COLLEGE OF SOCIAL SCIENCES
AND PUBLIC POLICY

STRATEGIC DIRECTIONS QUESTIONNAIRE
SUMMARY

Designed, compiled, and analyzed by:

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# FSU COLLEGE OF SOCIAL SCIENCES AND PUBLIC POLICY
## STRATEGIC DIRECTIONS QUESTIONNAIRE SUMMARY

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INTRODUCTION AND CONTEXT

FSU’s College of Social Sciences and Public Policy (COSSPP) was established in 1973. Today, at almost 5,000 students and over 150 faculty, COSSPP is the third largest college in the University. COSSPP generates one in every six degrees granted by FSU in a typical year. While only about 12 percent of the total student body, COSSPP students account for 30 to 50 percent of academic honor society memberships, national award and fellowship winners, and student government officers.

To continue making great advances in research, teaching, service, and student success, Dean Tim Chapin has decided to engage in a strategic directions process with College faculty, staff, and students to develop and adopt a strategic directions plan for the College by Summer 2019. The process is designed to engage faculty, staff, and students in a collaborative effort in 2018–2019 through questionnaires, meetings, and workshops. This will allow participants to help identify challenges, opportunities, and trends and speak to key issues that should be addressed as part of advancing towards a shared 10-year vision of success.

The Dean is convening a COSSPP Strategic Directions Committee (SDC) that reflects a diverse and representative set of College perspectives. The SDC will be charged to collectively provide guidance and draft recommendations informed by input from faculty, staff, and students on the plan as it develops. In preparation for convening the SDC in September 2018, 100 faculty and staff responded to an online strategic directions questionnaire offering perspectives and ideas. This represented the first of several opportunities over the coming year for faculty, staff, and students to provide direct input into the process and inform the content and preparation of the plan.

The 100 questionnaire respondents came from every department and center in the College and featured 72 faculty and 28 staff from across the College.1

I. LOOKING BACK – COSSPP SHARED HISTORY

To set the context and foundation for the College’s strategic directions initiative, the

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1 The respondents included: 72 faculty from Economics, Emergency Management, Geography, Health Policy Research, Interdisciplinary Social Sciences, International Affairs, Political Science, Public Administration, Sociology, Urban and Regional Planning, DeVoe Moore Center, and Pepper Center; and 28 staff from Academic Affairs, Dean’s Office, Economics, Emergency Management, Geography, Interdisciplinary Social Sciences, International Affairs, Political Science, Public Administration, Sociology, Urban and Regional Planning, DeVoe Moore Center, and Pepper Center.
respondents reflected on the College’s history at FSU. Their responses represent a “shared history” of where the College has been.

### LOOKING BACK: COSSPP Shared History – Where Have We Been?

<table>
<thead>
<tr>
<th><strong>Key Milestones/Eras/Initiatives</strong></th>
<th><strong>People/Leaders</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• 1973 – College was founded.</td>
<td>• Reuben Askew (Public Administration, 1951), former Florida governor</td>
</tr>
<tr>
<td>• Including both traditional social sciences and social science based professions was a smart move from the outset: Each strengthens the other.</td>
<td>• Lynda Keever (Political Science, 1969), former publisher of Florida Trend Magazine</td>
</tr>
<tr>
<td>• 1977 – Multidisciplinary Center on Gerontology within the College of Social Sciences' Institute for Social Research</td>
<td>• Tomas Culligan (Political Science, 1973, and Public Administration, 1977), former CEO of Raytheon International, Inc.</td>
</tr>
<tr>
<td>• 1979 – My first course in the Bellamy Building: The building seemed &quot;dated&quot; then and I believe the elevators are the same and were just as scary as they are today.</td>
<td>• Joyce Godwin (Political Science, 1965), a board member of World Vision International as well as many other nonprofit organizations</td>
</tr>
<tr>
<td>• In the late ’80s and early ’90s there was considerable enthusiasm for an international studies focus for the College. By the mid ’90s the deanship changed and many departments turned away from an international focus.</td>
<td>• Eric Reading (International Affairs, 1993), executive vice president of Chemonics International</td>
</tr>
<tr>
<td>• 1998 – My second stint at COSS: Criminology and Anthropology have moved out. Has no one here ever heard of computers or the Internet?</td>
<td>• Dean Charles Cnudde</td>
</tr>
<tr>
<td>• Dean Cowart directed all departments to create one-year applied MS programs that, I think, have been very successful. They play an important role in augmenting the College’s Get More than a Degree program.</td>
<td>• William Bell, DURP and Gerontology Center</td>
</tr>
<tr>
<td>• The College was an early adopter and supporter of demography as an independent discipline.</td>
<td>• Dean Marie E. Cowart</td>
</tr>
<tr>
<td>• Creating a Master in GIS program</td>
<td>• Dean David Rasmussen</td>
</tr>
<tr>
<td>• 1992 – Funding for the Pepper Institute</td>
<td>• Gus Stavros</td>
</tr>
<tr>
<td>• 1990s – Research center faculty lines and budgetary considerations were &quot;folded back into&quot; academic departments, where the silo mentality of specific disciplines quickly reduced such interdisciplinary collaboration to nearly nothing.</td>
<td>• DeVoe Moore</td>
</tr>
<tr>
<td>• 1998 – Funding for creation of the DeVoe Moore Center</td>
<td>• Claude Pepper</td>
</tr>
<tr>
<td>• 2001? – Yearlong move for building-wide renovation out of Bellamy to the &quot;old&quot; Johnson Building: Was scolded for painting my Bellamy office anything other than white.</td>
<td>• David Macpherson, Economics and Pepper Center</td>
</tr>
<tr>
<td>• Accepting Koch Foundation money in exchange for partial control over hiring and curriculum</td>
<td>• Mark Isaac</td>
</tr>
<tr>
<td>• 2003 – Sandy D'Alemberte retires.</td>
<td>• David Cooper and Shawn Kantor, Hilton Center</td>
</tr>
<tr>
<td></td>
<td>• Dean Tim Chapin</td>
</tr>
</tbody>
</table>
• Starting the Master of Public Health program with admission of 1 student
• 2007 – Filled in the FSU Pool and built HCB: Goodbye lunch hour swims.
• The budget crisis of the late 2000s hit our department hard, and in some ways it has never recovered.
• 2010+ – Academic Way Garage and business school parking: Finally something other than the old tennis courts parking.
• 2010 – College of Social Sciences added “Public Policy” to its name (COSSPP).
• Losing Eppes professorships and not replacing at the senior levels since 2016
• The xs/fs lab was founded.
• “Get More Than a Degree”
• 2012 & 2016 – Two $1 million endowments were granted from the Bernard Osher Foundation to help sustain and support lifelong learning opportunities to older people in the Tallahassee area.
• 2018 – MPH graduates 45 students a year, with 200 alumni.

II. LOOKING AROUND

The following questions and responses focus on evaluating the effectiveness of the current mission, and the factors and trends enhancing, impeding, and impacting the College’s work today.

A. COSSPP MISSION STATEMENT

Respondents were asked to review and rate the effectiveness of the current mission statement:

"The College of Social Sciences and Public Policy is dedicated to providing students with the highest quality instruction, offering opportunities for professional development, and performing first class research to serve society."

The average rating for the effectiveness of the mission was 3.2 (somewhat effective) on a scale of 5. A large majority of respondents found it to be very effective, effective, or somewhat effective. Most suggested it needed updating.

<table>
<thead>
<tr>
<th>SUMMARY OF MISSION EFFECTIVENESS COMMENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listed in order of frequency from questionnaire</td>
</tr>
<tr>
<td>1. Lack of College identity; generic, bland, boilerplate (22)</td>
</tr>
<tr>
<td>2. Serving as a center of public policy research (15)</td>
</tr>
<tr>
<td>3. Clarify or delete “first class” research (7)</td>
</tr>
<tr>
<td>4. Reference students acquiring skills, not just instruction (6)</td>
</tr>
</tbody>
</table>
5. Reference diversity (5)
   Clarify “professional development” (5)

6. Service and community outreach lacking (4)

7. Align with FSU mission (2)
   Reference interdisciplinary teaching and research (2)

8. Reference role of social science scholars in a more just and equitable society (1)
   Reference character and intellectual capacity (1)
   Add dissemination (1)

B. FACTORS ENHANCING COLLEGE SUCCESS

Respondents identified the key factors currently enhancing the College’s success. Below are their responses summarized and listed as themes, in order of frequency.

<table>
<thead>
<tr>
<th>FACTORS ENHANCING COSSPP SUCCESS</th>
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<tbody>
<tr>
<td><strong>Listed in order of frequency from questionnaire</strong></td>
</tr>
<tr>
<td>1. Faculty commitment, quality, and recruitment (28)</td>
</tr>
<tr>
<td>2. Multidisciplinary focus (16)</td>
</tr>
<tr>
<td>3. Quality faculty and student scholarship (14)</td>
</tr>
<tr>
<td>4. Strong leadership (11)</td>
</tr>
<tr>
<td>5. Committed staff providing faculty and student support (8)</td>
</tr>
<tr>
<td>6. Policy and community outreach (7)</td>
</tr>
<tr>
<td>7. Quality teaching (6)</td>
</tr>
<tr>
<td>8. IT resources (4)</td>
</tr>
<tr>
<td>9. Strategic planning (3)</td>
</tr>
<tr>
<td>Job placement (3)</td>
</tr>
<tr>
<td>Research centers (3)</td>
</tr>
<tr>
<td>Engaged, passionate, high-performing students (3)</td>
</tr>
<tr>
<td>10. Departments as a strength (1)</td>
</tr>
<tr>
<td>Collegial environment (1)</td>
</tr>
<tr>
<td>Social media presence (1)</td>
</tr>
<tr>
<td>Building on strengths (1)</td>
</tr>
<tr>
<td>Strong alumni network (1)</td>
</tr>
<tr>
<td>Improved financial climate for College (1)</td>
</tr>
<tr>
<td>Distance learning income (1)</td>
</tr>
<tr>
<td>Study abroad (1)</td>
</tr>
</tbody>
</table>

C. FACTORS IMPEDING COLLEGE SUCCESS

Respondents identified the key factors currently impeding the College’s success. Below are their responses summarized and listed as themes, in order of frequency.

<table>
<thead>
<tr>
<th>FACTORS IMPEDING COSSPP SUCCESS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Listed in order of frequency from questionnaire</strong></td>
</tr>
<tr>
<td>1. Tight budgets, lack of transparency, and faculty retention (23)</td>
</tr>
</tbody>
</table>
2. Staffing, management, and administrative support (15)
3. Lack of support and funding for recruiting high-quality graduate students (10)
4. Department silos (9)
5. Lack of external grant application support (6)
6. Lack of an infrastructure to support multidisciplinary work (4)
   How do centers fit in the College? Are there too many? (4)
7. College not a priority for FSU (3)
   Difficulty recruiting and retaining senior scholars with national reputations (3)
   Inadequate support for faculty research (3)
8. Peer-reviewed journals as key metric (2)
   Better branding for COSSPP (2)
   Lack of diversity (2)
   Addressing sexual harassment (2)
   High teaching load (2)
   Old facilities and labs (2)
9. The pursuit of national rankings (1)
   Gender inequity in assigning responsibilities (1)
   Lack of support for teaching outside classroom (1)
   Standards for adjunct qualifications (1)
   Inadequate internationalization efforts (1)
   Promoting public health programs at expense of other social science areas (1)
   Culture of mediocrity (1)
   Role of the CBA union (1)
   Perceptions of outside influence (1)
   Academic achievements not linked to compensation (1)
   Distance learning uncertainty (1)
   FSU Foundation (1)
   Behind on “big data” (1)

D. Key Trends Impacting the College

Respondents identified the key trends they believed will be driving the College in the coming years. Below are their responses summarized and listed as themes, in order of frequency.

<table>
<thead>
<tr>
<th>Trends Impacting COSSPP Success</th>
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<tbody>
<tr>
<td>Listed in order of frequency from questionnaire</td>
</tr>
<tr>
<td>1. Lack of legislative support for the social sciences (20)</td>
</tr>
<tr>
<td>2. Declining graduate enrollment (12)</td>
</tr>
<tr>
<td>3. Expectations in terms of job placement/job ready skills (8)</td>
</tr>
<tr>
<td>4. Big data (5)</td>
</tr>
<tr>
<td>5. Interdisciplinarity (5)</td>
</tr>
<tr>
<td>5. Addressing social and political issues through public scholarship (4)</td>
</tr>
<tr>
<td>Preeminence designation and funding (4)</td>
</tr>
<tr>
<td>Changing student and faculty demographics (4)</td>
</tr>
</tbody>
</table>
Online courses (4)  
Aging population (4)

6. Losing top-flight researchers (3)  
Declining federal support for the social sciences (3)  
International focus in an interconnected world (3)

7. Competitiveness of academic job market (2)  
Race, migrants diaspora (2)  
Economic inequality (2)  
Opportunity to align with and seek support for work advancing FSU strategic goals (2)  
Political correctness and open dialogue (2)

8. Demise of tenure (1)  
Job/industry focus to justify every discipline (1)  
Increase in foreign graduate students (1)  
Social media (1)  
New technologies (1)  
Constrained hiring (1)  
Impact of recession on centralization of budgeting (1)  
Autonomous vehicles (1)  
Artificial intelligence (1)  
Increasing need for critical thinking skills (1)  
Socialist movement in the US (1)  
Souring town/gown relationship (1)

III. RATING THE COLLEGE’S CURRENT OVERALL STRENGTHS AND CRITICAL FOCUS AREAS

Respondents were asked to offer their views by rating and commenting on the strength of undergraduate programs, graduate programs at the doctoral and master’s levels, interdisciplinary programs, centers and institutes, and external funding. They also rated and commented on how critical it will be to focus on each as the College develops its strategic directions plan in 2018–2019.

A. UNDERGRADUATE DEGREE PROGRAMS

The FSU College of Social Sciences and Public Policy offers a range of undergraduate degrees through its departments and interdisciplinary programs. Respondents were asked to rate and comment on the strength of COSSPP undergraduate programs and rate the importance of focusing on these programs as the College develops its strategic plan.

| Current strength of undergraduate programs | 3.7 of 5 Average | 13 of 90 don’t know |
| Importance of future focus on undergraduate programs | 3.9 of 5 Average | 5 of 90 don’t know |

COMMENTS ON CURRENT STRENGTH OF COSSPP UNDERGRADUATE PROGRAMS
The majority of comments remarked on different areas of overall strength in the College’s undergraduate programs but noted larger classes don’t contribute to these strengths.

