

STRATEGIC PLAN 2014-2019

EAST TENNESSEE STATE UNIVERSITY COLLEGE OF PUBLIC HEALTH



Student Centered. Community Focused. Real-World Tested.

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ETSU College of Public Health 2014-2019 Strategic Plan

The college inaugural strategic plan provided critical guidance for the five year 2008-13 period. Following successful implementation of the initial plan, the college has developed the 2014-2019 plan, with significant input of internal and external key stakeholders, and with an over-arching vision to continue to assure that our students receive the best possible preparation for their future careers. The plan reflects the college mission, vision and core values and provides a roadmap for the next five years.

I. MISSION, VISION AND CORE VALUES

An initial mission and vision for the college was developed in November 2007 through a highly participatory process involving the faculty and staff. As a first step in developing the new strategic plan, the leadership team revised the mission and vision at its meeting on February 1,

2013 based on feedback from the planning workgroups and advisory committees, as described below, and the strategic direction of the college that embodies an on-going commitment to excellence. The proposed revisions were presented at an all-hands college-wide meeting which was attended by the faculty, staff and president of the Student Council on February 8, 2013. Through a highly participatory process, led by the associate dean for academic affairs, and using an anonymous electronic feedback system, each item in the mission and vision statement was voted on, discussed, and edited—ultimately resulting in nearly unanimous agreement on the revised statements.

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.

Mission

- *To provide students a high quality educational experience focusing on excellent teaching, research training, and practical skills to prepare them for a diverse and inter-professional workforce;*
- *To advance science through research focused on identifying causes of and practical solutions to important health challenges;*
- *To create an environment that is personally and professionally rewarding for faculty, staff, and students;*
- *To use our expertise to improve the health status of all people including those in underserved communities through education, evidence based advocacy, collaborative research, and partnerships.*

The Core Values of the college, initially developed in 2008, were also re-visited in 2013. The college constituents determined that the core values continued to provide meaningful guiding principles for the college, and were therefore re-adopted in 2013.

- **Altruism:** We believe in nurturing a sense of altruism and benevolence towards the less fortunate on the part of our faculty, staff and students.
- **Community Service:** We seek to strengthen the communities we serve, including our neighborhoods, our academic community, and our professional associations, by building collaborative partnerships, taking leadership positions, and contributing our knowledge, skills, and commitment.
- **Dignity:** We treat all people with unwavering dignity and respect.
- **Diversity:** We embrace diversity and seek to attract and retain diverse faculty, staff, and student bodies.
- **Education:** We recognize that our greatest obligation is to assure that our students develop the knowledge, practical skills, and life-long learning habits, to allow them to take their place among the leaders of their professions.
- **Integrity:** We adhere to the highest ethical standards of honesty and fairness and we recognize that integrity and ethical behavior are essential elements of our professions.
- **Research:** We are committed to conducting basic and applied research to advance the science base for public health decision-making and to promote community health and development.
- **Teamwork:** All parts of the College—students, faculty and staff—enjoy a close-knit relationship and opportunities for formal and informal interpersonal exchange.

II. STRATEGIC PLANNING PROCESS

The college initial strategic plan for the five-year period 2008-2013 laid out goals and specific objectives in the areas of instruction, research and service. The 2014-2019 strategic plan, developed through a highly participatory faculty-led process has been structured differently, with goals and objectives in six (6) focus areas: education, research, service and applied public health, diversity, workforce, and resources.

On January 27, 2012, the college Leadership Council held a retreat to outline the strategic plan development process and to further assure the quality of existing academic programs. This resulted in a three-part process plan that was presented for discussion at the spring 2012 college-wide faculty and staff meeting on February 3, 2012. The plan called for the creation of four internal planning workgroups, five professional discipline-specific advisory workgroups, and two community advisory workgroups, in addition to input from the on-going Public Health Practice Advisory Committee. The Leadership Council identified three over-arching principles for this strategic planning process: 1) creating the best possible student experience; 2) delivering consistently world-class education; and 3) conducting research that advances the public's health.

A. Internal Faculty, Staff and Student Workgroups

The dean created four workgroups in 2012, reflecting our core functions (education, research, community service and applied public health) and commitment to diversity and social justice:

- 1) Educational Excellence Workgroup
- 2) Research Development Workgroup
- 3) Community Service and Applied Public Health Workgroup
- 4) Diversity and Social Justice Workgroup

Each workgroup was composed of faculty, staff, and students. The Leadership Council charged the workgroups to conduct internal and external environmental assessments, as relevant to their focus area, and to develop recommendations, including goals, objectives and five-year targets, for the strategic plan. The dean presented each workgroup with a number of questions that served as a starting point for their discussions. The associate dean for quality and planning served as a resource for the workgroups, providing the college performance data for each of their respective areas, attending initial organizational meetings, and facilitating the process.

The workgroups reviewed materials and held meetings over 2012 and reported their initial findings and recommendations to the Leadership Council in December 2012 and then to the college faculty/staff meeting on February 8, 2013. The initial recommendations of the workgroups were distributed electronically to the college list-serve for feedback and input. Following input, the workgroups presented their final reports to the dean in March 2013. The workgroup chairs were also invited to present and discuss their final recommendations at meetings of the Leadership Council in spring 2013.

Table 1 below describes the goals and composition of the workgroups.

Table 1 Internal Faculty, Staff and Student Planning Workgroups			
Workgroup	Goals	Questions to the Workgroup	Membership (and Chair)
Community Service and Applied Public Health	<ul style="list-style-type: none"> -Enhancing a sense of social consciousness and altruism – keep the “public” in “public health” -Problem-solving oriented curriculum focused on leadership training and program management skills -- Train students to solve current PUBH problems, not just “know” about them -Maximizing the impact of our service activities 	<ul style="list-style-type: none"> -How do we increase the service impact of faculty, staff, and students? -Is a mandatory community service indicated? -How can we effectively engage in Workforce Development? -Update Service Section of Current Strategic Plan. 	Mary Ann Littleton (Chair) Hadii Mamudu Paula Masters Tricia Metts Trisha Rogers Colleen Scott (student) Mike Stoots Silas Tolan (student) Natalie Walker (student)
Diversity and Social Justice	<ul style="list-style-type: none"> -Diverse faculty, staff and student body -An environment that promotes diversity and cultural competence in learning, research, and service 	<ul style="list-style-type: none"> -What policies and plans should we adopt to recruit, develop, retain (and, in the case of students, graduate) a diverse faculty, staff, and student body? -What policies and plans should we adopt to maintain curricula (e.g. coursework, service learning) that build competency in diversity and culture? -How do we integrate social justice/ethics learning objectives, related to course content, across the curriculum? 	Karen Ervin (Chair) Arsham Alamian Billy Brooks (student) Rickie Carter Carter Florence (student) Ginny Kidwell Beth O’Connell (student) Edward Onyango Chris Pritchett Liang Wang
Educational Excellence	<ul style="list-style-type: none"> -Current content -- use real-world data and cases– “content torn from the headlines” -Facilitating student learning through team-based activities—recognizing that most activities in the workplace are team-based. -Active inclusion of distance students -Flexible distance options -Increased use of multiple teaching methods 	<ul style="list-style-type: none"> -How can we improve the quality of teaching (teaching effectiveness) across the College? -How can we teach AND document applied (hands-on) and practical skills? -How can we increase the use of team-based approaches in our curriculum -How can we reward excellence in teaching? -Update Education section of current Strategic Plan. 	Allan Forsman (Chair) Tim Baylor Julie Bowers Patrick Brown Aimee Rowe Ken Silver Rachel Ward (student) Christian Williams (student)
Research Development Committee	<ul style="list-style-type: none"> -Sustained growth in scholarly activity 	<ul style="list-style-type: none"> -How can we further enhance research productivity by faculty and students? -Update Research Section of Current Strategic Plan. 	Joel Hillhouse (Chair) David Blackley (student) Ranjan Chakraborty Becky Fee Amal Khoury Kurt Maier Steve McQueen (student) Robert Pack

B. Professional Discipline-Specific Advisory Workgroups

The Leadership Council charged each department, during the 2012-2013 academic year, to convene a meeting with, or seek input from (in person, or by electronic means, or both) a broad cross-section of professionals working in their fields. Each advisory workgroup was asked to provide input regarding the following questions:

- 1) What knowledge and skills will (your profession) require in 5 years?
- 2) What *issues* should all (your profession) graduates be able to *discuss*?
- 3) What *things* should all (your profession) graduates be able to *do*?
- 4) What *tools* should all (your profession) graduates be able to *use*;
- 5) What *problems* should all (your profession) graduates be able to *solve*; and
- 6) What *characteristics* should all (your professions) graduates be able to *exemplify*?

