

Specific recommendations from CCOE Faculty/Staff members present on 9/15/2017:

Analyzed and associated with the 6 substandards of the ETSU Strategic Framework and 3 cross cutting themes (as identified by Scott E. Jenkinson) as listed and described in Appendix A.

Sub-category of Framework (a-f)	Group	Collected response from faculty/staff	Cross cutting theme
	6	Develop faculty incentives to help students publish.	S
	5	Assess differential faculty load that reflects actual faculty workloads. <ul style="list-style-type: none"> e.g. If a faculty member is not actively researching/providing service they should be bearing a heavier teaching load. Look to determinations based on faculty strengths. 	S, T
	5	Provide consistent performance expectations across the college	S, T
	6	Reevaluate Tenure and Promotion relative to the mixture of research, teaching, and service	S, T
	2	Commitment to valuing research as much as teaching and service.	T, S
	2	Re-evaluating Tenure/Promotion to reflect alternative faculty foci (e.g. Not all faculty can/should divide their time amongst all 3 expectations)	T, S
	3	Staffing effectively relative to student/faculty/program needs	T, S

Sub-category of Framework (a-f)	Group	Collected response from faculty/staff	Cross cutting theme
a	1	Increase collaboration within college, across university and with teachers at University School.	
a	1	Means to build collaboration <ul style="list-style-type: none"> through creation of Inter-university relations/collaboration person (innovation liaison) e.g Speaker's bureau to be built on a website at etsu.edu include LEA folks re: research opportunities 	
a	2	Develop relationships across disciplines (intra/inter college) <ul style="list-style-type: none"> e.g. Collaborations with the Med. School 	
a	4	Pan-university collaboration with experts in respective fields.	
a	4	Development of a support system for the AP capstone through a collaboration with University School (Possible dual enrollment opportunity)	
a	5	Encourage collaboration between CCOE programs and University School classrooms. <ul style="list-style-type: none"> Create partnering opportunities for current CCOE students at US. 	
a	6	Structure collaboration among: CCOE, University School and local districts	
a	6	Continue and increase Brown Bag Lunches series	
a	1	Recognize creativity (and support) Nurture collaboration <ul style="list-style-type: none"> e.g. writing products/professional development 	PD
a	5	Tie student research to curriculum/teaching and expose more students to research in a practical space <ul style="list-style-type: none"> Provide professional development relative to this 	PD
a	5	Provide more recognition/incentives for all activities.	S
a, b	2	Improving Intra-college communication <ul style="list-style-type: none"> SERK's physical separation from the rest of college Developing a CCOE networking List 	
a, b	1	Physical Space to collaborate including University School <ul style="list-style-type: none"> Include off campus faculty in Sevierville 	S
a, c	6	Share/collaborate with existing technology across programs/departments/university	
a, c	3	Student involvement with research tied to course work that is structured with research in mind	PD

a, c	6	Connecting students into research via the current curriculum	PD
a, c, f	2	School (k-12) based research <ul style="list-style-type: none"> • college/regional area wide research collaboration • streamlining the process of collaboration 	
a, c, f	4	Create a Department of Research in the CCOE <ul style="list-style-type: none"> • Develop for students, faculty, staff, etc • Not necessarily a degree awarding department • Connected to LEAs, program evaluations • Includes funding for statistical analysis 	
a, c, f	2	Formalizing a distinction among: Graduate Assistant, Teaching Assistant, Research Assistant with a look at focus/experience/expertise.	S
a, d	6	Create summer research institutes	T
a, f	3	Collaborating with University Advancement office to find research funding for students	
a, f	3	Reach out and promote interdisciplinary centers within the College and within the University	
a, f	3	Create a Department of Educational Research and Evaluation that functions as a service department that could work both internally (with faculty, grad students, etc) and externally (with other colleges, local schools, etc).	
a, f	4	Continue/Increase collaboration possibilities e.g. Brown Bag Lecture Series <ul style="list-style-type: none"> • Approach students, University School Faculty, other colleges to present 	
a, f	1	Incentive for student involvement in research <ul style="list-style-type: none"> • Undergraduate research – time consuming but how do we balance/”do” this – incentives – conference attendance for students • Graduate research – • Replicate Honor’s College attempt to engage undergrads in research. 	PD