**COMMENTS ON CRITICAL FUTURE FOCUS FOR COSSPP UNDERGRADUATE PROGRAMS**

<table>
<thead>
<tr>
<th>Overview of Comments/Suggestions on Future COSSPP Focus</th>
<th>Listed in order of frequency from questionnaire</th>
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</thead>
<tbody>
<tr>
<td>1. Strategic need for COSSPP undergraduate education (7)</td>
<td></td>
</tr>
<tr>
<td>2. Improve quality and rigor of instruction to attract more students (4)</td>
<td></td>
</tr>
<tr>
<td>3. Enhance student advising and support (3)</td>
<td></td>
</tr>
<tr>
<td>Promote quantitative and critical thinking skills (3)</td>
<td></td>
</tr>
<tr>
<td>Attract and prepare undergraduates to go on for graduate study (3)</td>
<td></td>
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<tr>
<td>4. Improve job placement (2)</td>
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<tr>
<td>Raise standards for admittance to the College (2)</td>
<td></td>
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<tr>
<td>Publish graduation and placement rates (2)</td>
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<tr>
<td>Provide solid interdisciplinary offerings (2)</td>
<td></td>
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<tr>
<td>5. Expand Social Science Scholars program (1)</td>
<td></td>
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<tr>
<td>Highlight 4-year graduation rates (1)</td>
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<tr>
<td>Research excellence first; teaching follows (1)</td>
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<tr>
<td>Expand the “Get More Than a Degree” initiative (1)</td>
<td></td>
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<tr>
<td>Explore dual majoring (1)</td>
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<tr>
<td>Fund undergraduates (1)</td>
<td></td>
</tr>
<tr>
<td>Develop military security and administration (1)</td>
<td></td>
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<tr>
<td>Address course size and transferable skills (1)</td>
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</tbody>
</table>

**B. GRADUATE DOCTORAL PROGRAMS**

The College’s core departments and programs offer a wide range of doctoral degree programs. Respondents were asked to rate and comment on the strength of COSSPP doctoral programs and rate the importance of focusing on these programs as the College develops its strategic plan.

| Current strength of doctoral programs | 3.4 of 5 Average | 11 of 90 don’t know |
| Importance of future focus on doctoral programs | 4.4 of 5 Average | 6 of 90 don’t know |

**COMMENTS ON CURRENT STRENGTH OF COSSPP DOCTORAL PROGRAMS**

<table>
<thead>
<tr>
<th>Overview of Comments on COSSPP’s Current Strengths</th>
<th>Listed in order of frequency from questionnaire</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Doctoral programs are the lifeblood of the College and its reputation (9)</td>
<td></td>
</tr>
<tr>
<td>2. Doctoral placements determine strength of the College’s doctoral programs (8)</td>
<td></td>
</tr>
<tr>
<td>3. Strong doctoral programs in the College are limited by non-competitive funding levels (5)</td>
<td></td>
</tr>
<tr>
<td>4. Program quality varies (3)</td>
<td></td>
</tr>
<tr>
<td>5. Consistent with a mid-ranked state university, not a leader (2)</td>
<td></td>
</tr>
</tbody>
</table>
Rushed pace of getting PhD students through (2)
High but not exceptional quality graduate students (2)
Economics doctoral program (2)

6. Postdoctoral programs (1)
   Incentives lacking for getting research-oriented students published (1)
   Declining doctoral cohorts (1)
   Loss of prominent senior scholars impacts recruiting (1)

COMMENTS ON CRITICAL FUTURE FOCUS FOR COSSPP DOCTORAL PROGRAMS

<table>
<thead>
<tr>
<th>OVERVIEW OF COMMENTS/SUGGESTIONS ON FUTURE COSSPP FOCUS</th>
<th>Listed in order of frequency from questionnaire</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Emphasize doctoral degree programs and graduation rates to advance recognition (14)</td>
<td></td>
</tr>
<tr>
<td>2. PhD education and recruiting top students are critical (9)</td>
<td></td>
</tr>
<tr>
<td>3. Address graduate funding and other restraints (8)</td>
<td></td>
</tr>
<tr>
<td>4. Job placement (3)</td>
<td></td>
</tr>
<tr>
<td>5. Creative thinking and effective presentation of ideas (1)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Productive researchers (1)</td>
</tr>
<tr>
<td></td>
<td>Hiring new senior faculty helps to recruit doctoral students (1)</td>
</tr>
<tr>
<td></td>
<td>Focus on policy areas of critical importance (1)</td>
</tr>
<tr>
<td></td>
<td>Research progress monitoring (1)</td>
</tr>
<tr>
<td></td>
<td>Promote postdoctoral programs (1)</td>
</tr>
</tbody>
</table>

C. GRADUATE MASTER’S PROGRAMS

The College's core departments and programs offer a wide range of master’s degree programs. Respondents were asked to rate and comment on the strength of COSSPP master’s programs and rate the importance of focusing on these programs as the College develops its strategic plan.

<table>
<thead>
<tr>
<th>Current strength of master’s programs</th>
<th>3.6 of 5 Average</th>
<th>9 of 90 don’t know</th>
</tr>
</thead>
<tbody>
<tr>
<td>Importance of future focus on master’s programs</td>
<td>3.8 of 5 Average</td>
<td>8 of 90 don’t know</td>
</tr>
</tbody>
</table>

COMMENTS ON CURRENT STRENGTH OF COSSPP MASTER’S PROGRAMS

The majority of comments remarked on different areas of overall strength in the College’s master’s programs with emphasis on high-quality students being educated and trained for professional fields in nationally visible and respected degree programs. These programs help to fund the doctoral programs but are not sufficiently marketed.

COMMENTS ON CRITICAL FUTURE FOCUS FOR COSSPP MASTER’S PROGRAMS

<table>
<thead>
<tr>
<th>OVERVIEW OF COMMENTS/SUGGESTIONS ON FUTURE COSSPP FOCUS</th>
<th>Listed in order of frequency from questionnaire</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Update curricula (3)</td>
<td></td>
</tr>
<tr>
<td>2. Skills employers need (2)</td>
<td></td>
</tr>
<tr>
<td>Graduate programs and preeminence (2)</td>
<td></td>
</tr>
</tbody>
</table>
3. Community engagement (1)  
   Moving the needle on policy and social programs (1)  
   Partnerships (1)  
   Short duration programs, with manageable workload (1)  
   Encourage undergrads to enroll in BS/MS (1)  
   Faculty disincentives (1)  
   Job placement (1)  
   New programs (1)  
   Master’s degrees are not desired by all departments (1)

D. INTERDISCIPLINARY PROGRAMS

Our world is highly interdisciplinary. To one degree or another, solutions to social, political, and economic problems do not lie in a single disciplinary focus. Respondents were asked to rate and comment on the strength of COSSPP interdisciplinary programs and rate the importance of focusing on these programs as the College develops its strategic plan.

| Current strength of interdisciplinary programs | 3.2 of 5 Average | 20 of 90 don’t know |
| Importance of future focus on interdisciplinary programs | 3.8 of 5 Average | 13 of 90 don’t know |

COMMENTS ON CURRENT STRENGTH OF COSSPP INTERDISCIPLINARY PROGRAMS

| OVERVIEW OF COMMENTS ON COSSPP’S CURRENT STRENGTHS |
| Listed in order of frequency from questionnaire |
| 1. Interdisciplinary strengths (9) |
| Quality varies (9) |
| 2. Programs (5) |
| 3. Investment in faculty lines and staff (3) |
| 4. Leadership (2) |
| 5. Faculty and retention (1) |
| Administrative support (1) |
| Incentives for collaboration (1) |
| Emergency Management and Homeland Security program (1) |

COMMENTS ON CRITICAL FUTURE FOCUS FOR COSSPP INTERDISCIPLINARY PROGRAMS

| OVERVIEW OF COMMENTS/SUGGESTIONS ON FUTURE COSSPP FOCUS |
| Listed in order of frequency from questionnaire |
| 1. Societal need for interdisciplinary approaches (5) |
| Student success and job placement (5) |
2. Value of an interdisciplinary social science degree (3)

3. Students provided opportunities and included in greater College environment (2)
   - Interdisciplinary programs support College mission (2)
   - Coordination and communication among interdisciplinary programs and departments (2)
   - New hires (2)
   - Disciplinary and vs. interdisciplinary programs (2)

4. Integration into College infrastructure (1)
   - Programs (1)
   - Funding resources (1)
   - Academic staff support (1)
   - Interdisciplinary preparation for grad school (1)
   - Developing and maintaining programs (1)
   - Focus on developing and supporting a couple of interdisciplinary programs, e.g., aging (1)

E. CENTERS AND INSTITUTES

The College hosts a number of centers and institutes that continually contribute to their respective academic, policy, and practitioner communities and enrich the opportunities of our students. Respondents were asked to rate and comment on the strength of COSSPP centers and institutes and rate the importance of focusing on these programs as the College develops its strategic plan.

| Current strength of centers and institutes | 3.3 of 5 Average | 19 of 90 don’t know |
| Importance of future focus on centers and institutes | 3.7 of 5 Average | 17 of 90 don’t know |

COMMENTS ON CURRENT STRENGTH OF COSSPP CENTERS AND INSTITUTES

| OVERVIEW OF COMMENTS ON COSSPP’S CURRENT STRENGTHS |
| Listed in order of frequency from questionnaire |
| 1. Centers’ strengths and value (11) |
| 2. Quality varies (9) |
| 3. Centers’ funding and role in research and teaching (3)
  - Centers’ missions and purposes poorly understood (3)
  - Address reputation of bias by showcasing rigorous research and education (3) |
| 4. Student involvement (1)
  - Centers vs. departments (1)
  - Fewer centers (1) |

COMMENTS ON CRITICAL FUTURE FOCUS FOR COSSPP CENTERS AND INSTITUTES

| OVERVIEW OF COMMENTS/SUGGESTIONS ON FUTURE COSSPP FOCUS |
| Listed in order of frequency from questionnaire |
| 1. Departments and centers—review management structure, faculty lines, and budgets (5) |
| 2. Centers’ strengths and value (4) |
3. Centers and departments working together produce meaningful policy research (3)  
Partnerships for research and education (3)

4. Build on and support institutes and centers aligned with the College mission and plan (2)

5. Disciplinary vs. policy focus (1)  
Bridge to practitioner policy communities (1)

F. EXTERNAL PROPOSALS AND FUNDING

| Current strength of external proposals and funding | 2.8 of 5 Average | 18 of 90 don’t know |
| Importance of future focus on external proposals and funding | 4.3 of 5 Average | 11 of 90 don’t know |

COMMENTS ON CURRENT STRENGTH OF COSSPP EXTERNAL PROPOSALS AND FUNDING

| OVERVIEW OF COMMENTS ON COSSPP’S CURRENT STRENGTHS |
| Listed in order of frequency from questionnaire |
| 1. College external funding support historically weak but improving (14) |
| 2. External funding support effectiveness (4) |
| 3. More incentives and seed funding needed (2)  
Centers as source of external funding (2)  
Importance of external funding for the College (2)  
Address “free riders” (2) |
| 4. Social science vs. classical science communities (1) |

COMMENTS ON CRITICAL FUTURE FOCUS FOR COSSPP EXTERNAL PROPOSALS AND FUNDING

| OVERVIEW OF COMMENTS/SUGGESTIONS ON FUTURE COSSPP FOCUS |
| Listed in order of frequency from questionnaire |
| 1. Prioritize, incentivize, and reward seeking external research support (13) |
| 2. Seek new avenues of support (5) |
| 3. College support for grant writing (4) |
| 4. Sponsored research and the College (2)  
Work with centers to draw on alumni from public, private, and nonprofit sector employers for funded research partnership opportunities (2)  
Seek state and local government and association research partnerships (2) |
| 5. Research productivity and College profile (1)  
Research agendas not suited for external funding (1)  
How much can the College directly control? (1) |

IV. RATING THE COLLEGE’S ALIGNMENT WITH FSU STRATEGIC GOALS

In 2016 FSU adopted its 2017–2022 strategic plan, “The Future is Florida State.” The plan is organized around core values (transformative daring, inspired excellence, dynamic inclusiveness, responsible stewardship, and engaged community). The plan features six
strategic goals, identified in the subsections below, for each of which respondents rated the College’s success in advancing the goal and the importance of the College pursuing strategies in alignment with the goal as it develops its strategic directions plan.

**GOAL I. ENTREPRENEURSHIP AND INNOVATION**

**MAKE FSU A RECOGNIZED LEADER AND PARTNER IN ACADEMIC, ECONOMIC, AND SOCIAL INNOVATION AND ENTREPRENEURSHIP.**

<table>
<thead>
<tr>
<th>Current COSSPP success in advancing goal</th>
<th>3.1 of 5 Average</th>
<th>29 of 90 don’t know</th>
</tr>
</thead>
<tbody>
<tr>
<td>Importance of future COSSPP focus on goal</td>
<td>3.4 of 5 Average</td>
<td>22 of 90 don’t know</td>
</tr>
</tbody>
</table>

**Summary of comments on the College’s success in advancing entrepreneurship and innovation**

There was a split of opinion, with some suggesting that COSSPP and its centers are leading on campus in social entrepreneurship as well as applied research and teaching, while also providing opportunities for student involvement. Others suggested the focus on entrepreneurship is misplaced and fragmented and is not a critical element of the College, which focuses on academic researchers and scholars. Some noted the business school is not very involved and suggested the new Moran School would be a better fit. Others noted that top researchers in entrepreneurship are not to be found at FSU. Many felt they didn’t know enough to be able to judge and there has been little effort to educate faculty on the area.

**Summary of comments on the importance of the College pursuing strategies in advancing entrepreneurship and innovation**

Some believe this should continue to be a critical interdisciplinary area of focus for the College that is aligned with the FSU strategic plan and is preparing students with a rigorous set of concepts and skills for a rapidly changing world. They argue this presents an interdisciplinary theme with connections and overlap with many faculty in the College and should be made more visible, robust, and community oriented. It provides an opportunity to collaborate and coordinate research teams within COSSPP and across the University to teach our students to be critical and flexible thinkers who can solve problems analytically and quantitatively. It may also offer the potential for generating external funding and alumni donations. Others believe “entrepreneurship seems out of our wheelhouse,” with the College of Business and the Jim Moran Institute better suited to address this topic. Some believe entrepreneurship is viewed more favorably than it should be, and overemphasizing it may not be healthy for students. “This may be a passing fad” or is “abetting the academy’s slide into a corporate model.” Given FSU and COSSPP’s effective role in serving less advantaged students, placing emphasis on entrepreneurship—which requires resources and connections in order to start businesses—could set students up for failure.