The goals were to assure that existing curricula were adequate to meet the needs of the workforce, and that any new trends, needs or demands in the field were identified. Each department chair presented and discussed his/her professional advisory workgroup report at the Leadership Council retreat on January 15, 2013. Table 2 lists the advisory workgroups and their membership.

Table 2 Professional Discipline-Specific Advisory Workgroups		
Workgroup	Membership	Affiliation
Community and Behavioral Health	Susan Austin	Program Coordinator, Rural and Community Health, East Tennessee State University
	Rebecca Bartles	Corporate Director of Infection, Mountain States Health Alliance (alumna)
	Tracy Boling	Corporate manager for Patient Centered Care, Mountain States Health Alliance
	Kamela Easlic	Program Development Supervisor, Johnson City Seniors' Center
	Charlie Glass	Executive Director/CEO, Greater Kingsport Family YMCA
	Regena Hall	Program Manger, American Heart Association, Johnson City, TN
	Sara Hawkins	Community Health Council Coordinator, Northeast Regional Health Office, Tennessee Department of Health
	Karen Heaton	Health Initiatives Representative, Northeast Tennessee American Cancer Society
	Susan LaGuardia	Executive Director, Kingsport Tomorrow
	Laurel McKinney	Manager, Indian Path Health Resources Center
	Teresa Sutphin	Projects Specialist, First Tennessee Area Agency on Aging & Disability
	Cheryl Youland	Executive Director, Susan G. Komen Tri-Cities Affiliate
	<i>Additional Insights provided by:</i>	
	Emmeline Ochiai	Public Health Advisor, Office of Disease Prevention and Health Promotion, HHS Office of Public Health and Science
Environmental Health	Mark Braswell	Director, Johnson City Field Office, Tennessee Department of Environment and Conservation
	Doug Dulaney	Program Manager, U.S. Veterans Affairs

	Richard Guinn	Applied Toxicology Manager, Eastman Chemical Company
	Kimberly Hall	Assistant Professor, Findlay University (alumna)
	Mark Houser	Environmental Field Office Manager, Tennessee Department of Health
	Joe Laco	Environmental Health Scientist, Centers for Disease Control and Prevention (alumnus)
	Trent LeCoulture	Environmental Health Scientist, U.S. Public Health Service, Agency for Toxic Substances and Disease Registry (alumnus)
	Dana Ripley	Owner/Consultant, Ripley Health Services
	Tom Witherspoon	Manger, Johnson City Water and Sewer, City of Johnson City
Epidemiology and Biostatistics	Annlouise Assaf	Senior Director and Therapeutic Team Lead, Pfizer, Inc.
	Bart Cobert	Drug Safety Expertise and Consulting, BLCMD Associates
	Lori Ferrant	Director, Office of Policy, Planning, and Assessment, Tennessee Department of Health
	Tim Jones	State Epidemiologist, Tennessee Department of Health
	David Kirschke	Medical Director, Northeast Regional Health Office, Tennessee Department of Health
	Margaret McDonald	Senior Director of Population Studies, Pfizer, Inc.
	Robert Meyer	North Carolina Birth Defects monitoring Program, North Carolina Department of Health and Human Services
	Heather Mullins	Epidemiologist, Sullivan County Health Department, Tennessee Department of Health (alumna)
	Martin Whiteside	State Cancer Registrar, Tennessee Department of Health
Health Sciences	Larry Calhoun	Dean, Bill Gatton College of Pharmacy, East Tennessee State University
	Lauren Harris	PharmD Student, University of Tennessee (alumna)
	Kerry O'Ferrel	Eastman Co. (alumnus)
	Ken Olive	Executive Associate Dean, James H. Quillen College of Medicine, East Tennessee State University
	Inder Patel	Senior Manager, Methods Development, GenZyme (Sanofi)
	Stacy Philbrick	Academic Advisory, Medical Professions Advising Program
	Don Samples	Dean, College of Clinical and Rehabilitative Health Sciences, East Tennessee State University
	Doug Taylor	Assistant Dean and Director of Admissions, James H. Quillen College of Medicine, East Tennessee State University
Health Services Management and Policy	Tim Attebery	Vice President of Cardiovascular Services, Wellmont Health System
	Rebecca Bartles	Director, Infection Prevention, Mountain States Health Alliance (Alumna)
	Bruce Behringer	Deputy Commissioner for Continuous Improvement and Training, Tennessee Department of Health
	Rebekah English	Assistant Regional Director, Northeast Tennessee Regional Health Office, Tennessee Department of Health
	Scott Fowler	President and CEO, Holston Medical Group
	Richard Guinn	Applied Toxicology Manager, Eastman Chemical Company
	Karen Heaton	Health Initiatives Representative, Northeast Tennessee American Cancer Society
	Susan LaGuardia	Executive Director, Kingsport Tomorrow
	Tom Lundquist	President and CEO, AnewCare ACO Collaborative
	Monty McLauren	CEO, Indian Path Medical Center
	Greg Neal	President and CEO, Community Hospital Division, Wellmont Health System
	Tamera Parsons	Vice President for Quality, Mountain States Health Alliance
	Rhonda Reeves	Director of Human Resources, Holston Valley Medical Center
Debby Saraceni	Vice President, Physician Services, Covenant Health	

	David Sensibaugh	Vice President, Integrated Health Management, Integrated Solutions
	Robert Slattery	President and CEO, Integrated Solutions Health Network
	Troy Sybert	Chief Quality Officer, Wellmont Health System
	Tom Tull	Senior Executive Coach, Mountain States Health Alliance
	Mary Vance	Executive Director, Mountain Hope Good Shepard Clinic
	Clem Bo Wilkes	Planning Manager, Mountain States Health Alliance (alumnus)
	Daniel Wolcott	President and CEO, Takoma Regional Hospital
	Steven Yokley	Administrator, NHC Health Care, Dickson (alumnus)

C. Community Advisory Workgroups

The Leadership Council also sought input from the College Public Health Practice Advisory Committee (on-going committee) and called for the creation of two additional community advisory workgroups, each to be asked one basic question as detailed in Table 3.

Table 3 Community Advisory Workgroups		
Community Advisory Workgroup	Question	Participants
Public Health Practice	How can we most productively use our regional resources to mentor and advise our students? (Question discussed at the April, 2012 meeting of this on-going group)	Those at the April 2012 meeting: -Dawn Berglund – Administrator, John M. Reed Nursing Home (Alumna) -Jessica Denney, Organization Development Specialist, Mountain States Health Alliance -Wally Hankwitz, President, Highlands Health Management, Inc. -Nyda Bays, Administrator, Lakebridge Healthcare Center -Gary Mayes, Regional Director, Sullivan County Regional Health Department -Jennifer Hunt, Purchasing Specialist, Mountain States Health Alliance (alumna)
Fundraising/Development	Original Question: How can we leverage regional interest in public health to help grow and expand the size and impact of the College? When it was decided to do individual interviews in lieu of a group meeting, the original question was replaced with the following: 1) Is it better to have a project/target or a general fund-raising campaign? 2) If we were doing a project/target should it be scholarships, endowed chair, or new program (DrPH in Leadership, MPH in Global	People interviewed include: -Senator Bill Frist (former Senate Majority Leader and Chairman of the Board, Hope Through Healing Hands Foundation) -Louis Gump (local business leader and philanthropist) -Gary Mabrey (CEO of the Washington County Chamber of Commerce) -Scott Niswonger (local business leader and philanthropist) -President Paul Stanton (former President, East Tennessee State University) -Steve Shortell (Dean, School of Public Health, University of California Berkeley)

	Health and Infectious Diseases, ESSENTIALS)? 3)general advice	
Alumni and Students	What constitutes the best possible student experience? (e.g. academic advising, accessible faculty, career counseling and support)	-Rebecca Bartles (alumna) -David Blackley (student) -Billy Brooks (student) -Erin Burnside (alumna) -Aubrey Childress (alumna) -Jan Compton (alumna) -Kammy Kuang (student) -Forrest Longway (student) -Marcia Oursler (student) -Megan Quinn (alumna) -Brooke Ricker (student)

While not an official advisory workgroup, Dr. Mike Stoots and Dr. Randy Wykoff met with current and former commissioners of the Tennessee Department of Health following their participation in the Commissioners' Panel as a part of the Leading Voices in Public Health. They responded to a single question "What Should Our Students Know?" In attendance at this discussion were Commissioner John Dreyzehner, and former Commissioners Susan Cooper, JW Luna, Fredia Wadley, and Jim Word.

D. Additional Student Input

The college Recruitment and Retention Committee convened a focus group and conducted a survey of current students to identify reasons that students chose to come to ETSU and factors that distinguished ETSU from its competitors. This analysis also involved the students in conducting a SWOT (Strengths, Weaknesses, Opportunities, and Threats) analysis of the college. Ms. Paula Masters, committee chair, presented the student survey and focus group report to the Leadership Council on October 18, 2013.

