this piece of the strategic plan.</p>		
Action Items	Person Responsible	Deadline
• N/A		

Agenda Item (4): Priority Grid & Objective Recommendations	Lead: Nathan Hale
---	--------------------------

Discussion:

Nathan is compiling committee ratings of the potential impact and effort (5 point scale) on the objectives/priority items identified through the first two meetings. Through group discussion, the following updates were made to the list:

- “Teaching/Research Infrastructure” was added under Faculty Support
- “Standardize performance expectations” for research was changed to “Clarify performance expectations”
- “Add MS degree” and “Add PhD degree” was added under Teaching/Programs
- “Centralize advising” removed from grid

[Updated grid attached to minutes]

Based on ratings of impact and effort, Nathan assigned each item to a quadrant to identify high-impact/low-effort projects (easy wins) and high-impact/high-effort projects (major projects). These may be areas for the committee to focus on, although projects in the other two quadrants may also be viable goals for the strategic plan. The committee was in agreement that the priority grid was useful and provides an accurate summary of emerging themes from committee discussion.

Nathan also looked at the previous strategic plan and asked committee members to indicate whether each one should be kept for the next cycle, eliminated (sunset), or given a neutral rating. Committee consensus will be used to help determine which previous goals and measures will be carried forward into the next strategic plan.

Committee also looked briefly at data required by CEPH.

Action Items	Person Responsible	Deadline
Submit 1-5 ratings of priority areas for potential impact and effort	Committee members	
Indicate “keep,” “sunset,” or “neutral” for goals in the 2014-2019 Strategic Plan	Committee members	
Send full list of data required by CEPH for next self-study	Rachel	

Agenda Item (5): Wrap up, review, and next steps	Lead: Nathan Hale
---	--------------------------

Discussion:

The committee will share recommendations soon with college faculty, staff, and students.

Taylor is scheduling focus groups with students to solicit additional feedback and Nathan/Rachel will schedule college-wide meeting.

Meeting adjourned at 2:56 PM.

Action Items	Person Responsible	Deadline
N/A		

Meeting: College Strategic Planning Committee		May 8, 2020
		1:00 – 3:00
		Virtual
<p>Committee Members: Nathan Hale (Chair), Katie Baker, Jonathan Peterson, Arsham Alamian (A), Ying Li (A), Chris Sutter, Jan Stork, Taylor Dula, Harrison Ihrig, Harrison Tolley, William Wamack, Christina Boykin, Manul Awasthi</p> <p>Ad-Hoc Committee Members: Amal Khoury (A), Rachel Kellogg</p>		
<p>Agenda</p> <ol style="list-style-type: none"> 1. Approval of the 4/29/20 meeting minutes 2. Student Feedback Strategies Update (Taylor) 3. College Meeting (Date Preferences) <ol style="list-style-type: none"> a. May 15 b. May 20 c. May 22 d. May 27 e. May 29 4. Review Updated Priority Grid 5. Discussion—Objective Matrix 6. Wrap-up, review, & next steps 		
Agenda Item (1): Approval of 4.29.20 minutes		Lead: Nathan Hale
Decision: Approved		
Action Items	Person Responsible	Deadline
• N/A		
Agenda Item (2): Student Feedback Strategies Update		Lead: Taylor Dula
<p>Discussion: Focus groups are scheduled for next week for undergraduate and graduate students currently in the college. Five groups are scheduled: undergraduate public health, undergraduate health sciences/micro, undergraduate environmental health, MPH, and DrPH. Feedback on a number of topics related to the vision and mission of the college will be discussed.</p>		
Action Items	Person Responsible	Deadline
N/A		
Agenda Item (3): College-wide Meeting		Lead: Nathan Hale
<p>College-wide meeting for faculty and staff needs to be scheduled to show what the committee has been working on, communicate priority areas and preliminary goals, and to solicit feedback from other members of the college.</p> <p>We would like to have this meeting after the committee has incorporated student feedback into our draft of goals and objectives, but want to include 9-month faculty during their contract term. This means scheduling the</p>		