**GOAL II. FACULTY AND RESEARCH**

**A. STRATEGICALLY GROW AND SUPPORT THE FACULTY TO PROMOTE FSU AS A PREFERRED CLIMATE FOR FACULTY ENGAGEMENT, PRODUCTIVITY, AND CAREER LONGEVITY.**
Summary of comments on the College’s success in advancing faculty engagement, productivity, and career longevity

Most respondents noted this was a key strength historically for the College, which has good faculty recruitment and mentoring and a collegial atmosphere. Most agreed that more could be done to promote the College’s scholarship, that faculty need more time and resources to pursue and present scholarship and gain visibility, and that there is much room for improvement in levels of productivity and excellence.

Summary of comments on the importance of the College pursuing strategies in advancing faculty engagement, productivity, and career longevity

There was support for the strategic plan articulating and implementing strategies to reward and achieve excellence in scholarship and teaching, and promoting communities of inclusion, support, and accountability among faculty in the College. Seeking a balance between research and teaching is important to allow faculty to be more productive. Both societal impact and international reputation will depend on the College’s success in this. The role of non-tenure-track specialized faculty should be clarified. The College will need to invest in recruiting top faculty and in faculty productivity especially early in their careers (not just in lines and salary, but availability of travel, graduate assistants, research leaves, and research support). The College needs more staff to support the outside activities that faculty, departments, centers, and institutes are engaged in or would like to participate in but do not feel they have the infrastructure in place to do. Some suggested considering postdoctoral programs to draw top students.

B. ESTABLISH FSU AS A SOUGHT-AFTER DESTINATION FOR HIGH-QUALITY GRADUATE AND PROFESSIONAL STUDENTS AND POSTDOCTORAL FELLOWS.

Summary of comments on the College’s success in recruiting graduate and professional students

Many suggested that the distinctive identity, reputation, and resulting quality of the students is mixed in many departments but may be improving. The GPA/GRE admissions for programs have continued to climb over the last few years. Some suggested redoubling recruitment outreach, placing limits on the number of courses taught by doctoral students, providing more competitive stipends and tuition waivers to attract and recruit student prospects, and including some key international markets. Some suggested improving the quality of research faculty and producing higher-quality research since graduate students are attracted to places where they receive opportunities to participate in research and the record of job placement is good.
Summary of comments on the importance of the College pursuing strategies in recruiting graduate and professional students

Many noted the importance of top tier universities developing a distinct identity along with more generous financial support (PhD student stipends, out-of-state waivers, health insurance subsidies, professional degree scholarships, and increased recruitment efforts). Good faculty attract good students. The College could improve the stipend levels by either increasing those resources or dividing the existing support among fewer students. Some programs within the College have larger funding pools to draw on. Some suggested developing postdoc programs could help draw top students.

C. ENCOURAGE AND PLACE VALUE IN INTERDISCIPLINARY ACTIVITIES THROUGHOUT CAMPUS.

| Current COSSPP success in advancing goal | 3.0 of 5 Average | 13 of 90 don’t know |
| Importance of future COSSPP focus on goal | 3.9 of 5 Average | 8 of 90 don’t know |

Summary of comments on the College’s success in encouraging interdisciplinary programs

Several pointed out this concept appears to be at the heart of the FSU-wide strategic plan and suggested it should be equally prominent in the College plan. Some pointed to “a 15–20 year history of benign neglect of interdisciplinary programs and research centers, stripping away administrative support positions, removing student assistantship funds once under the control of these units, and shifting all faculty lines and their control back into traditional discipline-specific departments.” Several pointed to the xs/fs and the MPH interdisciplinary models as great examples of how an interdisciplinary program can lead to improved research output. Many agreed there's room to grow and improve across existing programs and some suggested possibly exploring new areas.

Some thought that the College has not been successful at promoting interdisciplinary programs given that faculty work within their own departments, and more significantly, are evaluated by their departmental peers. Others suggested, “This is a reflection of how incentives align in academia” and “Contract faculty predominate, with the associated pluses and minuses.”

Summary of comments on the importance of the College pursuing strategies in encouraging interdisciplinary programs

All agreed the College should clarify with the faculty and in the plan the current and future state of interdisciplinary programs and research centers in terms of promotion strategies and new faculty hires. One suggested, “The best universities, and especially in social sciences, are becoming much more interdisciplinary, and with a global focus, it is even more critical for us to stop being so insular and silo-oriented.” Another commented that the “College's professional programs are inherently interdisciplinary and should be recognized and emphasized as such within the university's interdisciplinary initiatives.”

Many pointed to an organizational dilemma. “If we are thinking about doing work that is relevant to the real world, interdisciplinary activities have much to recommend them. But thinking about one's own academic career, or a department's national and international
reputation, not much weight is placed on being interdisciplinary.” Some also suggested that lack of consensus across departments regarding tenure standards makes interdisciplinary faculty vulnerable and has resulted in diminished research output. One comment suggested that interdisciplinary research centers should have a more direct voice in recruiting, hiring, promoting, and tenuring faculty. Others suggested that interdisciplinary research is overrated: “How many Nobel prizes have been awarded for interdisciplinary research?”

**GOAL III. DIVERSITY AND INCLUSION**

**A.** **Build an academic, work, and social environment where a diverse community of scholars from throughout the world and members of historically underrepresented and marginalized populations feel welcomed and included.**

**B.** **Create and promote a global identity for FSU that reflects our impressive academic strengths and achievements.**

| Current COSSPP Success in Advancing Goal | 3.6 of 5 Average | 8 of 90 Don’t Know |
| Importance of Future COSSPP Focus on Goal | 4.3 of 5 Average | 6 of 90 Don’t Know |

**Summary of comments on the College’s success in encouraging diversity and inclusion**

Many agreed with the following comment: “We can always improve, but FSU, COSSPP, and its departments do a good job of serving a diverse student body and working toward greater diversity and inclusion. Similarly, FSU's identity is general strong and improving.” Most expressed support and appreciation of leadership on advancing faculty and student diversity and pointed out some successes. Comments included: “I am gratified to see many minority students in class who seem to fit in with ease, so I think we are doing good things there”; “The recent wave of hires (that I'm aware of) has been very successful in bringing in new faculty of color to diversify our faculty”; and “I see diversity in many foreign-born faculty, and an ethnically diverse faculty, and more female faculty members.”

Others suggested success varies by department. “The College appears to be diverse and inclusive, but my department appears to be exceptional for its lack of diversity.” “We don’t have enough women, or black or Hispanic faculty, and we do a poor job of retaining them.” Some suggested diversity is often framed as a challenge and not an opportunity to be celebrated: “Although there is College support for diversity and inclusion, it appears superficial. Hiring faculty of color is meaningless if those faculty feel the culture of the College is not supportive.”

**Summary of comments on the importance of the College pursuing strategies in encouraging diversity and inclusion**

All agreed that efforts to recruit diverse faculty have been undertaken but there remains room for improvement. One commented, “While the College has clearly put in an effort to recruit a more racially diverse faculty, there are definitely areas for improvement. For instance, there are no more than 15 women of color faculty across all departments, only four of whom are Black. It is unclear how many of our faculty are Hispanic/Latinx identified. With over 100 faculty members in the College, this is not ideal.” Comments on the strategic importance of
diversity suggested, “When we lack diversity, it makes diverse faculty leave early, and they are highly recruited by other places.” “This is especially critical in the current political and social climate. If diverse faculty and students do not feel supported in the College, they will look elsewhere.”

Suggestions for improving the diversity of faculty included: signal the importance of diversity, and inclusion, and incorporate diverse views and perspectives in the College mission statement; recruit more diverse tenure-track faculty; provide more money for salaries to hire faculty of color who will be competitive; dedicate more resources to marketing to improve recognition of the quality programs at FSU/COSSPP; include diverse faculty in decision-making, and increase their significance in the department; support the building of an environment and networks for LGBTQ faculty and students to connect; and in some fields consider ‘growing our own’ future faculty members.

Others suggested diversity of ideas should be considered: “Shouldn’t we, as an academic institution, be more concerned about diversity of ideas than other types of diversity?” “Department search committees should try to hire outside the box and bring in scholars who have views that differ from the prevailing views in the department.” “Creating a faculty of different viewpoints requires more than just selecting on observable race and gender characteristics.” One suggested that diversity should not be a box to check, but departments “should hire the highest-quality candidates irrespective of race/gender/orientation, etc.”

GOALS IV AND V. STUDENT SUCCESS AND POST-GRADUATION OUTCOMES

ENSURE STUDENT SUCCESS ON CAMPUS AND BEYOND BY PREPARING OUR GRADUATES FOR 21ST CENTURY CAREERS.

| Current COSSPP success in advancing goal | 3.6 of 5 Average | 21 of 90 don’t know |
| Importance of future COSSPP focus on goal | 4.4 of 5 Average | 15 of 90 don’t know |

Summary of comments on the College’s success in ensuring student success on campus and beyond
Many suggested the College’s programs, especially the graduate professional schools, do an effective job of providing skills and placement following graduation. Helping to place and support graduates who are successful should add to the reputation of the College. However many suggested that College data on undergraduate job placement and communication with alumni are not systematically gathered or analyzed. “My department does not systematically track students after they graduate.” Several thought the staffing services for career help in job placement is good in the early years, especially for undergrads, “but in the out-years, assistance is bare bones.” “Regrettably, the best thing we likely give our graduates is a credential. College degrees are worth something. I’d like to think we also help them to engage in critical reasoning, which helps in any occupation.” “What the heck is a 21st century career? Does anyone know?”
Summary of comments on the importance of the College pursuing strategies in ensuring student success on campus and beyond
Several agreed that defining and measuring success will be problematic and may be the source of the most rancorous disagreements among otherwise well-intentioned faculty, administrators, and public officials. “Student ‘success’ is a water balloon filled with nitroglycerin. Handle with care!”

Many suggested the College should continue to support strong advising, strong mentoring, and initiatives such as Get More Than a Degree that continue to inspire and challenge students. Some thought there should be more collaboration with resources across campus (from CARE, the Center for Leadership & Social Change, and mental health services) which are all important to helping ensure student success. Several suggested the College should develop active alumni lists, encourage all departments to develop mentoring, internship, and job placement networks for current and recent graduates, and possibly create a centralized career resource center for graduate student career counseling and placement. Some suggested that greater attention and support for career development and job searches by doctoral students is necessary as this group is often overlooked.

GOAL VI. EXCELLENCE AND REPUTATION

BUILD AND PROMOTE A PUBLIC IDENTITY FOR FSU THAT REFLECTS OUR PREEMINENCE AS A MAJOR PUBLIC RESEARCH INSTITUTION OF HIGH RANK AND DISTINGUISHED QUALITY BY:

• INVESTING STRATEGICALLY IN OUR INSTITUTION AND REPUTATION
• STRENGTHENING THE UNIVERSITY’S FINANCIAL FOUNDATION
• PROVIDING AN UP-TO-DATE AND ADAPTABLE INFORMATION INFRASTRUCTURE
• FOSTERING A CULTURE OF SERVICE, PROBLEM SOLVING, AND TEAMWORK AMONG ALL FSU EMPLOYEES, AND
• INCORPORATING SUSTAINABLE LIVING PRACTICES INTO ALL FSU ACTIVITIES.

| Current COSSPP success in advancing goal | 3.5 of 5 Average | 14 of 90 don’t know |
| Importance of future COSSPP focus on goal | 4.3 of 5 Average | 12 of 90 don’t know |

Summary of comments on the College’s success in contributing to FSU’s excellence and reputation
Many agreed that COSSPP and its centers and institutes are sound contributors to this goal. Many viewed the College's success as the success of its individual departments. “Some units are solidly successful and the College's reputation benefits accordingly.” Other units are struggling with lack of faculty, resources, and staffing and with governance issues. Some suggested that “without funding for faculty members and staffing that are needed to cover the basics of our fields, we cannot compete as well as the strength of individual faculty members might suggest we can.” Others viewed the College as falling short on preeminence: “At present mediocrity wins out over preeminence within the College. This culture must change!”
Summary of comments on the importance of the College pursuing strategies in contributing to FSU’s excellence and reputation

There was general support for the need to continue efforts within the College to bolster its reputation and help others across campus and beyond become aware of the strong work in the College that is in alignment with the FSU strategic plan. “The College and its departments need to be more vocal (and have more marketing resources) in order to ensure that their quality is recognized by peers and within FSU and beyond.” Another suggested, “Branding is critical for all public organizations. External stakeholders must have an emotional connection with the College based on our value.” Suggestions included: reward those who are making a contribution that is visible and positive to those outside the university, and develop more resources for more interdisciplinary efforts to appeal to students and to help with grant funding (e.g., sustainability on energy usage, waste management, encouraging sustainable mobility, food, and product choices at events, etc.).

Some suggested that becoming the center for policy-relevant research in the state and region will garner positive attention for the University and the College’s reputation. “These goals are aligned and, I believe, will flow from increasing the quality of research and faculty.” However, one posed questions of focus: “Is helping to craft better state and local policy essential to achieving this objective? What will it take to re-center the College on public policy as opposed to private entrepreneurship?”

V. LOOKING AHEAD – COSSPP VISION OF SUCCESS IN 2030

Strategic visioning requires members of the College to understand the College’s past, its current position, and possible directions it could take towards a positive future. The College’s strategy should be a combination of its desired end goals based on the vision of success and the policies that it will enact to reach those goals. A well-crafted mission and vision can steer the College toward systemic and strategic policies and changes that will help its vision of success become reality.

A. A PICTURE OF FAILURE FOR THE COLLEGE IN 2030

Before thinking about a successful future, respondents were asked to briefly describe what an undesirable potential picture of the College could look like in 2030. Below is an overview and listing of the comments.