Sub-category of Framework (a-f)	Group	Collected response from faculty/staff	Cross cutting theme
b	2	Space needs: Graduate student work areas, storage, research collaboration space	
b	3	Student informal gathering space.	
B	3	Leverage the space we already possess off campus (Sevierville)	
b	6	Develop “mock lab” space <ul style="list-style-type: none"> e.g. Mimic a Human Services Clinic Space 	
b	6	Construct a K-8 building for University School <ul style="list-style-type: none"> Including a designated space for research 	
b, c	1	Design a “research” lab – identify needs for all/each program	
b, c	2	Renovation of computer lab spaces (Warf Pickel 207)	
b, c	3	Virtual Stats Lab, Teaching lab (mock classroom), Resource library	
b, c	4	Allocate space equitably and fairly <ul style="list-style-type: none"> Formal/informal meeting spaces Lab spaces related to individual program needs Reconfigure existing space 	
b, c	5	Create student lab space that provides for and entices students to participate in research. <ul style="list-style-type: none"> Encourage student exploration in research 	
b, c	5	Create small lab spaces for data analysis	
b, c	6	Create a resource library and variable lab spaces	

Sub-category of Framework (a-f)	Group	Collected response from faculty/staff	Cross cutting theme
c	2	Analysis of tasks/responsibilities relative to school research	
c	6	Purchase new technology related to research (e.g. Atlas, Inscribe, etc)	
c	5	Look to equitable allocation of graduate students across the college	S
c, d, f	5	Create dedicated resources for logistical support of grant development and export.	
c, f	2	Building a more streamlined process and relationship with IRB	

Sub-category of Framework (a-f)	Group	Collected response from faculty/staff	Cross cutting theme
d	6	Develop an undergraduate research course for CCOE <ul style="list-style-type: none"> • HDAL already has one 	
d	6	Create college level support for terminal degree advancement <ul style="list-style-type: none"> • How to fill out forms? What is needed by HR? etc 	S
d	1	Balance research w/ 3-3 teaching load <ul style="list-style-type: none"> • How to integrate into new community as a researcher. • Mentor to support, help new faculty get started ambassadors. 	S, T
d	4	CCOE control over specific allocation of Graduate Students <ul style="list-style-type: none"> • Desire to “control your own” graduate students • Create a “Research Development Scholarship” program not through APS to aid more students 	S, T
d	6	Create a policy for new hires regarding committee work	S, T
d	1	Faculty positions identified by percentage related to: teaching, research, and service.	T, S
d, e	6	Make more explicit guidelines for new faculty regarding committee participation and “over-loading”. <ul style="list-style-type: none"> • Protect non-tenure track faculty who do not feel safe saying “No” to invitations to participate 	S
d, e	1	Build a support system: <ul style="list-style-type: none"> • Time: analyze and become streamlined in our priorities • Match people across college with research interests 	S, T

Sub-category of Framework (a-f)	Group	Collected response from faculty/staff	Cross cutting theme
e	4	Attach startup research funding to the recruitment/hiring process	
e	5	Development a measure for determining the return on the investment when granting start-up funding	
e	6	Develop "1 st summer support funding" for new hires	
e	1	Strategic approach to CCOE faculty RE: research, pending research, seed funding, and bridge funding	S
e	3	Expanding support for start up funds: What is expected for new faculty relative to funding? Establish a consistent policy/ procedure.	S
e	3	Creating different routes for faculty funding	S
e	6	Make start-up funding/summer support part of the recruitment process not advocated/negotiated by the new hire. Give Department Chairs autonomy in this decision.	S
e	5	Reevaluate Tenure and Promotion procedures and requirements to reflect faculty load and strengths	S, T
e	2	Establish process for evaluating/re-evaluating research scholarship and support	T
e	3	Evaluating faculty workloads. Develop distinct mechanism for rewarding researching faculty depending on 9 month or 12 month contract	T, S

Sub-category of Framework (a-f)	Group	Collected response from faculty/staff	Cross cutting theme
f	2	Creation of a grant resource book for faculty/students	
f	2	Centralize research expertise via a creation of a “Hub of Research Resources”	

Appendix A

ETSU Strategic Plan Framework: 5. Expanding the foundation for scholarly (research and creative activity) excellence and innovation in all disciplines.

- a. Provide support and resources to colleges for stimulating and facilitating collaborative and interdisciplinary research among the colleges and encourage hiring college-level research officers who will act as a college-level resource for sponsored programs administration
- b. Target deficiencies in baseline space needs identified in the ETSU Facilities Master Plan (2014) to ensure the strength, quality, and growth of scholarly activities
- c. Review the availability of research instrumentation and determine whether new core facilities should be established to reduce ongoing expenditures and ensure availability to all faculty
- d. Increase the numbers of tenured/tenure-track faculty with terminal degrees and active research programs
- e. Expand research support (start-up funds) for incoming faculty and “bridge support” for faculty who lose funding but have high probability for new funding
- f. Develop interdisciplinary centers of research to promote sharing resources and increase depth of funding proposals

Cross Cutting Themes: (As Identified by Scott Jenkinson, scribe)

S – Discussion related to the definition of staffing/people responsibilities and needs.

T – Discussion related to time allocation including job responsibilities, tenure and promotion procedures, equity of workload, etc.

PD – Identified need for more professional development.