meeting on or before May 15. The meeting will also be held without administrators present to encourage faculty and staff to speak more freely.		
Action Items	Person Responsible	Deadline
<ul style="list-style-type: none"> Schedule meeting 	Nathan/Rachel	ASAP
Agenda Item (4): Review Updated Priority Grid		Lead: Nathan Hale
<p>Discussion:</p> <p>The committee reviewed the priority grid that includes updates discussed at the last meeting. It was mentioned that members of the Leadership Council review these priorities to give additional feedback regarding the investment of resources and/or feasibility of each priority/goal.</p>		
Action Items	Person Responsible	Deadline
Communicate with LC to get feedback	Nathan	
Agenda Item (5, 6): Objective Matrix and Wrap-up, Review, & Next Steps		Lead: Nathan Hale
<p>Discussion:</p> <p>Committee reviewed group consensus on which objectives from 2014-19 Strategic Plan should be kept or discontinued.</p> <p>Objectives should align with a goal established by the committee so that we are not just collecting data. At this point approximately 40%-45% of the previous measures were felt to be foundational and will likely be incorporated into the revised strategic plan. The remainder are either complete or up for discussion, depending on emerging priorities.</p> <p>The committee's next task is to begin developing specific activities based on the priority grid items discussed during the past 2 meetings.</p> <p>Nathan and Rachel will schedule college-wide meeting and additional meetings as needed over the summer.</p>		
Action Items	Person Responsible	Deadline
Schedule follow-up SPC meetings after college-wide meeting	Nathan/Rachel	

Meeting: College Strategic Planning Committee		June 10, 2020
		1:00 – 2:30
		Virtual
<p>Committee Members: Nathan Hale (Chair), Katie Baker, Jonathan Peterson, Arsham Alamian, Ying Li, Chris Sutter, Jan Stork, Taylor Dula, Harrison Ihrig, Harrison Tolley, William Wamack, Christina Boykin, Manul Awasthi</p> <p>Ad-Hoc Committee Members: Amal Khoury (A), Rachel Kellogg</p>		
<p>Agenda</p> <ol style="list-style-type: none"> 1. Approval of the 5/8/20 meeting minutes 2. Student Feedback Strategies Update (Taylor) 3. Updated on College Meeting and Updated Priority Grid 4. Discussion—Strategic Plan Draft Outline 5. Wrap-up, review, & next steps 		
Agenda Item (1): Approval of 5.8.20 meeting minutes		Lead: Nathan Hale
Decision: Approved		
Action Items	Person Responsible	Deadline
• N/A		
Agenda Item (2): Student Feedback Strategies Update		Lead: Taylor Dula
<p>Discussion: Students from all degree programs in the college were invited to participate in focus groups to solicit their feedback on priorities and projects for the strategic plan. Only two focus groups (one with DrPH students and one with BSPH students) have been conducted so far based on student interest. Taylor is still hoping to schedule one with BSEH students.</p> <p>Report will be attached to minutes. Salient themes include:</p> <ul style="list-style-type: none"> • Reasons students chose ETSU: location, price, student/faculty ratio, Valleybrook • Students define an excellent education as one that is hands-on, practical, rigorous, includes leadership training, and is offered in a good environment • Students believe they are receiving an excellent education in the COPH because of small cohorts, collegiality, access to deans/leadership, positive culture • Opportunities for improvement: equitable availability of research, teaching, leadership opportunities; IPE project, technology, greater diversity of class projects • Students requested more career preparation and advice • Students advised that we market our positive culture, including interactions between students and faculty/deans <p>The committee discussed the need for a more transparent way of making GA/TS opportunities available and ways to ensure that students were given equal opportunities to participate in research (with the need for a new way to measure that).</p>		
Action Items	Person Responsible	Deadline

N/A		
Agenda Item (3 & 4): Update on college meeting and updated priority grid, discussion of strategic plan draft outline		Lead: Nathan Hale
<p>College-wide meeting was well-attended. 35 faculty and staff (in addition to committee members) responded to the committee’s request to rate the potential impact and investment for all priority areas identified by the committee. These additional ratings were incorporated.</p> <p>The committee reviewed the updated priority grid, at drafted objectives for each priority area, and specific measures under each objective. The committee voted to keep the overall structure drafted by Nathan. Committee will divide into work groups to flesh out specific objectives and measures. Members will send top three goals to Nathan, who will assign areas based on preference.</p>		
Action Items	Person Responsible	Deadline
<ul style="list-style-type: none"> • Choose 3 preferred areas • Form work groups 	<p>Committee members</p> <p>Nathan</p>	