<table>
<thead>
<tr>
<th>UNDESIRABLE PICTURE OF COSSPP IN 2030</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listed in order of frequency from questionnaire</td>
</tr>
<tr>
<td>1. Declining faculty / growing adjunct numbers and sagging reputation (12)</td>
</tr>
<tr>
<td>2. Students shortchanged and student quality is mixed (10)</td>
</tr>
<tr>
<td>3. Stagnation (6)</td>
</tr>
<tr>
<td>4. A divisive College without a plan and resources (4)</td>
</tr>
<tr>
<td>No legislative support for College mission (4)</td>
</tr>
<tr>
<td>A less interdisciplinary approach (4)</td>
</tr>
<tr>
<td>Facilities decline; parking still an issue (4)</td>
</tr>
</tbody>
</table>
5. Innovation tied to money (2)  
   Departments diminished and don’t cooperate (2)

6. Same level of diversity (1)  
   We have become a degree mill (1)  
   Failing leadership (1)  
   Anti-intellectual (1)  
   No external funding (1)

B. A VISION OF SUCCESS FOR THE COLLEGE IN 2030

Respondents were asked to envision a successful future for the College in 2030 in which everything is going right by answering the following three vision questions.

1. The year is 2030 and you are describing to an incoming cohort of students the stellar accomplishments of the College over the past decade in advancing towards its vision of success established in 2018. What would you tell them?

   **A SUCCESSFUL FUTURE FOR COSSPP IN 2030**
   *Listed in order of frequency from questionnaire*

   1. National recognition of programs and world-class faculty (16)
   2. Students and alumni success in the workplace and society (9)
   3. Creative, interdisciplinary researchers and students addressing social challenges (8)
   4. Dedication to gender and racial diversity (4)  
      More undergraduate research opportunities (4)  
      Graduate students are placed into other R1 universities (4)  
      Dynamic intellectual environment to address public policy issues (4)
   5. Student support to excel (2)  
      Research excellence top priority (2)  
      Improved facilities and technology (2)  
      Quality teaching (2)

2. What would the College be doing in 2030 that is different from what it is doing today?

   **WHAT WOULD COSSPP BE DOING DIFFERENTLY IN 2030?**
   *Listed in order of frequency from questionnaire*

   1. Recruiting out-of-state and international graduate students (4)
   2. Adaptive, nimble, and responsive to positive change but grounded in ideals of scholarship and teaching (2)  
      Real world undergraduate training and job placement (2)  
      Stable funding (2)  
      Competing with peer and aspirational institutions (2)
   3. Positive change for the future of Florida (1)  
      Increase diversity of faculty (1)  
      More flexible course offerings (1)  
      Greater outreach to the community (1)
3. What themes do you think characterize and encompass the desired future for the College in 2030?

**WHAT ARE THE COSSPP 2030 VISION THEMES?**

*Listed in order of frequency from questionnaire*

<table>
<thead>
<tr>
<th>Theme</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fostering exceptional policy scholarship (11)</td>
<td></td>
</tr>
<tr>
<td>College with a reputation as the focal point for the interdisciplinary study of and teaching about Florida’s public policy challenges (8)</td>
<td></td>
</tr>
<tr>
<td>Promoting teaching innovation and excellence (5)</td>
<td></td>
</tr>
<tr>
<td>Recruiting and retaining quality faculty (4)</td>
<td></td>
</tr>
<tr>
<td>Engaging with policy stakeholders, the community, and College alumni (4)</td>
<td></td>
</tr>
<tr>
<td>Building on the College’s reputation and strengths and addressing challenges through shared leadership, collaboration, and teamwork (5)</td>
<td></td>
</tr>
<tr>
<td>Recruiting quality and diverse undergraduate and graduate students and ensuring their success on campus and beyond (5)</td>
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</tbody>
</table>

VI. **OTHER ISSUES AND SUGGESTIONS**

Respondents identified the need to work together for the greater good of the College and suggested relocating the Department of History so COSSPP occupies the entire building.
INTRODUCTION AND CONTEXT

FSU’s College of Social Sciences and Public Policy (COSSPP) was established in 1973. Today, at almost 5,000 students and over 150 faculty, COSSPP is the third largest college in the University. COSSPP generates one in every six degrees granted by FSU in a typical year. While only about 12 percent of the total student body, COSSPP students account for 30 to 50 percent of academic honor society memberships, national award and fellowship winners, and student government officers. Basic and applied research conducted at the College takes on the most pressing issues facing Florida, the nation, and the world, including: older adult quality of life; protecting coastal communities and environments; strengthening economic markets; changes in American and international politics; and the factors that define our relationships, social structures, and life outcomes.

To continue making great advances in research, teaching, service, and student success, Dean Tim Chapin has decided to engage in a strategic directions process with College faculty, staff, and students to develop and adopt a strategic directions plan for the College by Summer 2019. The process is designed to engage faculty, staff, and students in a collaborative effort in 2018–2019 through questionnaires, meetings, and workshops. This will allow participants to help identify challenges, opportunities, and trends and speak to key issues that should be addressed as part of advancing towards a shared 10-year vision of success.
It is critical that the COSSPP strategic plan be developed with the College community to provide strategic guidance over the coming decade. This plan will establish a shared vision of success for the College, affirm its core values, showcase the College’s commitment to excellence, and offer a path to achieve the vision over the next 10 years. Scheduled to be completed and adopted in Summer 2019, the resulting plan will aim to:

- Inform investment strategies and decisions for the College over the coming decade;
- Leverage and secure new investment for the College’s departments and programs; and
- Align the College’s efforts with the 2017–2022 FSU strategic plan as a preeminent Florida university.

The Dean is convening a COSSPP Strategic Directions Committee (SDC) that reflects a diverse and representative set of College perspectives. The SDC will be charged to collectively provide guidance and draft recommendations informed by input from faculty, staff, and students on the plan as it develops.

In launching the strategic direction process and in preparation for convening the SDC in September 2018, the 100 questionnaire respondents came from every department and center in the College and featured 72 faculty and 28 staff from across the College. They offered a range of important perspectives and ideas. This questionnaire represents the first of several opportunities over the coming year for College faculty, staff, and students to provide direct input into the strategic directions process and inform the content and preparation of the plan.

I. LOOKING BACK – COSSPP SHARED HISTORY

To set the context and foundation for the College’s strategic directions initiative, the respondents reflected on the College’s history at FSU. Their responses represent a “shared history” of where the College has been.

<table>
<thead>
<tr>
<th>LOOKING BACK: COSSPP SHARED HISTORY – WHERE HAVE WE BEEN?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>KEY MILESTONES/ERAS/INITIATIVES</strong></td>
</tr>
<tr>
<td>1973 – College was founded.</td>
</tr>
<tr>
<td>Including both traditional social sciences and social science based professions was a smart move from the outset: Each strengthens the other.</td>
</tr>
</tbody>
</table>

2 The respondents included: 72 faculty from Economics, Emergency Management, Geography, Health Policy Research, Interdisciplinary Social Sciences, International Affairs, Political Science, Public Administration, Sociology, Urban and Regional Planning, DeVoe Moore Center, and Pepper Center; and 28 staff from Academic Affairs, Dean’s Office, Economics, Emergency Management, Geography, Interdisciplinary Social Sciences, International Affairs, Political Science, Public Administration, Sociology, Urban and Regional Planning, DeVoe Moore Center, and Pepper Center.
• 1977 – Multidisciplinary Center on Gerontology within the College of Social Sciences' Institute for Social Research
• 1979 – My first course in the Bellamy Building: The building seemed "dated" then and I believe the elevators are the same and were just as scary as they are today.
• In the late ‘80s and early ‘90s there was considerable enthusiasm for an international studies focus for the College. By the mid ‘90s the deanship changed and many departments turned away from an international focus.
• 1998 – My second stint at COSS: Criminology and Anthropology have moved out. Has no one here ever heard of computers or the Internet?
• Dean Cowart directed all departments to create one-year applied MS programs that, I think, have been very successful. They play an important role in augmenting the College's Get More than a Degree program.
• The College was an early adopter and supporter of demography as an independent discipline.
• Creating a Master in GIS program
• 1992 – Funding for the Pepper Institute
• 1990s – Research center faculty lines and budgetary considerations were "folded back into" academic departments, where the silo mentality of specific disciplines quickly reduced such interdisciplinary collaboration to nearly nothing.
• 1998 – Funding for creation of the DeVoe Moore Center
• 2001? – Yearlong move for building-wide renovation out of Bellamy to the "old" Johnson Building: Was scolded for painting my Bellamy office anything other than white.
• Accepting Koch Foundation money in exchange for partial control over hiring and curriculum
• 2003 – Sandy D'Alemberte retires.
• Starting the Master of Public Health program with admission of 1 student
• 2007 – Filled in the FSU Pool and built HCB: Goodbye lunch hour swims.
• The budget crisis of the late 2000s hit our department hard, and in some ways it has never recovered.
• 2010+ – Academic Way Garage and business school parking: Finally something other than the old tennis courts parking.

• Tomas Culligan (Political Science, 1973, and Public Administration, 1977), former CEO of Raytheon International, Inc.
• Joyce Godwin (Political Science, 1965), a board member of World Vision International as well as many other nonprofit organizations
• Eric Reading (International Affairs, 1993), executive vice president of Chemonics International
• Dean Charles Cnudde
• William Bell, DURP and Gerontology Center
• Dean Marie E. Cowart
• Dean David Rasmussen
• Gus Stavros
• DeVoe Moore
• Claude Pepper
• David Macpherson, Economics and Pepper Center
• Mark Isaac
• David Cooper and Shawn Kantor, Hilton Center
• Dean Tim Chapin
II. LOOKING AROUND

The following questions and responses focus on evaluating the effectiveness of the current mission, and the factors and trends enhancing, impeding, and impacting the College’s work today.

A. COSSPP MISSION STATEMENT

Respondents were asked to review and rate the effectiveness of the current mission statement:

"The College of Social Sciences and Public Policy is dedicated to providing students with the highest quality instruction, offering opportunities for professional development, and performing first class research to serve society."

The average rating for the effectiveness of the mission was 3.2 (somewhat effective) on a scale of 5. A large majority of respondents found it to be very effective, effective, or somewhat effective. Most suggested it needed updating.

<table>
<thead>
<tr>
<th>Avg.</th>
<th>Very Effective</th>
<th>Effective</th>
<th>Somewhat Effective</th>
<th>Less Effective</th>
<th>Ineffective</th>
<th>Don’t Know</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ratings</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>3.2</td>
<td>8</td>
<td>33</td>
<td>26</td>
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<tr>
<th>SUMMARY OF MISSION EFFECTIVENESS COMMENTS</th>
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<td>2. Serving as a center of public policy research (15)</td>
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<td>3. Clarify or delete “first class” research (7)</td>
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<td>4. Reference students acquiring skills, not just instruction (6)</td>
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<td>5. Reference diversity (5)</td>
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<td>6. Service and community outreach lacking (4)</td>
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7. Align with FSU mission (2)
   Reference interdisciplinary teaching and research (2)

8. Reference role of social science scholars in a more just and equitable society (1)
   Reference character and intellectual capacity (1)
   Add dissemination (1)

Respondent Comments and Suggestions

Lack of College identity; generic, bland, boilerplate (22)

- The current mission statement has no identity. It does state the purpose, but is not necessarily clear and concise. It sounds boilerplate and doesn't really motivate action or inspire support.
- It does not identify the College very well, as it could be applied to any college or department on campus. It is not motivating or inspiring.
- The mission statement as it stands seems generic. Wouldn't all colleges in the University say the same regarding instruction and student development?
- The identity of COSSPP is unclear.
- I find the assertions of providing high-quality instruction and opportunity for professional development to be vague and not particularly compelling, given that every college and department at this University is dedicated to providing high-quality instruction and professional development. I don't really get a sense of how our College has a unique identity from this statement at all.
- The mission statement is accurate, but rather generic and could apply to any college. Addressing the unique value and advantage of COSSPP would make the mission statement more effective, such as emphasizing its role in Florida's capital, range of both undergraduate, academic graduate, and professional degree programs, and areas of faculty expertise.
- First of all, the ordering of priorities speaks volumes. #1 – Research, because staying at the frontier of research means that faculty can provide students with the "highest quality education" we claim to support. #2 – Education. Teaching students flows from faculty's ability to understand and discover the frontiers of knowledge. If we’re going to be primarily focused on teaching students, let's just hire a bunch of adjunct teachers and the top research faculty can go elsewhere.
- The current mission statement is vague and does little to identify COSS's unique brand. It also seems to focus primarily on students and ignores the other various stakeholders engaged in the College.
- The statement should include recognition of faculty who are leaders in conducting basic and applied research that address Florida's and the nation's most pressing societal and environmental issues. Then continue to say that these faculty are dedicated to students and to providing engaging experiences with students or something. The word "instruction" reads a little flat.
- It may be useful to provide more detail. As I read it, any college at FSU could have a similar mission statement. For instance, you could sub College of Medicine for College of Social Sciences and Public Policy and this could be an appropriate mission statement for the College of Medicine. The current mission statement does not provide any detail as to what
makes the COSS unique. What is first-class research? What kind of professional
development opportunities does the COSS provide that are different from the other
colleges at FSU?

- All three components (about instruction, professional development, and research) could
perhaps be restated in ways that give the whole statement a more dynamic feel.
- While it meets the objectives (1), (2), and (5) and possibly (3), I think more can be done to
make it meet objective (4).
- How does "4. Motivates action and inspires support" fit into the statement?
- This statement meets 4 of 5 expectations for a mission statement. What is lacking is
motivating action and inspiring support.
- The mission statement clearly fails on points 1 and 2, because it is not specific to the
College. It would fit the Department of Chemistry, or any other educational unit in the
University equally well. It also is not very motivational (point 4), and, related to points 1
and 2, is not clear, so does not appear to satisfy point 5.
- It is not distinctive. There is nothing that does not apply to any similar college anywhere.
- The current mission statement is very broad and, without the words "serve society," could
be used as a statement for many other colleges at FSU.
- I am not sure if this matters, but this statement is very generic—it could be used for any of
the colleges on campus.
- I think that the extent to which the statement "motivates action" is lacking.
- Given the translational goals of what the College hopes to accomplish, I think this should
be included in some form.
- Mission statement feels pretty generic. I like the "research to serve society" component,
and I think mention of both education/instruction and professional development is good.
Otherwise I think it could benefit from more specificity, giving more of a sense of the
disciplinary focus and breadth of the College.
- I feel it is too generic to be inspiring. It is very bland. It sounds almost like a Boy Scout
motto or phrase. I'm not sure how it should be phrased, but I’m sure it could be more
inspiring. Also I think it should focus a bit more on social science and public policy—it
should frame goals related to those dimensions.