The Student Council also conducted a student engagement survey, and Ms. Christian Williams (DrPH Candidate and Student Council Representative) presented the report of this survey to the dean on October 9, 2013.

E. Formulation of the plan

The Leadership Council held two retreats, facilitated by the associate dean for quality and planning, in summer and fall 2013, to review and discuss the reports of the planning workgroups, as well as student, alumni, field preceptor, and employer survey reports. The associate dean incorporated all reports and discussions into a detailed and comprehensive strategic plan, with goals, specific objectives, outcome measures/indicators, and targets for six (6) focus areas: education, research, service and applied public health, diversity, workforce, and resources. The Leadership Council further discussed the plan and disseminated it to the college stakeholders for input. Following an iterative process of input, review, and revisions, the strategic plan was adopted in spring 2014. Program-specific recommendations were referred to the relevant department or degree coordinator for review and incorporation.

III. FOCUS AREAS AND CORRESPONDING GOALS

Based on the two-year development process described above, the strategic plan articulates goals, specific objectives, outcome measures/indicators, and targets for six (6) focus areas: education, research, service and applied public health, diversity, workforce, and resources.

Table 4 -- Goal Statements	
Major Function	Goal(s)
Education	E.1: Expand and continuously benchmark and align educational programs with student, workforce, and public health needs. E.2: Continue to attract qualified students and to provide them with the highest quality educational experience possible.
Research	R.1: Actively engage faculty and students in the conduct and dissemination of collaborative research focused on important health challenges globally, nationally and in the Appalachian communities.
Service and applied public health	S.1: Expand community-based problem-solving to advance student learning and community benefit. S.2: Contribute faculty and student expertise to strengthen our communities and professions.
Diversity	D.1: Foster a culture and environment that celebrate diversity and encourage cultural awareness and social justice.
Workforce	W.1: Effectively engage in public health workforce development responsive to workforce needs.
Resources	RS.1: Strengthen the human and fiscal resources in support of the college mission and vision.

IV. GOALS, OBJECTIVES, INDICATORS, TARGETS, MONITORING AND FEEDBACK, AND BASELINE DATA

(See Section V for specific strategies)

A. EDUCATION

Education Goal E.1: Expand and continuously benchmark and align educational programs with student, workforce and public health needs.					
Objective E.1.1 Develop new program offerings to prepare graduates for leadership positions in a diverse and inter-professional workforce.					
Outcome Measures/Indicators	Data Source/System	Responsible Party	Frequency of Monitoring	2019 Targets (for quantitative indicators)	Baseline Data
E.1.1.a New offering in health services management and policy	Graduate catalog; curriculum committee minutes	Academic dean, HSMP chair	Semester	By 2018-19	NA
E.1.1.b MPH concentration in global health and infectious disease	Graduate catalog	Academic dean, HSCI chair	Semester	By 2018-19	
E.1.1.c Five-year accelerated bachelors to MPH degree program	Graduate & undergraduate catalog	Academic dean, program coordinators	Semester	By 2018-19	
E.1.1.d Exploration of innovative approaches to recruit community college graduates into our programs	Curriculum committee minutes	Academic dean	Annual	By 2018-19	NA
Objective E.1.2 Engage as a full participant with Academic Health Science Center (AHSC) partners in the university's inter-professional education program (IPEP) effort.					
E.1.2.a Participation in IPE effort	IPE Committee	Academic dean	Annual	Complete 2nd cohort of IPE 2-year pilot program in year 1 (2014-15). Analyze pilot program evaluation data and determine	First cohort of the IPE 2-year pilot program completed in 2013-14. Second cohort enrolled in 2013-14.

				next steps in year 2 (2015-16).					
Objective E.1.3 Conduct a comprehensive review of every program in the college every 3 – 4 years to further align with workforce and student needs.									
E.1.3.a Re-envision and re-structure the MPH degree program	Graduate catalog, MPH Operations Committee minutes	Academic dean, MPH coordinator	Semester	See Action Items below	NA				
E.1.3.b Evaluate and, as needed, revise the DrPH program competencies	Graduate catalog, DrPH Operations Committee minutes	Academic dean, DrPH coordinator	Semester						
E.1.3.c Review the Health Science and Environmental Health programs with emphasis on applied/hands on and practical skills	Department meeting minutes	Academic dean, ENVH chair, HSCI chair	Annual						
Objective E.1.4 Implement the new (re-structured) BSPH curriculum effective 2015 and evaluate its success.									
E.1.4.a Full implementation and evaluation of new BSPH program	BSPH course schedules	Undergraduate coordinator	Semester	By 2015	BSPH Task Force sought stakeholder input and re-structured program. Re-structured curriculum approved in 2012-13. Implementation planning underway in 2013-14.				
Goal E.2 Continue to attract qualified students and to provide them with the highest quality educational experience possible.									
Objective E.2.1 Expand student recruitment efforts to attract and enroll a qualified student body.									
E.2.1.a Average <i>combined</i> percentile of verbal and quantitative GRE scores of doctoral and masters enrollees.	SOPHAS	Data services manager	Annual	40th percentile		DrPH	PhD	MPH	MSEH
					2010/11	48.5	--	49	53
					2011/12	59.5	--	52.5	47.5
					2012/13	43.5	70.5	54	--
					2013/14 Prelim	51.5	--	48.5	35.5
E.2.1.b Aggregate GPA of incoming doctoral enrollees	SOPHAS	Data services manager	Annual	3.5 or higher		DrPH	PhD		
					2010/11	3.79	3.73		
					2011/12	3.75	--		
					2012/13	3.71	3.54		
					2013/14 Prelim	3.75	--		

E.2.1.c Aggregate GPA of incoming master's enrollees	SOPHAS	Data Services Manager	Annual	3.0 or higher		MPH	MSEH					
					2010/11	3.29	3.45					
					2011/12	3.39	3.45					
					2012/13	3.33	---					
					2013/14 Prelim	3.41	3.20					
Objective E.2.2 Deliver high quality educational programming that is focused on competency achievement and workforce readiness.												
E.2.2.a Proportion of students who report that coursework increased their knowledge and skills in the subject matter	SAIs	Dean's office, chairs	Semester	90%	2010-11: 94% 2011-12: 94% 2012-13: 93%							
E.2.2.b Proportion of MPH students who pass the MPH comprehensive exam on first attempt	MPH Student Spreadsheet	MPH coordinator	Semester	90%	2010-11: 91% average pass rate across 5 sections 2011-12: 88% 2012-13: 96% 2013-14: 94%							
E.2.2.c Average score on Concentration competencies based on preceptor evaluations of the field experience	Field Preceptor Evaluation Survey	Assistant dean public health practice	Semester	4.0 or higher (on a 5-point scale)		MPH Bio	MPH Env	MPH Epi	MPH Adm	MPH Com	BSPH Com	BSPH Adm
					11-12	5.0	4.5	4.5	4.2	4.9	4.6	4.7
					12-13	3.9	--	4.8	4.5	4.8	4.8	4.8
					13-14	5.0	4.3	4.8	4.8	4.9	4.7	4.7
E.2.2.d Average GPA of degree recipients	Argos/Banner	Data services manager	Annual	3.3+ for masters and doctoral degree recipients; 2.75+ for baccalaureate degree recipients		DrPH	PhD	MPH	MSEH	BSPH	BSEH	BSHS
					11-12	3.74	--	3.68	3.55	3.08	3.01	3.42
					12-13	3.88	3.85	3.65	3.68	3.08	2.84	3.40
					13-14 Prelim	3.89	--	3.73	3.55	3.21	3.14	3.11
E.2.2.e Graduation rates	Argos/Banner	Data services manager	Annual	Exceed 70% for bachelors and masters programs and 60% for doctoral programs	Graduation/Active rates by cohort starting 2006-07: DrPH: 43%, 50%, 67%, 100%, 100%, 86%, 100%, 100% PhD: 50%, NA, NA, 100%, NA, NA, 100%, NA MPH: 69%, 82%, 92%, 71%, 92%, 89%, 84%, 96% MSEH: NA, 50%, NA, 100%, 50%, 100%, NA, 100%							
E.2.2.f Job placement rates	Alumni Survey	Associate dean quality & planning	Annual	85% for graduate degrees; 80% for UG degrees		DrPH	PhD	MPH	MSEH	BSPH	BSEH	BSHS
					2011	100%	NA	89%	NA	85%	100%	91%
					2012	100%	100%	100%	100%	94%	80%	81%
					2013	100%	100%	100%	100%	92%	71%	91%