Meeting: College Strategic Planning Committee		July 8, 2020
		1:00 – 2:30
		Virtual
Committee Members: Nathan Hale (Chair), Katie Baker, Jonathan Peterson, Ying Li, Chris Sutter, Jan Stork, Taylor Dula, Harrison Ihrig (A), Harrison Tolley, William Wamack, Christina Boykin, Manul Awasthi		
Ad-Hoc Committee Members: Amal Khoury (A), Rachel Kellogg		
Agenda		
<ol style="list-style-type: none"> 1. Approval of the 6/10/20 meeting minutes 2. Discussion—Strategic Plan Draft <ol style="list-style-type: none"> a. Move through the established Domains and review workgroup recommendations 3. Wrap-up, review, & next steps 		
Agenda Item (1): Approval of 6.10.20 meeting minutes		Lead: Nathan Hale
Decision: Approved		
Action Items	Person Responsible	Deadline
• N/A		
Agenda Item (2): Discussion – Strategic Plan Draft		Lead: Work group leaders
Discussion:		
<ul style="list-style-type: none"> • Outcomes and Action Items for Domains 1-4 were presented by the workgroup leaders for comments from committee <ul style="list-style-type: none"> ○ Domain 1: Future of the College (Chris Sutter) ○ Domain 2: Academic Programs (Dr. Li) ○ Domain 3: Teaching/Course Delivery (Dr. Hale) ○ Domain 4: Research (Dr. Peterson) • Comments and notes attached 		
Action Items	Person Responsible	Deadline
N/A		
Agenda Item (3): Wrap Up, Review, and Next Steps		Lead: Nathan Hale
Dr. Hale will update Domains 1-4 using discussion notes. The committee will review Domains 5-8 at the next meeting and an additional meeting will need to be schedule in August to discuss and fine-tune the plan in its entirety.		
Action Items	Person Responsible	Deadline
• Schedule final meeting	Nathan and Rachel	

Meeting: College Strategic Planning Committee		July 22, 2020
		1:00 – 3:00
		Virtual
Committee Members: Nathan Hale (Chair), Katie Baker, Jonathan Peterson, Ying Li, Chris Sutter, Jan Stork, Taylor Dula, Harrison Ihrig (A), Harrison Tolley, William Wamack, Christina Boykin, Manul Awasthi		
Ad-Hoc Committee Members: Amal Khoury (A), Rachel Kellogg		
Agenda		
<ol style="list-style-type: none"> 1. Approval of the 7/8/20 meeting minutes 2. Discussion—Strategic Plan Draft <ol style="list-style-type: none"> a. Continue to move through the established Domains, review workgroup recommendations, and refine content. 3. Wrap-up, review, & next steps 		
Agenda Item (1): Approval of 7.8.2020 meeting minutes		Lead: Nathan Hale
Decision: Approved		
Action Items	Person Responsible	Deadline
• N/A		
Agenda Item (2): Discussion – Strategic Plan Draft		Lead: Work group leaders
<p>Discussion: Dr. Hale will discuss with Dr. Quinn a possible replacement to represent the Department Biostatistics and Epidemiology now that Dr. Alamian is leaving the university</p> <p><u>Continuation of old business:</u></p> <p>Dr. Baker suggested additions to the plan in the areas of improving the FAP/FAR/FAE annual review process for faculty and the development of post-doctoral fellowships/additional doctoral programs</p> <p>Dr. Hale has updated the strategic plan draft with suggested targets using baseline data to help in setting those targets.</p> <p>The action items for the marketing plan have also been updated to include the development of the plan instead of prescriptive instructions for the plan. Additional graduate degrees and online options for the DrPH were also discussed.</p> <p>SAIs were discussed. Courses/instructors with low ratings need to be identified and remediated. Improvement from baseline for each individual faculty member will also be a target. The targets need to be fair to faculty teaching on-ground and online courses.</p> <p>Research expectations – ways to evaluate research productivity, including rating of quality/impact of publication and improvement from baseline for faculty with little research experience</p> <p><u>Discussion of New Business:</u></p> <p>Domain 5: Student Services and Experiences – A framework is needed for helping identify extracurricular skills and experiences for students. Rachel will send Cross-Cutting Concepts and Experiences for undergraduate public health students from CEPH Criteria to help generate ideas.</p>		

Domain 6: Faculty/Staff Development – development of research skills, communication about policies and shared decision-making, childcare policy that supports equitable opportunities and productivity, help with job opportunities for trailing spouses of new hires

Domain 7: Diversity & Inclusion

Domain 8: Community Engagement and Experiential Learning will be discussed at next meeting, August 5

Action Items	Person Responsible	Deadline
N/A		
Agenda Item (3): Wrap Up, Review, and Next Steps		Lead: Nathan Hale
Domain 8 will be reviewed at August 5 meeting		
Action Items	Person Responsible	Deadline
<ul style="list-style-type: none"> • Schedule final meeting 	Rachel	