**Serving as a center of public policy research (15)**

- I think the goal of the College and University is to become the center of policy research
within the state and the Southeast region more broadly. As such, a statement that focuses
first on research and then on teaching and the training of the next generation of citizens
and scholars is critical.
- It might help to add a phrase like: 'As Florida's leading unit for the study of social and
related environmental problems, located in the state's capital, we strive to prepare our
students to become builders of a better future. We are also dedicated to doing research,
and teaching our students, in ways that can effectively inform citizens and their elected
leaders.'
- We contain a school of public policy and the words “public policy” are in our title. Shouldn't
the mission statement be about assisting policymakers in the state of Florida?
• Given that we are a College of SOCIAL sciences and public policy, I would think our desire to serve society and to address inequality would be foregrounded in our mission statement.
• We’ve talked about policy-relevant research, research of the highest quality, research that makes a difference in people’s lives ... Mission statement should reflect this.
• Perhaps a statement that reflects the distinct approaches/contributions of the social sciences would be distinctive.
•Listing two student-oriented statements and one on research is odd, as we are more research focused than this implies.
• The mission statement should include more of the substance of what the College does (e.g., policy).
• Our faculty seeks to create a stimulating intellectual environment that supports research by students, produces important contributions to social science disciplines, and contributes to creative solutions for enduring problems that confront our state and the nation.
• The College of Social Sciences and Public Policy is dedicated to creating knowledge and sharing expertise, through world-class research, instruction, and public engagement.
• Since we have a growing emphasis on policy, it makes sense that the last statement might end with "research to serve society and inform policy."
• I believe the statement should begin with research and societal impact to signal the preeminence of the institution. I also believe it should mention the state of Florida, because again this defines the "brand" of COSS. The brand, as the emotional connection stakeholders have with a public organization, should be clearly defined in the mission statement and this does not do that.
• "Serve society" is vague. Perhaps something along the line of "research providing evidence to inform public policies that promote the well-being of an increasingly diverse population."
• The current mission statement does not show that we provide training and conduct research related to social science and public policy. I think we need to at least include these concepts in the statement (e.g., "public policy" and "research that advances social sciences and informs policymaking"). Since we have a lot of social science departments, we may include concepts such as "interdisciplinary."
• Add more specifics in terms of the type of education—i.e., highest quality education on critical social issues.

**Clarify or delete “first class” research (7)**
• "First class research" is a bit antiquated language.
• "First class" is an amateurish comment and concept. It would be easier to know how the College strategic plan should be tailored to the wider University plan if we had some idea what that wider plan entailed. Which comes first, the University "chicken" or the College "egg" in designing these plans?
• "First class" is odd. "High quality"?
• I prefer “conducting” research over “performing” it.
• "Performing first class research to serve society" is kind of bland and unlikely to inspire.
• Drop modifier "first-class" from research.
• "First class research" is a sort of awkward phrase. How about "rigorous" and, better still, "rigorous basic and applied research ..."?

**Reference students acquiring skills, not just instruction (6)**

• In addition to instruction, something should be added about students acquiring skills. In addition to research, something should be added about conveying or distributing that.
• COSSPP is dedicated to providing students with the highest quality instruction in the classroom and providing them with extracurricular opportunities for personal and professional development.
• Perhaps “highest quality instruction” could be replaced/updated with student learning centered language. Provide "instruction and experiences" to cultivate translatable skills. I believe the College as a whole provides a more "holistic" or "well-rounded" education than other degrees.
• The word "instruction" reads a little flat.
• Students are minimized in the statement by referring to them as passive members of the College. I think COSSPP does more than instruction with regard to students, and I think our mission is to do more than provide instruction. A more effective mission statement might include our dedication to student research and community involvement. It might also refer to our goal for student readiness as impactful members and citizens.
• Other concepts we might include: We want to improve students' logic, critical thinking, and ability to evaluate data, ideas, and arguments.

**Reference diversity (5)**

• The mission doesn't refer to equity or diversity. This has been a priority for the Dean's Office and at least one or two academic departments. Diversity and inclusion are part of the University goals for students and faculty. It is missing from the current statement.
• Diversity and multiculturalism is a major value lacking in the current mission that we need to emphasize. We want to make the College mission and vision reflect who we are. And, we need to make sure that we're tiering to the University mission and vision, to demonstrate that who we are and what we do is contributing to the University in substantive and substantial ways.
• The existing statement does not signal to a diverse community, our interest in undertaking basic and applied research that may have tangible benefits to them that would in turn draw members of these diverse communities to come to FSU and COSSPP to learn and understand how to make a better world.
• Perhaps add something like "promising students of all backgrounds."
• Address diversity.

**Clarify “professional development” (5)**

• I have no idea what "offering opportunities for professional development" means. Does this pertain to students? Faculty? Staff? If students, then again we have the priorities all wrong for a preeminent research university. The sentiment is fine for a regional teaching or vocational college. If the clause pertains to faculty and staff, then there are no words to express my dismay.
• “Professional development” is unclear and doesn’t capture how COSSPP trains leaders.
• I would only add "professional development and training." I think our College is taking the
initiative to provide internships for students, so they can have hands-on training and
experience in the workplace. The word "development" represents seminars, workshops, or
participation on committees and volunteer organizations.
• "Offering opportunities" to whom? If students, perhaps "dedicated to providing all
students with the highest quality instruction and opportunities for professional
development."
• I would like to add a concept—that we are offering the highest quality instruction to
students so that they will be ready to enter the job market prepared to succeed and lead.

Service and community outreach lacking (4)
• Should probably start with the research element, then student experiences, then outreach
(outreach lacking in our current mission).
• Perhaps the mission statement can discuss engaging the community.
• Include "providing service to the academic community and university stakeholders."
• Suggest broadening the mission statement to include community outreach to an aging
population with education and lifelong learning opportunities.

Align with FSU mission (2)
• We should tier the College mission statement to the University mission statement.
Knowledge creation and dissemination, philosophy of learning rooted in liberal arts—we
start with student experiences and end with research.
• We don't touch on character, strength, or diversity, which the University mission covers.
Need to incorporate these elements or similar skills, perspectives, and capacities that we
can help students develop.

Reference interdisciplinary teaching and research (2)
• We are committed to fostering interdisciplinary teaching and research (followed by a
statement about faculty).
• Perhaps the mission statement can discuss crossing disciplines, working across sectors, and
engaging the community.

Reference role of social science scholars in a more just and equitable society (1)
• Statement does not address the role of social science scholars in investigating an incredibly
wide range of social phenomena and policies to promote a more just and equitable society.

Reference character and intellectual capacity (1)
• Add moral and/or intellectual capacity?

Add dissemination (1)
• Add dissemination, clearly a value of the College but not mentioned.

Other mission ideas
• To emphasize some of the key elements of an effective mission statement that are listed
above, I think a strong mission statement makes explicit the organization’s purpose,
identity, and values; provides direction and clarifies choices/priorities; and articulates how
we work on a daily/ongoing basis towards realizing our vision. To that end, I think it’s
helpful to revisit or develop a vision statement at the same time. The language on our
website includes some key words, values, and goals that can be used for inspiration as we
reexamine our mission and vision (while keeping it clear and concise). Through stimulating
coursework and opportunities for educational enhancement beyond the classroom, our students are engaged, inspired, and transformed into tomorrow’s leaders and brightest thinkers—dynamic people well prepared to offer innovative solutions to the pressing issues we face in today’s world. Our students and faculty work together to advance and deepen our knowledge about social systems—how people interact, govern themselves, and shape their surroundings. The interdisciplinary approach at the basis of our academic programs gives our students a solid background in drawing from multiple perspectives, a key trait of successful leaders. We have also instituted a number of opportunities for educational advancement and professional development beyond the classroom through our Get More Than a Degree initiative. These programs and activities encourage students to engage actively with the world while still at the University, broadening their understanding and focusing their commitment to become agents of positive change.

- "The College of Social Sciences and Public Policy is dedicated to provide a first class research and teaching environment of great opportunities for professional development to serve society."

Other
- I find it adequate.
- I don't have any suggestions right now; maybe would if I took some time to think about it.
- I don't think we should spend too much time worrying over the phrasing of our mission statement. Better to put time and money into supporting faculty research.
- I think the mission statement succinctly captures the goals of the College. It meets each of the standards set forth, and I see no reason to change it. I hate to be pedantic, but I have no way of judging whether the mission statement is "effective." I hope it is.

**B. FACTORS ENHANCING COLLEGE SUCCESS**

Respondents identified the key factors currently enhancing the College’s success. Below are their responses organized and listed as themes, in order of frequency.

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<td>3. Quality faculty and student scholarship (14)</td>
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<td>4. Strong leadership (11)</td>
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<td>7. Quality teaching (6)</td>
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<td>8. IT resources (4)</td>
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<td>9. Strategic planning (3)</td>
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<td>Job placement (3)</td>
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<tr>
<td>Research centers (3)</td>
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<tr>
<td>Engaged, passionate, high-performing students (3)</td>
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</tbody>
</table>
10. Departments as a strength (1)
   Collegial environment (1)
   Social media presence (1)
   Building on strengths (1)
   Strong alumni network (1)
   Improved financial climate for College (1)
   Distance learning income (1)
   Study abroad (1)

Respondent Comments and Suggestions

Faculty commitment, quality, and recruitment (28)
   • Strong faculty.
   • Our faculty are great. We should get them noticed more.
   • The quality of the faculty is great: they are very dedicated, hardworking, and productive.
   • Faculty committed to excellence in teaching, research, and service in the College are the core of the College. Breadth of course offerings is a plus.
   • Dean's commitment to faculty development.
   • Strong faculty, research support, mentorship for junior faculty.
   • Faculty's effectiveness as researchers and instructors.
   • We have faculty who are dedicated to educating graduate and undergraduate students.
   • Professors who are willing to go the extra mile for students, but finding balance to not enable irresponsible behavior.
   • Faculty members' research productivity and impacts.
   • New faculty hiring.
   • There has been a hard push to hire new faculty.
   • The College enjoys the benefits of past decades of recruiting very good faculty members.
   • New faculty hires expanded outreach for faculty development, recognition, and research.
   • The hiring of new personnel has boosted departmental morale and strengthened departments.
   • New hires.
   • Spousal hires.
   • We have excellent faculty who are talented and work very hard.
   • The College has recently brought the number of faculty positions back to levels seen before the recession. This has decreased the burden on individual faculty in the College's largest departments where student demands are greatest. In turn, this has also reduced class sizes, which is of great benefit to students. (The College should strive to reduce class sizes even further.)
   • The College continues to hire excellent junior faculty. Providing these young scholars with a strong intellectual environment and resources is key to the success—both in teaching and in research—of the College's constituent departments.
   • Retaining productive junior faculty continues to be difficult, but losing these young scholars to aspirant institutions should be viewed not as a problem but as a sign that excellent hires were made and that the College's scholarly goals are being met.
• Ability to replace faculty as they depart for other places, either voluntarily or otherwise.
• Ability to hire people with tenure.
• Assistant professor first-year grants are great for recruitment.
• Funds for diversity hires.
• Availability of travel money for conferences, etc., both from the Provost and department budgets.
• Our efforts in hiring diverse faculty and staff are making a difference in our College.
• The freedom to be creative and innovative.

**Multidisciplinary focus (16)**
• The College has a focus on uniting researchers with similar interests in centers. This has created nice relationships across fields and departments.
• Multidisciplinary groups like the xs/fs Research Group and centers like the Hilton Center have played an important role in that improvement.
• A multidisciplinary perspective in many of our programs (ISS and IA come to mind, but there are others as well).
• There is some interdisciplinary collaboration among the departments.
• The concentration of health faculty are creating many opportunities for research and funding.
• The crosscutting interdisciplinary centers help connect and bridge divides across the College.
• The focus on interdisciplinary faculty interactions and the value of interdisciplinary research are exceptionally important to making the College stand out both at FSU and nationally.
• I believe the interdisciplinary programs are a strength of the College and enhance success. I think there is commitment through resources and infrastructure to value the variety of work done in the College and provide people the resources to excel.
• I think that, given the growing interest in interdisciplinary undergraduate programs, there is room to consider inclusion of more ways to draw students.
• Interdisciplinary collaboration on both teaching (i.e., joint programs) and research.
• Vibrant interdisciplinary programs.
• Interdisciplinary nature of some of the undergrad and grad programs is very attractive to students and makes for exciting research that feeds well into priorities of many funders who are increasingly looking to fund interdisciplinary research.
• Willingness to collaborate and cross boundaries (within and beyond the College).
• Dean Chapin hiring of more ISS faculty (I'm not in ISS but applaud this).
• I believe that offering joint majors and certificates helps better prepare students for the multidisciplinary and changing demands of the marketplace and provides them with more opportunities to excel. These opportunities should be continued and expanded.
• Our smaller programs such as African-American Studies are being engaged in the University and are beginning to make a difference and be recognized.

**Quality faculty and student scholarship (14)**
• The amount of high-quality research has steadily grown during my time at FSU.
• I believe that the College's willingness to put resources into hiring scholars with strong publication records will continue to be the key to the success of its departments. I appreciate past efforts by the College to do exactly that, and I would encourage College administration to keep that as the priority.

• Faculty quality of research as evidenced by placement in peer-reviewed journals and books published by high-quality academic presses. Faculty competition for awards and grants remains strong.

• Strong faculty, research support, mentorship for junior faculty.

• The recent addition of series of lunches, workshops, and other activities to support faculty and graduate student professional development.

• Start-up research money for new faculty and research funding for more senior faculty are very helpful.

• Social Science Scholars.

• My own success is being greatly enhanced by the administration and the overall values that are shown through actions such as programs to support faculty, efforts to support grant activities (i.e., the new grant support), and efforts to elevate the visibility of the success of faculty and students.

• Greater focus on use of blogs and public presentation of research findings is particularly important.

• Supportive colleagues.

• Recent hires suggest major potential to distinguish the College in the near future in research.

• Many faculty are doing research that addresses pressing societal problems—I think this is a strength and we can do more to leverage this to bring in external funding and raise the profile of the College.

• Several departments within the College have striven to provide their best undergraduate students with intimate research experiences. This has resulted in remarkable achievements, including national scholarly recognition, by a growing number of our students. These opportunities should be encouraged and rewarded.

• Intramural grant programs (COFRS, etc.)

**Strong leadership (11)**

• Strong leadership at the College. The Interdisciplinary program, some of the centers and institutes, the Social Science Scholars program.

• Current leadership is effective and listens to units, and has made nontrivial progress toward important goals including fiscal transparency and efforts to increase diversity.

• Efforts to build leadership.

• A great Dean.

• Leadership at department level and College level.