E.2.2.g Alumni Satisfaction with Education	Alumni Survey	Associate dean quality & planning	Annual	90% of alumni very or somewhat satisfied	2011 survey: 98% 2012 survey: 94% 2013 survey: 93%							
E.2.2.h Proportion of employers who report that graduates are competent in their field of practice	Employer Survey	Associate dean quality & planning	Bi-annual	90% of employers rate competence of graduates as high or highest	2011 survey: 90% 2012 survey: not collected, biannual survey 2013 survey: 100%							
Objective E.2.3 Make the pursuit and practice of effective teaching part of the ethos of the college-- through focused faculty development and retention efforts.												
E.2.3.a Proportion of faculty who receive an <i>average</i> rating of 3.0 or higher (on a 1 – 4 scale) on 8 SAI teaching effectiveness items	SAIs	Dean's office, chairs	Semester/ Annual	Mean score of 3.3 or higher (1-4 scale) on eight SAI teaching effectiveness items		DrPH	PhD/ MSEH	MPH	MPH online	BSPH	BSEH	BSHS
					11-12	3.49	3.75	3.67	4.35 (1-5 scale)	3.66	3.58	3.70
					12-13	3.58	3.73	3.51	4.49	3.64	3.65	3.52
E.2.3.b Define and incentivize teaching excellence	Educational Excellence Workgroup report	Dean, Educational Excellence Workgroup	Annual	See Action Items below	Educational Excellence Workgroup was convened and charged in 2012. Workgroup submitted its report in 2013 including a recommendation for a definition and incentive plan for teaching excellence.							

B. RESEARCH

Research Goal R.1 Actively engage faculty and students in the conduct and dissemination of collaborative research that is focused on important health challenges globally, nationally and in the Appalachian communities.

Objective R.1.1 Increase research awards to advance knowledge of causes and solutions to important health challenges.

Outcome Measures/Indicators	Data Source	Party Responsible	Frequency of Monitoring	Target	Baseline Data			
R.1.1.a Total research dollar amount per year	Research data system/ORSP	Research dean, chairs	Annual	\$1.5 million or more per year by 2019	FY11: \$1,178,844 FY12: \$1,181,805 FY13: \$1,065,630 FY14 Preliminary: \$1,203,320			
R.1.1.b Average number of external grant submissions among full-time tenure-track/tenured faculty	Research data system/ORSP	Research dean, chairs	Annual	Average of two (2) grant submissions by 2019				
					External	Internal	Total	
					FY11	0.77 (27S/35F)	0.37 (13S/35F)	1.14 (40S/35F)
					FY12	0.78 (25S/32F)	0.59 (19S/32F)	1.38 (44S/32F)
FY13	0.74 (26S/35F)	0.46 (16S/35F)	1.2 (42S/35F)					

Objective R.1.2 Maintain a substantive inter-professional and community-based research effort using community-based research methodology where possible in investigations.

R.1.2.a Proportion of externally funded grants that are interdisciplinary (have a co-I not from the PI's home department)	Faculty Survey	Research dean, chairs	Annual	50%	FY11: 75% FY12: 89% FY13: 89%
R.1.2.b Proportion of externally funded <i>public health</i> grants that are community-based.	Faculty Survey	Research dean, chairs	Annual	substantial	2010-11: 46% 2011-12: 77% 2012-13: 67%

Objective R.1.3 Disseminate research findings to facilitate knowledge translation and sharing.

R.1.3.a Average number of peer-reviewed publications (books, chapters or papers)	Faculty Survey	Research dean, chairs	Annual	Three (3) publications by 2019	CY11: 0.91 CY12: 1.62 CY13: 2.74
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per full-time tenure-track/tenured faculty per year					
R.1.3.b Proportion of full-time tenure-track/tenured faculty who present each year at state, regional, national and/or int'l meetings	Faculty Survey	Research dean, chairs	Annual	75% by 2019	CY11: 66% CY12: 78% CY13: 74%
Objective R.1.4 Systematically involve students in the conduct and dissemination of research activities.					
R.1.4.a Proportion of externally funded grants that involve student participation	Faculty survey	Research dean, chairs	Annual	80%	FY11: 100% FY12: 100% FY13: 89%

C. **SERVICE and APPLIED PUBLIC HEALTH**

Service Goal S.1 Expand applied/hands-on learning opportunities that enhance the practical skills of students and community benefit.					
Objective S.1.1 Increase community-based learning courses and other applied learning opportunities.					
Outcome Measure/Indicator	Data Source	Party Responsible	Frequency of Monitoring	Target	Baseline Data
S.1.1.a Number of public health degree programs that include at least one required community-based learning course (in addition to field experience)	Course catalogs	Chairs, Service and Applied Public Health Workgroup	Annual	All public health degree programs include at least one required CBL (community-based learning) course	All public health degree programs currently require a field experience/internship. The new CBL course will be in addition to the internship.
S.1.1.b Number of Academic Health Departments (AHDs)	Leadership Council minutes	Dean	Annual	Develop at least one additional AHD	2 AHDs (Sullivan County Health Department; North East Regional Health Office)
S.1.1.c Number of non-academic (non-credit bearing) applied/hands-on learning opportunities	Dean's office records	Dean, undergraduate coordinator	Annual	1 or more per year	2012-13: 1 (Tortilla Experience) 2013-14: 2 (Tortilla Experience, Refugee Experience)
Goal S.2 Contribute faculty and student expertise to strengthen our communities and professions.					
Objective S.2.1 Contribute faculty expertise to strengthen our communities and professions.					
S.2.1.a Proportion of faculty who participate in one or more community service and/or health advocacy activity consistent with their professional position	Faculty Survey	Chairs, Associate dean quality & planning	Annual	80%	2010/11: 68% 2011/12: 73% 2012/13: 80%
S.2.1.b Proportion of tenure-track/tenured faculty who hold leadership positions in professional associations	Faculty Survey	Chairs, Associate dean quality & planning	Annual	25%	2010/11: 34% 2011/12: 30% 2012/13: 32.5%
S.2.1.c Proportion of tenure-track/tenured faculty who serve as peer reviewers of research proposals, manuscripts or abstracts	Faculty Survey	Chairs, Associate dean quality & planning	Annual	50%	2010/11: 47% 2011/12: 59% 2012/13: 62.5%

Objective S.2.2 Encourage student engagement in community service and advocacy activities.

S.2.2.a Student-led community health service and advocacy activities	PHSA records	PHSA advisor	Semester/ Annual	6 activities per year	CY11: 6 CY12: 7 CY13: 11
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D. DIVERSITY

DIVERSITY Goal D.1 Foster a culture and environment that celebrate diversity and encourage cultural awareness and social justice.																									
Objective D.1.1 Weave cultural awareness and social justice into the fabric of the college.																									
Outcome Measure/Indicator	Data Source	Party Responsible	Frequency of Monitoring	Target	Baseline Data																				
D.1.1.a Transition the Diversity and Social Justice Workgroup into a standing committee of the college	College bylaws	Dean	Annual	By 2015	The Dean created and charged the Diversity and Social Justice Workgroup in 2012. The workgroup submitted its report and recommendations in 2013.																				
D.1.1.b Create a web presence for diversity-related issues	College website	Diversity and Social Justice Workgroup	Semester	By 2014	The university has always had a strong diversity presence. The college will also create a diversity web presence.																				
D.1.1.c Designate a liaison between the college and the Office of Equity and Diversity	Leadership Council minutes	Diversity and Social Justice Workgroup	Annual	By 2014	The college has effectively collaborated with the Office of Equity and Diversity staff. In addition, the college has designated a liaison with the Office of Equity and Diversity																				
Objective D.1.2 Increase the diversity of college faculty, staff and students.																									
D.1.2.a Proportion of new faculty hires who are women	Human Resources Files	Assistant dean finance & admin	Annual	50%	2011-12: 33% 2012-13: 100% 2013-14: 50% (Preliminary)																				
D.1.2.b Proportion of non-white primary faculty	Human Resources Files	Assistant dean finance & admin	Annual	25%	Fall 11: 32% Fall 12: 27% Fall 13: 25%																				
D.1.2.c Proportion of incoming graduate students from Appalachia	SOPHAS	Data services manager; R&R Committee	Annual	50% or more	2010/11: 64% 2011/12: 73% 2012/13: 74% 2013/14: 79%																				
D.1.2.d Proportion of incoming students who are members of racial/ethnic minority groups	SOPHAS (Graduate), ETSU Banner (UG)	Data services manager; R&R Committee	Annual	10% or more	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th></th> <th>Grad</th> <th>BS</th> <th>College</th> </tr> </thead> <tbody> <tr> <td>2010/11</td> <td>18%</td> <td>10%</td> <td>12%</td> </tr> <tr> <td>2011/12</td> <td>14%</td> <td>19%</td> <td>18%</td> </tr> <tr> <td>2012/13</td> <td>15%</td> <td>15%</td> <td>15%</td> </tr> <tr> <td>2013/14</td> <td></td> <td></td> <td>15%</td> </tr> </tbody> </table>		Grad	BS	College	2010/11	18%	10%	12%	2011/12	14%	19%	18%	2012/13	15%	15%	15%	2013/14			15%
	Grad	BS	College																						
2010/11	18%	10%	12%																						
2011/12	14%	19%	18%																						
2012/13	15%	15%	15%																						
2013/14			15%																						
D.1.2.e Proportion of college staff who are women and/or minority	Human Resources Files	Assistant dean finance & admin	Annual	50% or more	Fall 11: 80% Fall 12: 80% Fall 13: 80%																				

Objective D.1.3 Promote curricula that build competence in cultural awareness and social justice both in the classroom and in community-based learning.