• The recent building improvements—so long overdue—suggest effective leadership and ability to bargain for the College with those in control of resources and priorities.

• Tim’s leadership style appears to be energetic, focused, and open, all qualities needed in a well-run organization.

• HCB is an excellent facility, supportive of teaching and study.
- The current and past deans have a light touch with institutes (or at least mine) which I think is just right. Engagement, but not direction.
- Dean's commitment to faculty development.
- Leadership, vision.

**Committed staff providing faculty and student support (8)**
- Personnel.
- Staff who are willing to fill in or train others with a positive attitude.
- Committed College staff and student support personnel who provide the backbone of College advising and care for student needs.
- Relying on OPS staff to do mission-critical tasks like web development. A great deal of effort to recruit new faculty has occurred. This is without question important, but before they ever step in a classroom or provide instruction, many people do different jobs to make that possible—and deserve support too.
- Having worked with the DeVoe Moore Center, I think it is doing a very good job motivating undergraduate students, helping them understand how to develop and work with ideas, and keeping them engaged in the College.
- Support for graduate students (and faculty) to attend scientific conferences and present their research is the most important way that the College as a unit can enhance the success of these programs.
- Personnel: administrative staff at the Dean's office are very helpful and efficient.
- Staff who care and want students and the College to succeed.

**Policy and community outreach (7)**
- A focus on public outreach and highlighting policy-relevant research recently has been beneficial for the College, demonstrating our relevance to the broader society.
- Financial resources always matter, for faculty and student recruiting/retention/support.
- Outside of the classroom, real world, hands-on experiences.
- Ties to the local community, state government, and other national and international institutions.
- Offering degree programs that also lead to specific career pathways is something that helps us, as there is a general concern in society about the value of a college degree.
- A relatively close intellectual link between the various departments and programs.
- Community outreach with OLLI and Safe Mobility within the Pepper Institute, two $1 million endowments, Policy Pub—new approaches to educate the community. Retired faculty stay active within the University by teaching for and becoming members, and current faculty add a service component by teaching for OLLI.

**Quality teaching (6)**
- The quality of teaching has remained high, in part because of the hiring of high-quality teaching specialists.
- Faculty commitment to teaching is high. Teaching awards and nominations strong.
- Applied master's degrees.
- A movement toward valuing small class sizes.
- Professors who are willing to go the extra mile for students, but finding balance to not enable irresponsible behavior.
• The BSPH (Bachelor of Science in Public Health) is an excellent foundation, so perhaps we could have concentrations that highlight the expertise in content areas, or have certificate programs in particular areas to bolster the value of an undergraduate degree.

IT resources (4)
• IT resources are improving incrementally with new investment.
• The technological investment of the College is promising.
• Technology and support investment. Instruction, research, and development all require support with technology.
• Accounting accountability, updating computer programs.

Strategic planning (3)
• The strategic plan offers the College an opportunity to make itself stand out in terms of teaching, research, and public engagement. The College needs to do a better job touting its successes and building research pods outside of health and aging. There are a lot of underutilized skills in the College.
• Offering degree programs that also lead to specific career pathways is something that helps us, as there is a general concern in society about the value of a College degree.
• Positive support from the Dean's Office, certainly financial support. Great collegial atmosphere.

Job placement (3)
• It is my perception that the job placement rates of planning and public admin master’s and PhD students have historically been and remain high. This is an important measure of success.
• I believe that the high rates of job placement in some programs are partly attributable to the level of practical instruction within these majors, including internship and practicum requirements.
• By actively creating a bridge between a student's academic career and his/her first job after graduation, the College creates a sense of gratitude on the part of the student for the education which results in loyalty to the institution (leading to participation in alumni functions, recommending the College, etc.).

Research centers (3)
• The development of specific research centers.
• Our centers may provide a good opportunity to expand our contributions to public policy and help build our reputation among alumni and the general public. Strategic hiring of non-tenure-earning faculty has been important for enhancing excellence in some of our undergraduate and master's programs. These hires might be useful in building up public activity in our centers.
• The crosscutting interdisciplinary centers help connect and bridge divides across the College.

Engaged, passionate, high-performing students (3)
• We have some of the best students on FSU’s campus. The students are engaged and passionate.
• Engaged, active, and high-performing students at all levels.
• A critical mass of highly-motivated and talented students.
Departments as a strength (1)
- I believe the departments are a strength of the College and enhance success. I think there is commitment through resources and infrastructure to value the variety of work done in the College and provide people the resources to excel.

Collegial environment (1)
- Workshops, luncheons, etc. at the College level provide a feeling of College-wide community that I do not feel exists, for example, within the College of Arts & Sciences, and this is commendable.

Social media presence (1)
- An increase in social media presence.

Building on strengths (1)
- I think focusing departmental efforts in specific areas is an important way to achieve excellence in our departments. The development of experimental economics is a good case in point. We do well when we build on strength.

Strong alumni network (1)
- Strong network of alumni engaged in the nonprofit sector, government service, and private industry.

Improved financial climate for College (1)
- A financial climate that has improved since 2008 such that morale seems much better

Distance learning income (1)
- The use of distance learning fee income to support graduate student TAs greatly improves the ability of all departments in the College to sustain vibrant, active graduate training programs and to contribute to the next generation of leading scholars.

C. FACTORS IMPEDING COLLEGE SUCCESS

Respondents identified the key factors currently impeding the College’s success. Below are their responses organized and listed as themes, in order of frequency.

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<td>2. Staffing, management, and administrative support (15)</td>
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<td>3. Lack of support and funding for recruiting high-quality graduate students (10)</td>
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<td>4. Department silos (9)</td>
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<tr>
<td>5. Lack of external grant application support (6)</td>
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</table>
| 6. Lack of an infrastructure to support multidisciplinary work (4)  
  How do centers fit in the College? Are there too many? (4) | |
| 7. College not a priority for FSU (3)  
  Difficulty recruiting and retaining senior scholars with national reputations (3)  
  Inadequate support for faculty research (3) | |
| 8. Peer-reviewed journals as key metric (2)  
  Better branding for COSSPP (2) | |
Lack of diversity (2)
Addressing sexual harassment (2)
High teaching load (2)
Old facilities and labs (2)

9. The pursuit of national rankings (1)
   Gender inequity in assigning responsibilities (1)
   Lack of support for teaching outside classroom (1)
   Standards for adjunct qualifications (1)
   Inadequate internationalization efforts (1)
   Promoting public health programs at expense of other social science areas (1)
   Culture of mediocrity (1)
   Role of CBA union (1)
   Perceptions of outside influence (1)
   Academic achievements not linked to compensation (1)
   Distance learning uncertainty (1)
   FSU Foundation (1)
   Behind on “big data” (1)

Respondent Comments and Suggestions

Tight budgets, lack of transparency, and faculty retention (23)

- The tight budget remains a persistent problem. We replace senior faculty departures with junior faculty, give small raises that make retention difficult, and generally don’t have the resources to make hires that would improve rather than maintain the quality of the departments.
- Scarcity of resources.
- Limited financial rewards, which drive away high-performing faculty.
- Financial constraints are obvious.
- Financial limitations are an obvious start.
- Flat funding.
- Lack of budgetary transparency.
- It would always be nice to have more money, but it appears to me the College is doing a good job with the resources available.
- The financial resources that are available to our College are far less than are available to many at other universities of similar and even much lower ranks. It is a pattern throughout Florida’s higher education institutions. With proper institutional support we can be more effective in obtaining research funding from state sources, such as agencies. The College of Social Work is well organized, for example, to do that in its more narrowly focused mission. A suggestion: the Florida Institute of Government could be redesigned and resourced to do much more. The IOGs of the Universities of Georgia and North Carolina are good examples of what can be accomplished.
- Faculty incentives are a problem for creating "social capital" in the College because members' individual reputations are of paramount interest to them. From a department's perspective this is a problem because this emphasis increases the department's
interdisciplinary reputation, but it can be a major constraint in interdisciplinary efforts and in our centers. This problem is particularly acute for younger faculty.

- It would be useful to know more from the development team about what is being done on behalf of specific units to raise funds that support research.
- Institutional support/recognition of the efforts to acquire external funding.
- Insufficient resources, especially dedicated staff positions, for departments to engage in public outreach, connections with alumni, and fundraising.
- Outside donors are a start, but they don’t solve all the issues.
- State funding, which we can only marginally affect, is an obvious concern.
- For me, lack of funding at the College level seems to be a massive barrier to fulfilling our goals. I think that Dr. Chapin does an admirable job of figuring out the most strategic ways to leverage the funds that we have, but in order to increase our national ranking and visibility, we need to have the ability to attend more conferences and engage in professionally visible opportunities (i.e., we need WAY more money to attend conferences—I’m paying lots of money out of pocket!).
- Salaries at the associate professor and (especially) the full professor rank in my discipline are substantially lower than at other major research universities. I am concerned that this will cause a talent drain at the higher levels. Faculty may be enthusiastic about starting their careers here and then be drawn away by offers elsewhere, which is unfortunate after all the University is doing to invest in early career scholars. Certainly, academics are not simply "in it for the money," but we all want to feel that we are rewarded and valued.
- There seems to have been a loss in "rate" for many departments. When prominent senior faculty have left or retired, it is common to fill their lines by hiring an assistant professor (the remaining rate is "returned" to the College or university level).
- Inability to replace retiring or moving senior faculty with senior faculty.
- Financial and human resources—more could be done with additional financial resources.
- Lack of scholarships to support students doing work beyond the traditional classroom.
- Inadequate funding to hire a part- or full-time staff member to support the expansion of ideas/initiatives/opportunities.
- Finances can always impede the success of a College as a whole. More funding would always be helpful.

**Staffing, management, and administrative support (15)**

- Lack of staff salary resources. Too much reliance on OPS staff. Ideally we would foster more stability with permanent staff positions.
- Some firing in the dark—ideas that pop up and are deemed necessary and expected to be carried out without much planning, research, thought, or follow-through. And without communicating between people involved. Micromanagement.
- Poor personnel management in departments.
- Appearance of disparity in treatment of departments.
- There is an incredibly high amount of favoritism in the College among personnel, especially when it comes to raises and recognition. Merit raises are not distributed equitably as suggested by the large raises and merit pay the Dean's Office staff have received over the past few years. Everyone sees it and, unfortunately, talks about it.
• There is an issue with personnel issues staying private. One can assume that any issue, once addressed, will become public knowledge.
• Administrative staff and support is a problem in some areas or departments, which could be described as inefficient, nonprofessional, and unresponsive.
• We fall short (IMHO) recruiting and retaining highly-skilled support staff.
• Staff personnel to help with budgets, funding, and grant management. I could submit one more grant per year if I could spend less time managing these commitments.
• The centralized IT support has advantages, but it never works well when there is a problem. Sometimes it is a simple issue but it may take days or weeks to get it resolved.
• I have seen a couple of people in authority enjoy making the lives of others miserable with unrealistic expectations, in order to fire or make a person want to quit.
• The administrative personnel at the department level are definitely important. Faculty members have ideas on research and teaching. However, without the assistance of administrative personnel, our operational efficiency (such as grant application, student applications/admissions, website management, and marketing) will be severely reduced.
• It would be great if we can offer good packages to hire competent administrative staff in each department in the future. In addition to academic and personnel management, their capabilities of managing websites and social media, grant management, and marketing are also important.
• We still need more faculty and fewer administrative positions. It seems we are adding the latter when it is really faculty who are the backbone of the university.
• Increase in the number of assistant and associate deans—they are cost centers with unclear benefits.

**Lack of support and funding for recruiting high-quality graduate students (10)**
• Lack of resources for recruiting graduate students.
• Attracting better graduate students would help.
• Inability to attract high-quality graduate students due to high tuition costs for out-of-state students, and inability to hire international students as teaching assistants.
• Funding for students needs to be improved.
• Stipends for doctoral students that are not competitive with peer institutions.
• Very high out-of-state tuition for graduate students makes it very difficult to attract strong international and domestic students.
• Low graduate enrollments.
• Limited resources to promote graduate student success. Many students serve as instructors of record instead of TAs. More TAs would limit their workload, increase productivity, and raise the College’s profile.
• Support for postdoctoral fellows across the College is nonexistent. My postdoc said she felt isolated in the College.
• Since graduate recruitment is an issue for all or most of the departments in COSS, it seems only logical that the entire COSS would benefit by CENTRALIZING some of the functions related to graduate recruitment—to improve economies of scale and offer enhanced services to all departments—RATHER than putting the burden of recruitment on already over-burdened professors in those departments. A centralized effort to enhance
marketing, hold recruiting events, or pool knowledge and resources could have enormous returns that would require less effort and resources overall than putting the burden on each department. This centralized effort could work with every department to customize efforts.

Department silos, management, diversity, and resistance to change (9)

- Are departments serving the larger whole or are they silos that breed excessive competition over scarce resources?
- Departments are run within silos with little apparent strategic planning for achieving individual or collective (College or University) excellence. Once the College strategic plan is completed, departments should be required to draft their own to address how they will help the College achieve its goals. At present, at least from my vantage point, there is little rhyme or reason to how resources are allocated within the College and departments. History seems to matter, however.
- Reliance on adjunct/contract faculty to staff international affairs and interdisciplinary programs needs careful consideration. Current staff in these areas are excellent, but is this a long-term model for success?
- Poor leadership in departments.
- Lack of space to promote collaboration and host graduate students and faculty in close proximity.
- I think many of the departments are set in their ways and resistant to change. Higher education can no longer operate as it did in the 1970s and 1980s. We need to innovate and expand. I believe part of the problem is that many of the departments operate as separate silos and there are few opportunities to connect with each other or the surrounding community. This is especially problematic for junior faculty and graduate students.
- A lot of talk about promotion of interdisciplinary research over the past decade, but not much change (with the exception of public health hires in multiple departments): departments remain silo’d, two predominant research centers (Pepper, demography) are dominated by one department (sociology), and economics research is heavily dominated by privately-funded centers intended to promote a particular point of view.
- Some departments are poorly run and need to be pushed to improve their leadership and management structure/processes. Perhaps some College-wide standards/policies would help?
- Some (or one?) department/s feeling that their discipline is important and their program is rigorous but not others.

Lack of external grant application support (6)

- I would like to see (additional) financial resources dedicated to supporting faculty research and grant acquisition. Specifically, a pool of seed money to conduct pilot or basic research to support external grant applications, or financial incentives (such as one summer ninth) to support and incentivize grant writing. The grant opportunities at the university level are great, but are restrictive in terms of time and flexibility. Establishing a College pool of funds dedicated to supporting the faculty, with the aim of enhancing external grant application, would seem a good return on the investment.
• Resources for applying for funding could continue to be improved. I am new to this and I end up spending hours trying to find basic information online. When I ask staff, no one seems to know. One-day workshops are not very helpful. This would take some investment (in money from the College and time from faculty), but some institutions offer a whole course in applying for government funding. I am told that the success rates are quite high. A one-day workshop just provides the most basic of information, not enough to be successful.

• Lack of a coordinated effort between College and department staff to provide faculty with administrative support in their sponsored research efforts. A lack of department staff training in sponsored research policies and procedures leaves faculty insecure in applying for grants. Not enough staff support for faculty in this area.

• Low grant support (administrative personnel, etc.), but I believe the College is already addressing this.

• Network with the state and local governments and external funding. While we already have a good relationship with different levels of government, it would be great if we can get more support in terms of financial resources to help us expand (hire more faculty members and support more research).

• I think the College could do more to encourage and promote external fundraising.... I think hiring a College grants administrator and appointing an assistant dean of research are terrific steps to address this shortcoming.

Lack of an infrastructure to support multidisciplinary work (4)

• The feature of current College organization that is most damaging to the health and success of promising interdisciplinary programs is the total control of faculty lines by traditional academic departments. Even under the present system, when these departments are responsive (voluntarily, out of enlightened self-interest) to special opportunities for recruiting and hiring new faculty of great value to such interdisciplinary programs, the results usually pay off in a most satisfying way. But if these programs, through their existing faculty participants and collective organization, were given a direct voice (along with departments) in the recruiting and hiring process through memoranda of understanding between centers and departments, the College should be able to reap even greater rewards in terms of increases in the level and impact of innovative research.

• Lack of infrastructure for grant proposal development; low funding for grad students.

• Institutional barriers toward interdisciplinary collaboration; applying for external funding.

• A lot of talk about promotion of interdisciplinary research over the past decade, but not much change (with the exception of public health hires in multiple departments): departments remain silo'd, two predominant research centers (Pepper, demography) are dominated by one department (sociology), and economics research is heavily dominated by privately-funded centers intended to promote a particular point of view.

How do centers fit in the College? Are there too many? (4)

• Centers are running independently rather than integrated into departments.

• How the centers/institutes fit into the College schematic is unclear and opportunities are missed. It's in the centers where thematic research happens that can tap into multiple disciplines. Yet the centers have little role to play in faculty hiring. In my view, many faculty
lines should be given jointly to centers and departments to hire the scholars who will satisfy the dual needs of departments and centers. It would shift resource allocation in a new way, but would help toward achieving the College's goal of producing research that matters in people's lives. As things stand now, departments can hire faculty who work on esoterica.

- We have too many tiny institutes of uncertain purpose and accomplishment. Pick a few of the best and consolidate the rest into those or under one umbrella. The best are ones that bring recognition of the research work of the College and can be pointed to when examples of our impact upon policy are needed. I'm reminded of an experience when my research institute in the US government was asked by a member of Congress to provide one example of how the agency's research product had directly affected legislation or policy.

- The DeVoe Moore Center plus the Hilton Center plus the Stavros Center are too many resources devoted to one set of beliefs. Having all principles of economics courses taught by instructors with a single point of view is a disservice to the students and to the College.

**College not a priority for FSU (3)**

- The College does not seem to be a priority within the overall University, which limits resources.
- Lack of respect of University toward social science.
- We need to advocate for the significance of non-STEM fields.

**Difficulty recruiting and retaining senior scholars with national reputations (3)**

- Difficult to retain faculty; lack of senior scholars with strong national reputations (the senior faculty we have are great—we've just lost so many without replacing them).

- The College should consider strategic investments in hiring prominent senior faculty. While often difficult to accomplish, successfully luring a prominent senior faculty member can be very beneficial to departments: 1) creating a reputational gain for the department, 2) attracting higher-quality applicants for our graduate programs and subsequent junior faculty searches, and 3) possibly—if the right hires are made—increasing the amount of research dollars brought into the College and department.

- Inability to replace retiring or moving senior faculty with senior faculty.

**Inadequate support for faculty research (3)**

- All assistant professors need to be given a junior research leave after passing the 2nd (or 3rd) year review. At the very least, this would signal that the College (and University) value research. That this is not standard for assistant professors here (as it is in most other R1 schools, public or private) is inexplicable.

- Working with faculty more generally to give them the time they need to do their research is very important for the success of the College and its departments. As just one example, the new rule that classes need to be on M/W/F impedes success for faculty members who rely on the ability to schedule classes two days a week in order to undertake intensive research, publish manuscripts, and write grant proposals.

- We still need more faculty and fewer administrative positions. It seems we are adding the latter when it is really faculty who are the backbone of the university.

**Peer-reviewed journals as key metric (2)**
• A culture of the academy that does not currently recognize the breadth of possible contributions and measures of impact that faculty can make through research and outreach, with the focus on promotion and tenure remaining strongly rooted in assumptions about peer-reviewed journals as the key metric above all others.
• A limited recognition of the contributions of applied research, community-engaged scholarship, participatory action research, and the supportive structures and mentoring needed to help move these types of less conventional research models to publication; and acceptance of unconventional journal outlets as having value in our promotion processes.

A model of P&T that is relatively rigid and lacking space for varied pathways to promotion and demonstration of impact.

Better branding for COSSPP (2)
• College could be better branded and promoted—I've seen positive steps in that direction (e.g., I like the blog).
• Poor support for social media, etc. from the College.

Lack of diversity (2)
• Overall lack of diversity in faculty ranks (although this is changing with recent hires). Now we must continue that trajectory of new hires but also focus on retention of existing assistant professors.
• It is important that the College increases its diversity—women and racial minorities are woefully represented in some departments. But increasing diversity should not come at the cost of decreased quality in scholarship. The College must recognize that recruiting high-quality women and minorities can be quite difficult (and expensive) in some disciplines, where these groups are underrepresented more broadly. This is basic supply and demand: when demand is high and supply is low, price increases. (For example, in a recent attempt to hire a productive minority scholar, my department targeted an assistant professor who landed a job paying $40,000 over what we would have offered—she didn't bother to get on the plane to Tallahassee.) The College needs to be aware of these market forces and invest accordingly, while allowing departments to maintain their professional standards.

Addressing sexual harassment (2)
• College should remove faculty members with longstanding records of sexual harassment of students and faculty to avoid downstream consequences.
• There needs to be zero tolerance for sexual harassment, sexual misconduct, sexism, and old-boys-club behavior/attitudes. I believe the leadership of the College is committed to this, but there are still problems at the department level.

High teaching load (2)
• High teaching load for research-active faculty.
• Teaching loads are very high if we want to increase the research productivity of faculty. I think the College should be more flexible and creative about teaching loads to facilitate research productivity (I know this flexibility is possible because I have seen it in other departments on campus).... e.g., giving full credit for co-teaching, providing teaching credit for graduate reading groups and seminars, giving a semester of teaching release the year before tenure.
Old facilities and labs (2)
- The age of the facility and the state of some of the technical labs may be an impediment in recruiting students. The building looks much as it did 25 years ago. The recent efforts at remodeling will help, but for better or for worse, new furnishing and access to high tech labs help pique the interest of potential students (and faculty).
- Pepper Center could be enhanced by updating the facilities and Broad Auditorium as a showcase for COSSPP for visiting lecturers, dignitaries, and others. Technology updates are needed for the Broad Auditorium.

The pursuit of national rankings (1)
- I worry that the pressure from University administrators to move up in national rankings leads to policies and emphases that, while helpful in gaming the University's standings in US News and World Report, are not helpful to the departments that make up the College.

Gender inequity in assigning responsibilities (1)
- The "gender tax," particularly when it comes to service and teaching/mentoring that happens outside of a classroom context. Women scholars in the College feel additional pressures to provide support for students, especially those who are from marginalized backgrounds less prevalent in academia. This can be small things, from constantly fielding requests for recommendation letters or to serve on thesis/dissertation committees to serving on departmental or University committees that require more labor. There are also instances where women scholars have service responsibilities pushed off on them by male scholars who are more senior. This is not an issue I find specific to the College or even to Florida State; however, it is an issue our College should be concerned with. How can we 1) more equitably divide these responsibilities and 2) work toward increasing the representation of women across the College?

Lack of support for teaching outside classroom (1)
- Lack of support for teaching outside of the classroom or other alternative teaching experiences.

Standards for adjunct qualifications (1)
- There need to be stricter standards about the qualifications of adjuncts. Adjuncts should have MS degrees, at a minimum.

Inadequate internationalization efforts (1)
- More internationalization efforts would be desirable to improve the global reputation of the College and its departments.

Promoting public health programs at the expense of other social science areas (1)
- An increasing share of COSSPP resources going to promote public health programs, to the detriment of other areas of social science.

Culture of mediocrity (1)
- I think that there tends to be room for a significant change in attitude towards expectations. There seems to be a culture that mediocrity is acceptable and what COSSP should produce doesn't have to be at the research frontier. One consequence of this attitude is low/moderate tenure standards and a willingness to hire less than excellent junior faculty at times. We need to ramp up quality within our research faculty ranks, as it
is the only way in the long run to achieve other goals, such as increased impact, increased grant and contract activity, improved graduate placements and training, etc.

**Role of the CBA union (1)**
- While not directly related to the College, the union has in my view generated an incentive structure that disincetivizes excellence, while at the same time threatening the College budget. I am referring in part directly to the language in the CBA to pay a fixed percentage of faculty salary for summer teaching. This pulls some faculty away from research and grant-seeking and the College is burdened with paying the salaries, given that the funding model is not closely tied to seats in the class. The CBA also makes it difficult for faculty to negotiate raises/resource flows without an offer in hand to counter, which often results in high-quality faculty departing.

**Perceptions of outside influence (1)**
- Perceptions of outside influence through Koch and other funding arrangements.

**Academic achievements not linked to compensation (1)**
- There are dramatic cases where academic achievements are not at all linked to compensation. This is not restricted to one department. There is a sense of "best buddy" politics that has developed in the past decade or so, which decreases motivation to work for FSU. For example, rumors of grad student "made pass" based on ideology and religion who is connected to influential faculty (a few years ago).

**Distance learning uncertainty (1)**
- Change and uncertainty related to distance learning.

**FSU Foundation (1)**
- One factor that has had a negative impact is the difficulty in dealing with the FSU Foundation. As an example, we had outside funding for a summer program in Prague that was an excellent opportunity for students, but the funding had to be run through the Foundation, which was so difficult that we dropped the program ... so we don't have the program or the funding anymore.

**Behind on “big data” (1)**
- We have been behind the curve—really the 8 ball—on getting into big data. This will hurt us for years.

**D. Key Trends Impacting the College**

Respondents identified the key trends they believed will be driving the College in the coming years. Below are their responses organized and listed as themes, in order of frequency.

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<th>Trends Impacting COSSPP Success</th>
<th>Listed in order of frequency from questionnaire</th>
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<td>4. Big data (5)</td>
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6. Losing top-flight researchers (3)
   Declining federal support for the social sciences (3)
   International focus in an interconnected world (3)

7. Competitiveness of academic job market (2)
   Race, migrants diaspora (2)
   Economic inequality (2)
   Opportunity to align with and seek support for work advancing FSU strategic goals (2)
   Political correctness and open dialogue (2)

8. Demise of tenure (1)
   Job/industry focus to justify every discipline (1)
   Increase in foreign graduate students (1)
   Social media (1)
   New technologies (1)
   Constrained hiring (1)
   Impact of recession on centralization of budgeting (1)
   Autonomous vehicles (1)
   Artificial intelligence (1)
   Increasing need for critical thinking skills (1)
   Socialist movement in the US (1)
   Souring town/gown relationship (1)

**Respondent Comments and Suggestions**

**Lack of legislative support and funding for the social sciences (20)**

- I think there continues to be a "do more with less" attitude in the legislature. This hurts staff recruitment and undergraduate education.
- The state legislature’s push to eliminate line item budget measures directly threatens the funding of centers and institutes across the state, as seen in the last year or two. This makes it crucial for the development team, the Dean’s Office, and center/unit directors to work together to ensure the financial viability of the centers to carry out their activities.
- The increasing pressure on the social sciences to, in essence, act like a STEM field.
- The emphasis on STEM and job preparation is a big issue.
- The continued attacks on social science in general from the media, politicians, and public.
- The continuation of limited resources for social sciences.
- I worry about the disdain for universities in some political quarters.
- Attacks on social sciences.
- In my decades at the College, I have observed that state leaders have come less and less to the College faculty for advice and help. The College needs to do much more to make them aware of how we can help them.
• The myopia of politicians will continue to make them reluctant to make any long-term investments, one of which is education. Fiscal constraints will be enduring.
• This same attribute makes it difficult for the College to develop long-term research programs that deal with the most enduring problems that face the nation. The polarization of our public life cannot be good for universities. We are, after all, part of the elite that the Trumpian right rails against.
• Political involvement is both helping and possibly hindering progress with the College.
• A continuing emphasis on small government will hit us all.
• An increasingly conservative legislature with an anti-government agenda that includes bias against publicly funded higher education. The public and legislators need to be given concrete examples of how and why a strong publicly funded higher education system pays economic dividends.
• Inadequate funds from tuition to pay faculty at a market rate so we can get the best people, make sure we retain the people we want to retain, and are able to afford to develop and maintain stellar, nationally recognized programs.
• Lack of funding to be innovative is concerning. We need to invest in important ways if we want to rise to the top.
• Higher education is constantly under attack politically because many believe what we do doesn't matter. I think the College needs to highlight the impacts that we make and work to connect with stakeholders outside the University to make more of a societal impact. Often we lose sight of the big picture by getting bogged down in the details of enrollments and FTEs. Part of this is the brand of the College. Students identify the College as "Bellamy," which is problematic.
• Nativist/nationalist politics in US and abroad.
• The growing resentment against universities and their faculty.
• Legislative priorities.