D.1.3.a Degree programs with one or more competencies addressing diversity and culture issues	Degree Program Competency matrixes	Chairs, program coordinators, Academic dean	Annual	Every degree program	All but one degree program have competency(ies) addressing diversity, culture, or social justice issues
D.1.3.b Percent employers who rank “Effectiveness of college programs in preparing graduates to meet community needs” as “high” or “highest”	Employer Survey	Associate dean quality & planning	Annual	90%	2011 Survey: 94% (n=53 employers) 2012 Survey: not conducted, biannual survey 2013 Survey: 92% (n=54 employers)
D.1.3.c Percent employers who rank college graduates as “high” or “highest” in “ethics and social responsibility”	Employer Survey	Associate dean quality & planning	Annual	90%	2011 Survey: not collected 2012 Survey: not conducted, biannual survey 2013 Survey: 96% (n=54 employers)
D.1.3.d Percent alumni who report competence to “interact and communicate with diverse individuals and communities”	Alumni Survey (BSPH, MPH, DrPH)	Associate dean quality & planning	Annual	Average score of 3.5 (1 – 4 scale)	2011 Survey: 3.5 (n=72 alumni) 2012 Survey: 3.6 (n=42 alumni) 2013 Survey: 3.5 (n=56 alumni)
D.1.3.e Percent students who report “program helped me embrace diversity and treat all people with dignity and respect”	Student Exit Survey	Associate dean quality & planning	Annual	90%	2011-12 Exit Survey: 90.5% (n=84 graduating students) 2012-13 Exit Survey: 94.1% (n=104 graduating students) 2013-14 Exit Survey: 95% (n=108 graduating students)

Objective D.1.4 Ensure that faculty, staff and student development incorporate issues of diversity, social justice and ethics.

D.1.4.a. Number of in-house seminars that focus on diversity, cultural awareness and social justice	Dean’s office records	Diversity and Social Justice Workgroup	Annual	At least one lecture or event each year	2011-12: 2 (LVPH Stan Brock, LVPH Paul Brooks)
					2012-13: 2 (LVPH Reed Tuckson, Konglai Zhang)
					2013-14: 2 (LVPH Jonathan Wolff, LVPH John Hoffman)

E. WORKFORCE

Workforce Goal W.1 Effectively engage in public health workforce development responsive to workforce needs.					
Objective W.1.1 Conduct a workforce needs assessment survey to inform the college workforce development programs.					
Outcome Measure/Indicator	Data Source	Party Responsible	Frequency of Monitoring	Target	Baseline Data
W.1.1.a Conduct a workforce needs assessment survey to inform the college workforce development programs	Center for Public Health Practice and Policy records	Center for Public Health Practice and Policy	Annual	One additional workforce needs assessment survey by 2018-19	The college conducted a statewide comprehensive workforce needs assessment survey in 2012 and used it to guide current efforts. Additional survey will reassess to ensure training needs are met.
Objective W.1.2 Develop and implement new online programs to increase accessibility by working professionals.					
W.1.2.a. Implement the online MPH in Community Health	Graduate catalog, course schedules	COBH chair	Annual	Implemented effective fall 2014	Online MPH in COMH approved in 2012-13. Implementation planning underway in 2013-14.
W.1.2.b. Develop 1 or more online certificate programs (or other training methodologies) targeting the identified needs of working professionals	University catalogs	Academic dean	Annual	One or more online certificate (or other training) by 2018	3 graduate certificates and 1 undergraduate certificate are currently online.
Objective W.1.3 Continue to enroll practice professionals in academic programs including online certificates and graduate degrees in public health.					
W.1.3.a Number of practice professionals enrolled in certificate programs	Data services manager	Academic dean	Annual	4 new enrollees per year (20 certificates awarded by 2019)	Fall 2011- sum 2012: 8 enrollees Fall 2012- sum 2013: 8 enrollees Fall 2013- sp 14 (prelim): 13 enrollees (Based on LIFEPAATH/AHD data)
W.1.3.b Number of practice professionals enrolled in graduate degree programs	Data services manager	Academic dean	Annual	3 new enrollees per year (15 degrees awarded by 2019)	2011-12: 10 enrollees 2012-13: 6 enrollees 2013-14: 3 enrollees (Based on LIFEPAATH/AHD data)
Objective W.1.4 Provide opportunities for practice professionals to participate in continuing education offerings other than certificates.					
W.1.4.a Number of continuing education offerings (e.g. LVPH, PHTC, AHD)	Leadership council minutes	Dean's office coordinator	Annual	5 per year (25 total)	FY 2011-12: 50 FY 2012-13: 64 FY 2013-14 (prelim): 17

F. RESOURCES

Resource Goal RS.1 Strengthen human and fiscal resources in support of the college mission and vision.										
Objective RS. 1.1 Create an environment that is personally and professionally rewarding for faculty and staff .										
Outcome Measure/Indicator	Data Source	Party Responsible	Frequency of monitoring	Target	Baseline data					
RS.1.1.a Conduct a faculty survey to assess satisfaction with work experience and implement improvements	Faculty Survey	Dean, Faculty Council	Annual	Plan for survey in 2014-15. Conduct survey in 2015-16.	The college mission statement was revised in spring 2013 to include “a rewarding environment for faculty and staff.” The deans met with Faculty Council in spring 2014 to discuss the plan for the survey.					
RS.1.1.b Conduct a staff survey to assess satisfaction with work experience and implement improvements	Staff Survey	Dean, Staff Council	Annual	Plan for survey in 2014-15. Conduct survey in 2015-16.	The college mission statement was revised in spring 2013 to include “a rewarding environment for faculty and staff.” The dean will meet with the Staff Council at their next meeting in fall 2014 to discuss the plan for the survey.					
Objective RS. 1.2 Strengthen our tenure-track and non-tenure track faculty resources.										
RS.1.2.a Number of primary faculty positions (total positions including filled and vacant)	College budget, faculty positions	Dean, assistant dean finance & admin	Annual	50 total by 2018-19	2011-12: 44 2012-13: 46 2013-14: 48					
RS.1.2.b Graduate Student Faculty Ratios (SFRs)	Student FTEs, Faculty Roster	Data services manager, Associate dean quality and planning	Annual	Graduate SFRs less than 10:1		Bio	Cobh	Env	Epi	Hsm
					11-12	0.6	2.9	1.8	9.1	3.7
					12-13	1.2	5.0	2.3	8.4	4.3
					13-14	1.5	4.8	2.0	4.9	3.8
RS.1.2.c Proportion of primary faculty who are tenured	Human resources Files/Faculty Roster	Chairs	Annual	50%	Fall 11: 54% Fall 12: 51% Fall 13: 55%					

RS.1.2.d Proportion of tenure track/tenured faculty hires with terminal degrees	Human Resources Files	Chairs	Annual	100%	2011-12: 100% 2012-13: 100% 2013-14: 100%
RS.1.2.e Proportion of faculty who participate in one or more professional development activity per year	Faculty Survey	Associate dean quality & planning	Annual	90%	2012-13: 95%
RS.1.2.f Promotion strategy for non-tenure track faculty	Departmental P&T criteria	Dean, P&T Committee	Annual	Develop and implement per Action Items below	NA
Objective RS .1.3 Enhance fiscal resources and budgeting processes.					
RS.1.3.a Institutional (college) expenditures per FTE student	Budget	Dean, assistant dean finance & admin	Annual	\$14,000	2010-11: \$17,787 2011-12: \$16,563 2012-13: \$14,014 2013-14: \$16,210
RS 1.3.b Proportion of budget from sources other than university/state funds	Budget	Dean, assistant dean finance & admin	Annual	25% or more	2011-12: 34% 2012-13: 32% 2013-14: 32%
RS.1.3.a De-centralized budget process	Budget	Dean, Assistant dean finance & admin	Annual	Anticipated implementation by 2018-19	ETSU Ad hoc Budgeting Committee was created in 2013. Deans Wykoff and Khoury serve on this committee. The committee submitted its initial recommendations to the President in Spring 2014 and is continuing its work.
Objective RS. 1.4 Expand fundraising and development activities.					
RS.1.4.a Number of individuals who donate to the college	Advancement office	Dean's office	Annual	5% per year increase based on 3-year averages	2009-11: 76 2010-12: 76 2011-13: 79
RS.1.4.b Amount of funds donated to the college	Advancement office	Dean	Annual	5% per year increase based on 3-year averages	2009-11: \$53,163 2010-12: \$47,045 2011-13: \$67,008

V. ACTION ITEMS BY FOCUS AREAS

A. Action Items for Education Objectives

EDUCATION GOAL E1: Expand and continuously benchmark and align educational programs with student, workforce and public health needs.

Objective E.1.1 Develop new program offerings to prepare graduates for leadership positions in a diverse and inter-professional workforce

Outcome Measures/Indicators:

E.1.1.a New offering in health services management and policy

E.1.1.b MPH concentration in global health and infectious disease

E.1.1.c Five-year accelerated bachelors to MPH degree program

E.1.1.d Explore innovative approaches to recruit community college graduates into our programs.

Objective E.1.2 Engage as a full participant with Academic Health Science Center (AHSC) partners in the university's Inter-Professional Education (IPE) effort.

Outcome Measure/Indicator:

E.1.2.a Participation in IPE effort

Action Items:

- First cohort of the IPE 2-year pilot program was completed in 2013-14. Second cohort enrolled in 2013-14.
- Complete second cohort of the IPE 2-year pilot program in year 1 (2014-15).
- Analyze pilot program evaluation data and determine next steps in year 2 (2015-16).

Objective E.1.3 Conduct a comprehensive review of every program in the College every 3 – 4 years to further align with workforce and student needs.

Outcome Measures/Indicators:

E.1.3.a Re-envision and re-structure the MPH degree program.

Action Items:

- Convene and charge the MPH Re-Structuring Task Force in year 1 (2014-15) and begin to align the program with the national MPH Framework for the Future, offer critical feedback to CEPH planned revisions to the accreditation criteria, review existing data resources, and collect additional data as needed.
- Task Force to submit its preliminary recommendations for programmatic revisions in year 2.
- Task Force to seek feedback and finalize proposed programmatic revisions in year 3.
- Task Force chair to submit proposal in CPS (Curricular Proposal System) for review by Curriculum Committees and Graduate Council in year 4.
- Implementation planning in year 5.

E.1.3.b Evaluate and, as needed, revise the DrPH program competencies.

Action Items:

- Charge the DrPH Operations Committee to review and revise the program competencies in year 1.
- Committee evaluates competencies based on stakeholder input and revises, as needed, in year 2.
- Committee seeks feedback about proposed competency revisions and curricular mapping in year 3.
- DrPH faculty members integrate revised competencies into the course syllabi and content and implement effective year 4.

E.1.3.c Review the Health Science and Environmental Health programs with emphasis on applied/hands on and practical skills.

Action Items:

- Convene the departmental professional advisory committees at least every other year to seek input about workforce needs.
- Review all resources available including exit, alumni, field preceptor, and employer surveys.
- Ensure that students acquire needed practical skills.

Objective E.1.4 Implement the new (re-structured) BSPH curriculum effective 2015 and evaluate its success.

Outcome Measure/Indicator:

E.1.4.a Full implementation and evaluation of new BSPH program

Action Items:

- Implement and evaluate new admission criteria for the BSPH program.
- Develop, implement, and evaluate new core and concentration courses.
- Implement and evaluate new sequenced course plan.
- Develop, implement, and evaluate new practice-based/community-based Skills and Encounters courses.
- Track new program outcomes and utilize findings for planning and continuous improvement.

EDUCATION GOAL E.2: Continue to attract qualified students and to provide them with the highest quality educational experience possible.

Objective E.2.1 Expand student recruitment efforts to attract and enroll a qualified student body

Outcome Measures/Indicators:

E.2.1.a Average *combined* percentile of verbal and quantitative GRE scores of doctoral and masters enrollees.

E.2.1.b Aggregate GPA (Grade Point Average) of doctoral enrollees.

E.2.1.c Aggregate GPA of master's enrollees.

Action Items for 2.1.a, 2.1.b, and 2.1.c:

- Establish the Recruitment and Retention Taskforce as a standing committee of the college.
- Increase active participation of the college in social media.
- Re-vamp and continuously improve the college website.
- Continue participation in SOPHAS.
- Enhance awareness of the college programs across the university campus.
- Increase the number of graduate assistantships to 50 positions.

Objective E.2.2 Deliver high quality educational programming that is focused on competency achievement and workforce readiness

Outcome Measures/Indicators:

E.2.2.a Proportion of students who report that coursework increased their knowledge and skills in the subject matter.

Action Items:

- Consistently implement departmental policies on peer review of teaching effectiveness.
- All faculty (primary and adjunct) participate in one or more instructional development activity per year.

E.2.2.b Proportion of MPH students who pass the MPH written comprehensive exam on first attempt

Action Items:

- Re-structure the MPH comprehensive exam from the current 5-section grade format to one overall grade format.
- Continue to improve linkage of exam content to the core MPH program competencies.
- Explore the CPH (Certified in Public Health) national exam as an alternative to the comprehensive exam.

E.2.2.c Average score on concentration competencies based on preceptor evaluations of the field experienceAction Items:

- Continue to improve linkage between concentration competencies and concentration coursework.
- Further emphasize teaching/learning of cross-cutting competencies, i.e., communication skills, professionalism/ethical behavior, cultural competence.

E.2.2.d Average GPA of degree recipients.Action Items:

- Implement new admissions criteria for baccalaureate programs to enhance qualifications of incoming students.
- Implement new BSPH course plan to facilitate sequential development of student knowledge and skills as they progress from foundational to advanced courses.
- Promote CFAA (Center for Academic Achievement) tutoring, writing and other services among college students.
- Further formalize advising and mentoring of graduate students.

E.2.2.e Graduation ratesAction Items:

- Continue strategies designed to improve MPH graduation rates over the past 5 years (fall only admission, cohort program, mandatory student orientation, formal advising, multiple administration of the comprehensive exam per year) and implement new strategies (e.g. alternate field experience)
- Implement new admissions criteria for baccalaureate programs to enhance qualifications of incoming students.
- Implement new BSPH course plan to facilitate sequential development of student knowledge and skills as they progress from foundational to advanced courses.

- Promote CFAA (Center for Academic Achievement) tutoring, writing and other services to college students.
- Further formalize advising and mentoring of UG and graduate students.
- Convene Ad Hoc Faculty Retention Workgroup to develop recommendations for student retention in year 1.

E.2.2.f Job placement

Action Items:

- Strengthen career counseling (see objective below)
- Continue to engage the departmental professional advisory committee in discussions about the needs of the workforce.
- Continue alumni and employer surveys to gather information about strengths of our programs and areas for improvement.
- Develop additional courses or other educational opportunities to better prepare graduates for the workforce based on feedback of alumni, employers, advisory committees, and other stakeholders.

E.2.2.g Alumni Satisfaction with Education

Action Items:

- Conduct in-depth analysis of graduates who report on the alumni survey being “somewhat satisfied” or “somewhat dissatisfied” with their education in order to identify areas for improvement.
- Further increase satisfaction with key components of the educational experience including career counseling, academic advising, and field experience.
- Continue current programming (Breakfast with the Expert, departmental seminars, newsletters/ Monday Dose).
- Incorporate University Career Services into the advising plan of all students.
- Invite University Career Services to speak to core courses.
- Increase the visibility of the University Career Services’ website on the College website.
- Expand/re-design the college Careers in Public Health website. Include a link to the careers page on the college facebook page.
- Hold consistent programming that targets career prep, e.g., hold etiquette dinner every spring; hold alumni career panel every fall; utilize Homecoming’s Alumni Return to the Classroom event across the college; host a tent picnic and invite experts in the field to network with students.

E.2.2.h Proportion of employers who report that college graduates are competent in their field of practice

Action Items: All of the above.

Objective E.2.3 Make the pursuit and practice of effective teaching part of the ethos of the College --through focused faculty development and retention efforts

Outcome Measures/Indicators:

E.2.3.a Proportion of faculty who receive an *average* rating of 3.0 or higher (on a 1 – 4 scale) on teaching effectiveness based on 8 Student Assessment of Instruction items

Action Items:

- Provide enhanced feedback to faculty regarding their teaching effectiveness.
 - ✓ Adopt a supplemental evaluation system in addition to the Tennessee Board of Regent's Student Assessment of Instruction. Evaluate the feasibility of the supplemental system in year 1, pilot the program in one department in years 2-3, and implement college-wide in years 4-5.
 - ✓ Consistently implement departmental policies on peer review of teaching effectiveness.
 - ✓ Implement Third Year Review Policy for tenure track faculty to provide an additional mechanism for mentoring of junior faculty and for communication among tenured faculty, tenure-track faculty, chairs and the dean.
- Charge the Faculty Development Committee to provide two (2) instructional development activities per year focused on innovative and evidence-based teaching pedagogies such as team-based approaches, case study method, and online instruction.
- Reconfigure one (1) or more classrooms in Lamb Hall to facilitate team-based teaching approaches. Identify the classroom and submit the reconfiguration proposal in year 2.
- All faculty (primary and adjunct) participate in one or more instructional development activity per year focused on teaching effectiveness.
- The dean continues the practice of reviewing the SAIs with the departmental chairs on a semester basis.
- Department chairs develop specific instructional development plans, as a part of the annual performance evaluation process, for faculty who do not meet the target rating. Plans shall address specific areas for improvement as identified on the SAI's and shall be developed with input of the faculty. Plans are approved by the dean.

E.2.3.b Define and incentivize teaching excellence.Action Items:

- Continue annual college Foundation Award for Excellence in Teaching.

- Create a college task force charged with developing recommendations for: a definition of “teaching excellence,” a rubric to assess individual efforts in teaching and to recognize teaching excellence, and an incentive system to reward teaching effectiveness.
 - ✓ Leadership Council to form and charge task force in year 1.
 - ✓ Task force submits preliminary recommendations in year 2.
 - ✓ Task force seeks feedback and submits final recommendations in year 3.
 - ✓ Implement starting in year 4.

B. Action Items for Research Objectives

RESEARCH GOAL R.1: Actively engage faculty and students in the conduct and dissemination of collaborative research that is focused on important health challenges in the Appalachian communities, nationally and globally.

Objective R.1.1: Increase research awards to advance knowledge of causes and solutions to important health challenges.

Outcome Measures/Indicators:

R.1.1.a Total amount of research dollars

R.1.1.b Average number of external grant submissions among full-time tenure-track/tenured faculty

Objective R.1.2 Maintain a substantive inter-professional and community-based research effort using community-based research methodology where possible in investigations

Outcome Measures/Indicators:

R.1.2.a Proportion of externally funded grants that are interdisciplinary (i.e. have a co-I not from the PI's home department).

R.1.2.b Proportion of externally funded public health grants that are community-based.

Objective R.1.3 Disseminate research findings to facilitate knowledge translation and sharing

Outcome Measures/Indicators:

R.1.3.a Average number of peer-reviewed publications (books, chapters or papers) per full-time tenure-track/tenured faculty per year

(Notes: This represents an average across faculty; faculty with higher percentage research workloads will be expected to produce more publications per departmental policies.

This represents all authorships, not only 1st author pubs.

This can be adjusted to account for differences in publication rates across disciplines.)

R.1.3.b Proportion of full-time tenure-track/tenured faculty who present each year at state, regional, national and/or international meetings

Objective R.1.4: Systematically involve students in the conduct and dissemination of research activities.

Outcome Measure/Indicator:

R.1.4.a Proportion of externally funded grants that involve student participation

Action Items for ALL Research Objectives:

- Develop and implement an incentive program to recognize and reward excellence in research.
- The RDC will explore and recommend departmental policy that defines research productivity (funding, proposals, publications, etc..) by research percent effort of workload.
 - Faculty with higher percentage research workloads will be expected to generate more grant submissions.
 - Minimal expectation is at least one state or foundation proposal as PI per year.
- Revise departmental workload policies, using RDC-recommended framework, to clearly define expectations for research productivity by research percent effort of workload.
- More tightly align expectations for research productivity, including coverage of at-risk salary, with tenure and promotion criteria.
- Develop and implement a policy for third-year review of tenure-track faculty aimed at providing constructive communication and additional mentoring of pre-tenure faculty.

C. *Action Items for Service Objectives*

SERVICE GOAL S.1: Expand community-based problem-solving to advance student learning and community benefit.

Community-based learning is an important goal of the college. Both students and the workforce desire learning experiences that involve practical hands on/experiential application of knowledge, integration across public health disciplines, and community-based problem-solving. Thus CBL needs to also be a departmental and faculty priority.

Objective S.1.1 Increase the number of community-based learning opportunities.

Outcome Measure/Indicator:

S.1.1.a Number of public health degree programs that include at least one required community-based learning course (in addition to field experience)

Action Items (details in Workgroup's report, page 5)

- Implement the Skills and Encounters courses as a part of the new BSPH curriculum.
- Provide faculty development opportunities in CBL.
 - ✓ Re-configure the Faculty Development Committee to include expertise in CBL.
 - ✓ Charge the Committee to develop an operational definition of community-based learning (what it includes? What formats? Activities?), and a CBL course proposal form including a CBL course syllabus.
 - ✓ Charge the Committee to conduct an annual CBL faculty development training session. Training offered in-person and archived to make it accessible throughout the year.
 - ✓ Committee to invite, evaluate and approve proposals for CBL courses.

S1.1.b Number of Academic Health Departments

Action Item:

- Disseminate teaching and learning opportunities available through the AHDs.

S.1.1.c Number of non-academic applied/hands-on learning opportunities

Action Items:

- Continue non-academic, short-term, hand-on activities (e.g. Tortilla Experience, Refugee Camp Experience, 1-week ESSENTIALS).

SERVICE GOAL S.2 Contribute faculty and student expertise to strengthen our communities and professions.

S.2.1 Contribute faculty expertise to strengthen our communities and professions

Outcome Measures:

S.2.1.a Proportion of faculty who participate in one or more community service and/or health advocacy activity consistent with their professional expertise

Action Items:

- Charge the Community Service and Applied Public Health Workgroup to develop a better definition of community health-related service and advocacy, and disseminate definition to faculty (see Workgroup Report pages 7 – 9).
- Revise departmental workload policies to require community service and link to T&P guidelines. (Per university policy, workload policies are to be reviewed and, as needed, revised, every 5 years.)
- Include community service as part of the Faculty Activity Plans.

S.2.1.b Proportion of tenure-track/tenured faculty who hold leadership positions in professional associations.

Action Item

- Chairs to continue to emphasize professional service as part of the annual Faculty Activity Plans, third-year review, and T&P guidelines.

S.2.1.c Proportion of tenure-track/tenured faculty who serve as peer reviewers of research proposals, manuscripts or abstracts

Action Item

- Chairs to continue to emphasize peer review as part of the annual Faculty Activity Plans, third-year review, and T&P guidelines.

S.2.2 Encourage student engagement in community service and advocacy activities.

Outcome Measures/Indicators:

S.2.2.a Student-led community health service and advocacy activities

Action Items:

- Continue to support PHSA and other student organizations.
- Better capture student-led initiatives, particularly those that are not sponsored by PHSA, e.g., via Exit Survey.
- Charge the Community Service and Applied Public Health Workgroup to explore feasibility of a community service graduation requirement. Workgroup to benchmark to other universities.

D. Action Items for Diversity Objectives

DIVERSITY GOAL D.1: Foster a culture and environment that celebrate diversity and encourage cultural awareness and social justice.

Objective D.1.1 Weave cultural awareness and social justice issues into the fabric of the college.

Outcome Measures/Indicators:

D1.1.a Transition the Diversity and Social Justice Workgroup into a standing committee of the college.

D1.1.b Create a web presence for diversity-related issues.

D1.1.c Designate a liaison between the college and the Office of Equity and Diversity.

Action Items:

- Revise college by-laws in AY 2014-15 to transition the Diversity and Social Justice Workgroup into a standing committee of the college.
- Expand the diversity presence on the college website to include the university diversity statement, college diversity plan, link to the Office of Equity and Diversity, links to campus student and cultural organizations, bulletin board to advertise upcoming cultural events.
- Create a diversity and culture-designated bulletin board on the main floor of Lamb Hall.
- Designate an individual to act as liaison between the college and the Office of Equity and Diversity to facilitate communication and information sharing.
- Include the university's diversity statement on all course syllabi.

Objective D.1.2: Increase the diversity of college faculty, staff and students.

Outcome Measures/Indicators:

D.1.2.a Proportion of new faculty hires who are women.

D.1.2.b Proportion of non-white primary faculty

Action Items for D.1.2.a and D.1.2.b

- Continue to conduct faculty searches in collaboration with the Office of Equity and Diversity.
- Charge faculty search committees that include women and minority representation. Share the diversity targets with the search committees.

- Draft faculty job ads that demonstrate commitment to diversity (i.e. include the college and university's diversity statement).
- Advertise job ads in venues that target women and minority candidates.
- Develop a mentoring program that connects junior and senior women faculty and junior and senior minority faculty to encourage retention.
- Ensure an environment that supports work-life balance.

D.1.2.c Proportion of incoming graduate students from Appalachia

D.1.2.d Proportion of incoming students who are members of racial/ethnic minority groups

Action Items for D 1.2.c and D1.2.d

- Establish the Recruitment and Retention Taskforce as a standing committee of the college.
- Reach out to regional HBCUs at least once every year.
- Increase active participation of the college in social media.
- Re-vamp and continuously improve the college website with emphasis on diversity.
- Continue participation in SOPHAS.
- Enhance awareness of the college programs across the university campus and to regional community colleges and universities.

Objective D.1.3: Promote curricula that build competence in cultural awareness and social justice both in the classroom and in community-based learning.

Outcome Measures/Indicators:

D.1.3.a Degree programs with one or more competencies addressing diversity and culture issues

D1.3.b Percent employers who rank “Effectiveness of college programs in preparing graduates to meet community needs” as “high” or “highest”

D1.3.c Percent employers who rank college graduates as “high” or “highest” in “ethics and social responsibility”

D1.3.d Percent alumni who report competency to “interaction and communicate with diverse individuals and communities”

D1.3.e Percent students who report “program helped me embrace diversity and treat all people with dignity and respect”

Action Items:

- Program coordinators and/or dept. chairs incorporate diversity/culture competencies, as needed, and map to course(s) and/or other learning experiences. Instructors integrate into course syllabi.
- Ensure coverage of social justice and ethics in core courses at all degree levels: Cultural Competency (BSPH), Intro to Public Health (HSCI), Public Health Law (ENVH), Philosophy of Public Health (masters), and Leadership, Policy & Ethics (doctoral).
- Implement ESSENTIALS as a core course in the new BSPH curriculum effective 2015.
- Maintain diversity in field internship sites including by organizational type (public health agencies, community-based organizations, etc..) and by geographic location (urban, rural, developing countries)
- Continue to assure student access to community service opportunities through PHSA (Public Health Student Association) and other student organizations.
- Continue to assure student access to seminars and other professional development activities that incorporate issues of diversity and social justice.

Objective D.1.4: Ensure that faculty, staff and student development incorporate issues of diversity, social justice and ethics.

Outcome Measures/Indicators:**D.1.4.a. Number of in-house seminars that focus on diversity and social justice.**Action Items:

- Continue Leading Voices in Public Health lecture series with at least one lecture or event per year focused on diversity, social justice and ethics.

E. Action Items for Workforce Objectives

WORKFORCE GOAL W.1: Effectively engage in public health workforce development responsive to workforce needs.

Objective W.1.1 Conduct a workforce needs assessment survey to inform the college workforce development programs.

Action Items:

- Develop the Center of for Public Health Policy and Practice
- Seek funding to support workforce training.

Objective W.1.2 Develop and implement new online academic programs to increase accessibility by working professionals.

Outcome Measures/Indicators:

W.1.2.a. Implement the online MPH in Community Health.

W.1.2.b. Develop 1 or more online certificate programs (e.g. generalist public health certificate) targeting the identified needs of working professionals.

Action Items:

- Implement the online MPH in Community Health effective fall 2014.
- Develop new online certificate programs by 2018.

Objective W.1.3 Continue to enroll practice professionals in online certificates and graduate degrees in public health.

Outcome Measures/Indicators:

W.1.3.a Number of practice professionals enrolled in certificate programs.

W.1.3.b Number of practice professionals enrolled in graduate degree programs.

Action Items:

- Charge the Recruitment and Retention Committee to develop and implement an enhanced marketing plan for online programs, including degree and certificate programs.

- Revise the MPH admissions criteria to facilitate enrollment of non-traditional students.
- Seek funding to support workforce training.
- Develop policies whereby students can apply all graduate certificate coursework towards the MPH degree requirements.

Objective W.1.4 Provide opportunities for practice professionals to participate in continuing education offerings other than certificates (e.g. Leading Voices in Public Health Lecture Series, Public Health Training Center, Academic Health Departments).

Outcome Measure:

W.1.4.a Number of continuing education offerings

Action Items

- Continue to collaborate with the Tennessee Public Health Association (TPHA) to provide continuing education to the state public health workforce.
- Continue to live stream and/or record LVPH (Leading Voices in Public Health) and other campus CE events to increase accessibility to practicing professionals across the state and region.
- Seek funding to support workforce training.

F. Action Items for Resource Objectives

RESOURCE GOAL RS.1 Strengthen the human and fiscal resources in support of the college mission and vision.

RS.1.1 Create an environment that is personally and professionally rewarding for faculty and staff.

Outcome Measures:

RS.1.1.a Conduct a faculty survey to assess satisfaction with work experience and implement improvements.

Action Items:

- Charge the College Faculty Council to develop a Faculty Satisfaction Survey.
- Faculty Council to conduct focus group with faculty and develop survey instrument in year 1 (2014-15).
- Faculty Council to survey faculty, analyze data, report findings, recommend improvements, and refine survey in year 2 (2015-16)
- Faculty Council to recommend frequency of administering survey.

RS.1.1.b Conduct a staff survey to assess satisfaction with work experience and implement improvements.

Action Items:

- Charge the College Staff Council to develop a Staff Satisfaction Survey.
- Staff Council to conduct focus group with staff and develop survey instrument in year 1.
- Staff Council to survey faculty, analyze data, report findings, recommend improvements, and refine survey in year 2.
- Staff Council to recommend frequency of administering survey.

Objective RS.1.2: Strengthen our tenure-track and non-tenure track faculty resources.

Outcome Measures/Indicators:

RS.1.2.a Number of primary faculty positions

RS.1.2.b Graduate Student Faculty Ratios

Action Item:

- Enhance revenue sources to support additional faculty positions

RS.1.2.c Proportion of primary faculty who are tenured

Action Items:

- Continue annual performance evaluation of faculty to provide mentoring of junior faculty and to review progress towards tenure.
- Review and revise the departmental workload policies and tenure and promotion criteria to more explicitly define expectations for tenure (Per university policy, departments should review their workload policies every 5 years and revise, as needed).
- Develop and implement Third Year Review Policy for tenure track faculty to provide an additional mechanism for mentoring of junior faculty and for communication among tenured faculty, tenure-track faculty, chairs and the dean.
- Continue to encourage faculty participation in instructional and research development opportunities.

RS.1.2.d Proportion of tenure track/tenured faculty hires with terminal degrees

Action Item:

- Continue to require a terminal degree in the discipline or related field as a minimum qualification for tenure track positions in the college.

RS.1.2.e Proportion of faculty who participate in one or more professional development activity per year

Action Items:

- Revise the annual Faculty Activity Plan (FAP) template to include emphasis on professional development. (FAPs are completed every fall by the college faculty, in consultation with their department chair and the dean).
- Continue to support faculty travel to professional conferences, as operating budgets permit.
- The College Faculty Development Committee continues to organize and offer one or more professional development activity per year.
- Continue the College Grand Rounds, Breakfast with the Expert, and departmental seminars.
- Support faculty participation in ETSU professional development workshops and courses.

RS.1.2.f Promotion strategy for non-tenure track faculty

Action Item:

- Leadership Council to develop proposal for a promotion strategy for clinical instructors by Year 2 (2015-16).

RS.1.3 Enhance fiscal resources and budgeting processes.

Outcome Measures/Indicators:**RS1.3.a. Institutional (college) expenditures per FTE student**Action Items:

- Enhance revenue sources including health science credit hour fee, external funding, and tuition revenue. The latter will become a source of revenue for the college as the university transitions into a responsibility-centered management budgeting model.
- Monitor student enrollment to maintain target level of expenditures per student.

RS1.3.b. Proportion of budget derived from sources than university/state fundsAction Items:

- Enhance credit hour and other sources of student enrollment revenue.
- Systematically pursue external funding of research projects (see Research Plan above)
- Continue to engage TNIPH (Tennessee Institute for Public Health) in service and training grant opportunities.
- Create the Center for Public Health Practice and Policy to enhance collaborative service and training efforts within the college.
- Continue to reward faculty participation in funded service and training grants and projects as part of the annual performance review process, the third-year review process, and T&P.

RS.1.3.a De-centralized budget processAction Items:

- Participate on the University's Ad hoc Committee on the Budgeting Process charged with developing recommendations for a responsibility-centered budgeting model.
- Analyze implications of new budgeting model for the college and plan accordingly.

RS.1.4 Expand fundraising and development activities

Outcome Measures:

RS.1.4.a Number of individuals who give to the college

RS.1.4.b Amount of funds donated to the college.

Action Items:

- Further develop alumni relations.
- Seek an in-house development officer.
- Continue community engagement efforts through field internships, college-sponsored events, and community service.