Declining graduate enrollment (12)
• Declining graduate enrollment (particularly in professional schools).
• Pressures on graduate enrollments will continue to be a challenge.
• The strong economy is impacting student recruitment and enrollment negatively, but should be helping with student job placement and career development.
• Political tensions threaten future recruitment of international students and possibly even faculty.
• At a smaller scale, the almost complete evaporation of paid internships during the recession impacts the ability to support all students' professional development equitably.
• Globalization of education and creation of better universities in the countries where our international students come from will result in fewer of them enrolling here.
• FSU is not competitive nationally or internationally with the stipends and add-ons like health insurance that we offer graduate students, and we should expect to see declining enrollments if we do not increase our stipends.
• As more students decide to pursue graduate education, the College can look to offer programs that satisfy this demand.
• More young people will attend college.
• I think some financially weaker, less prestigious universities will go under in the coming decades, as employers and students alike realize not all degrees are the same.
• FSU needs to strive to maintain the value of its degrees. Some amount of the value of college is signaling, and FSU and COSS need to remain good signals.
• The competition for resources and students is going to get more intense, not less. We must work to highlight our successes and minimize our challenges.

**Expectations in terms of job placement/job ready skills (8)**

• Job placement, the ultimate performance measure of whether student loans were worth the investment. We'd better start being proactive about job placement in a significant way before the dissatisfaction with loans requires a political solution be imposed. We may not like having to focus on job placement, but ignoring it in the future is folly.
• Continued trends toward job ready skills.
• The trend of our students leaving Tallahassee as soon as they graduate is continuing and really should be dealt with. More student/faculty engagement will help, I think.
• Changes to the labor market may make it difficult for our students to get jobs.
• Ensuring higher education and what the College offers remain relevant to students anxious about the future (wanting to contribute to addressing complex social/environmental issues, student debt, weighing costs/benefits of higher ed, stagnating income levels for much of the middle class, increased competition, the disruptive role of artificial intelligence, meaningful careers, graduating with relevant/applicable knowledge and skills and the confidence to use them, the blurring of traditional boundaries between the sectors).
• The need to meet students where they are. There may be a need to offer more night classes and online classes. There may also be a need to explore offering an undergraduate planning certificate to help recruit new students into the master’s program.
• Opportunities for research, leadership, competitions, study abroad, etc.
• Expectations among undergraduate-level students have increased in the last 1–2 generations.

**Big data (5)**

• Big data.
• Analytics.
• Bayesian stats, quantitative methods.

**Interdisciplinarity (5)**

• Interdisciplinarity is a growing and important element in social sciences and should be promoted and supported.
• Another issue affecting interdisciplinary programs is a movement away from area focuses in the departments.
• Trend in funding towards interdisciplinary work—we are well suited to be a major player in this space if we take advantage of these opportunities. Should also look to foster collaborations with FSU departments outside of the College.
• A growing emphasis on interdisciplinary work.
• The need for innovative instruction and pedagogy, particularly interdisciplinary and at the lower-division.
Addressing social and political issues through public scholarship (4)
- We are experiencing weather changes. The impact of extreme weather is exasperated by political constraints. We have expertise in this College to track and study the impact of political avoidance to climate change and its cost to Florida's economy.
- Our College has the expertise to speak to a variety of pertinent social and political issues such as global warming, immigration policy, health policy, the rise of blatant white supremacist logic and rhetoric in our political arenas, sexism and sexual violence (think #MeToo movement)... I think continuing to encourage our faculty and students to engage in public scholarship (press, blogging, op-eds) is one way to contend with these issues that won't be going away any time soon.
- We are in very interesting times politically. We should be making efforts to capture what is happening politically in Florida and around the country with regard to leadership and population trends. For example, we should be measuring and interpreting the changing political strategies that are clearly impacting expectations in voting outcomes. The last election took most of us by surprise. The primary for the governor's race was surprising. I hope we are capturing the political climate and changing strategies that apply to populist and authoritarian trends.
- Politics are crazy right now.... I think that makes our College very relevant, although I really wish the craziness would stop. We have a number of departments and centers well poised to address growing climate change issues, threats, and policies.

Preeminence designation and funding (4)
- The move toward top 25 status.
- The strong focus of campus leadership on diversity, globalizing a degree, innovation and entrepreneurship, and sustainability.
- The trend toward the increasing use of teaching faculty is troublesome for the long-term viability of an R1 university.
- What it means to be a "top-25" public university.

Changing student and faculty demographics (4)
- Changing student and faculty demographics.
- Growing diversity of the student population (race/ethnicity, sexual identity, socioeconomic background).
- Growing gap in academic qualifications between students who enter FSU as freshmen and those who enter as community college grads.
- Changing student body.

Online courses (4)
- My concern about the future relates to: online education/learning and inadequate funds from tuition funds. For online education, I think that figuring out ways to leverage these courses with substantive in-person training is going to an important thing to pay attention to. It would be a shame if our programs ended up being set up so that students never had a chance to engage with faculty face-to-face at any time.
- Although I teach online courses, I am concerned with political pressure from downtown to increase those.
• Are we going to have a College online program/degree strategy or just leave it to individual departments?
• We provide students with value added on campus and in our degree programs since online programs are and will continue to be readily available.

Aging population (4)
• The aging population, both nationally and in state, will affect us.
• Aging baby boomers will be retiring in droves over the next 5 to 10 years. Do our departments have succession plans? Are we building leadership among the younger faculty?
• Population aging.
• The population overall is aging in comparison to earlier decades: The number of Americans ages 65 and older is projected to more than double from 46 million today to over 98 million by 2060, and the 65-and-older age group’s share of the total population will rise to nearly 24 percent from 15 percent.

Losing top-flight researchers (3)
• Losing Eppes professorships and not replacing at the senior levels.
• My impression is that the College has lost terrific researchers in various departments in the past decade that were not matched by equally good faculty. I might be wrong, of course. A research-oriented College should be the goal. Great researchers tend to be better teachers.
• Impending retirements of prominent senior faculty and an inability to retain productive young scholars can be a bad recipe for maintaining the standing of some of our core departments.

Declining federal support for the social sciences (3)
• The level of federal government support for social science research probably will continue to decline as a result of continuing trends in national partisan political agendas. Therefore it is urgently important for the College, its departments, institutes, and programs to diversify the search for extramural research support to places beyond the National Science Foundation, the National Institutes of Health, and other federal grant providers. Private national and regional foundations are one possibility. Innovative new research arrangements with the private sector (such as collaborations with the internet giants) could open whole new doors for research in the new century, though this will bring with it immense new ethical questions about protection of human subjects and the public interest. At present, these private-sector data generators operate completely in the dark and without oversight or restrictions. Academic collaboration, however, could offer a way for them to respond to growing public restiveness about potential abuses of their information resources. We in academia might actually teach them a thing or two and save them a lot of grief in the long run!
• Increased competition for decreasing external research funding.
• Increased pressure to secure funding when funding opportunities are dwindling.

International focus in an interconnected world (3)
• The world is becoming more interconnected (Donald Trump's efforts to stop that notwithstanding), so a greater international focus would seem to be in the cards for a college of social sciences.
• Given trends towards globalization, our College should have a significant opportunity to develop our expertise in international economics and policy. Virtually all of our departments and programs have significant expertise relative to globalization and we should take advantage of this strength. I am not sure what specific initiative I would recommend, but this is worth thinking about.
• Globalization, whether one likes it or not, increasingly affects higher education.

Competitiveness of academic job market (2)
• Competitiveness of academic job markets combined with universities' emphasis on graduate FTEs means that it's becoming harder for doctoral students to find jobs. Perhaps this will ease as "baby boomer" faculty retire, but probably not.
• Too many graduate students teaching LD courses which should be taught by skilled faculty to get students off to a really good start.

Race, migrants diaspora (2)
• Topics of race, migrants, diaspora, etc. continue to be important.
• Race relations and immigrant humanitarian crisis.

Economic inequality (2)
• Economic inequality continues to increase preference for one-year professional instead of two-year research master's degrees.
• Persistent economic inequality.

Opportunity to align with and seek support for work advancing FSU strategic goals (2)
• We have the potential to contribute substantively toward all of these metrics, goals, and initiatives. We need to be nimble in our approach to responding to calls for proposals from within the University and to demonstrate directly how we're contributing to the top-25 and preeminence categories. And where we are not hitting targets or cannot demonstrate our contributions, we should recalibrate our efforts.
• FSU's latest strategic plan.

Political correctness and open dialogue (2)
• Overemphasis on political correctness and "approved" opinions will stifle academic debate and student development. I hope FSU will remain a place for open and respectful dialogue even as many other institutions go down the dangerous path of censorship. Resisting this trend will benefit FSU and our students in the long run.
• Both the social and political climates are reaching a pinnacle that will require both the left and right sides to make concessions. We must be respectful of every person’s views and opinions.

The demise of tenure (1)
• The demise of tenure will combine with the quest for private funds, leading to a blending of industry and university faculty and curriculum.

Job/industry focus to justify every discipline (1)
• The desire to directly relate every discipline, course, and degree to a specific industry.

Increase in foreign graduate students (1)
• Despite current political rhetoric, the world economy is becoming more and more integrated over time. I have noticed that we have relatively few foreign graduate students. For programs like the applied economics master’s program, foreign students could be a lucrative source of income as well as a way to better connect our students with the global economy.

Social media (1)
• The popularity of social media is already affecting everyone. At the moment, social media represent the most effective way of communicating with former, current, and future students, I think. So we can potentially take advantage of it by adjusting the ways we do student recruitment and advising and share information.

New technologies (1)
• Rapid advancement of new technologies, which not only affects our way of teaching but also the research questions.

Constrained hiring (1)
• I think our hiring is likely to continue to be constrained, but this can be an opportunity to continue to grow certain areas of emphasis.

Impact of recession on centralization of budgeting (1)
• The recession continues to affect the College and departments because the things that changed—flows of money to departments, etc.—with the recession never returned. It has led to greater centralization of budgeting, which is tough for departments.

Autonomous vehicles (1)
Artificial intelligence (1)
Increasing need for critical thinking skills (1)
• Critical thinking skills will continue to be important.

Socialist movement in the US (1)
• I think the socialist movement in this country will impact and is impacting our College, in regard to what is taught and attitudes behind what is taught or not taught, future financial impact to monies available as well as the whole economic structure of our country and its governmental regulations, which affect our College.

Souring town/gown relationship (1)
• Town/gown. I serve on a number of community committees and there is a feeling that the University (not necessarily the College) is not at all engaged in the Tallahassee/Leon County community. This is a problem and, I think, a negative trend.

Other
• I would expect more of the same.
III. RATING THE COLLEGE’S CURRENT OVERALL STRENGTHS AND CRITICAL FOCUS AREAS

Respondents were asked to offer their views by rating and commenting on the strength of undergraduate programs, graduate programs at the doctoral and master’s levels, interdisciplinary programs, centers and institutes, and external funding. They also rated and commented on how critical it will be to focus on each as the College develops its strategic directions plan in 2018-19.

The College is a vibrant place. Our academic departments, interdisciplinary programs, and centers and institutes offer undergraduate and graduate programs that address virtually every economic, political, and social issue that society is facing in the 21st century. The full set of respondents’ comments may be found below.

A. UNDERGRADUATE DEGREE PROGRAMS

The FSU College of Social Sciences and Public Policy offers a range of undergraduate degrees through its departments and interdisciplinary programs. Respondents were asked to rate and comment on the strength of COSSPP undergraduate programs and rate the importance of focusing on these programs as the College develops its strategic plan.

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1. COMMENTS ON CURRENT STRENGTH OF COSSPP UNDERGRADUATE PROGRAMS

The majority of comments remarked on different areas of overall strength in the College’s undergraduate programs but noted larger classes don’t contribute to these strengths.

Respondent Comments
- The College maintains undergraduate programs with strong academic reputations. Our programs are in high demand.
- I believe our undergraduate programs are rather strong.
- I believe that COSSPP has very strong programs for its undergraduates, and this is reflected in the share of majors generated at the university level.
- We have some real superstar students, and we are investing in them.
- I see increasingly talented and passionate students coming into our programs and an appreciation among students for the resources we offer in and outside of the classroom.
- This is a critical transition period between high school and graduate and professional work. Many undergraduate students have shared how their passions have been honed or their
future careers paths have been influenced by their undergraduate programs and all of the complementary/synergistic resources and opportunities offered at FSU.

- The degrees seem pretty strong; I only wish we could recruit undergrads earlier in their experience.
- I have working knowledge of three departments in the College, and I find most of the programs strong.
- I only know my unit, and the undergraduate program is strong.
- Degree programs are only as strong as the faculty teaching the courses, and the way the curriculum is designed. I know more about economics because that is my department, and my judgment is that we are in good shape.
- The students and courses vary widely on what they can accomplish, but on the whole seem a sound and important set of programs for FSU.
- The programs are popular and often compliment other COSSPP or technical degrees.
- Students are exposed to a large diversity of courses in their fields and subfields.
- I generally think we serve the undergraduates well—except in the really large classes we teach.
- The recent emphasis on teaching smaller sections is a welcome change.
- Keeping class sizes small is great for our students and faculty.
- Nothing really stands out: they seem to be run-of-the-mill programs one might see at any large state university.
- We have some very fine graduate programs. I can name several. I can name far fewer undergraduate programs that I perceive to be distinguished.
- The ISS major needs to be strengthened.
- Our degree programs too often are isolated by traditional academic disciplines rather than focused on key job and career areas.
- I don't feel I have enough information to adequately comment on the strengths of the undergraduate programs. My experience is that there is a wide range of abilities of the students, but few are at a level that I would expect from highly ranked programs.
- I do not know enough to judge.

2. **Comments on Critical Future Focus for COSSPP Undergraduate Programs**

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<th>Overview of Comments/Suggestions on Future COSSPP Focus</th>
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<tr>
<td>Listed in order of frequency from questionnaire</td>
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<tr>
<td>1. Strategic need for COSSPP undergraduate education (7)</td>
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<td>2. Improve quality and rigor of instruction to attract more students (4)</td>
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<td>3. Enhance student advising and support (3)</td>
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<td>Promote quantitative and critical thinking skills (3)</td>
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<tr>
<td>Attract and prepare undergraduates to go on for graduate study (3)</td>
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<td>4. Improve job placement (2)</td>
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<tr>
<td>Raise standards for admittance to the College (2)</td>
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<td>Publish graduation and placement rates (2)</td>
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</table>
Provide solid interdisciplinary offerings (2)

5. Expand Social Science Scholars program (1)
   Highlight 4-year graduation rates (1)
   Research excellence first; teaching follows (1)
   Expand the “Get More Than a Degree” initiative (1)
   Explore dual majoring (1)
   Fund undergraduates (1)
   Develop military security and administration (1)
   Address course size and transferable skills (1)

Respondent Comments

Strategic need for COSSPP undergraduate education (7)

- Undergraduates are the largest group taught. Seems like common sense that this has to be an important focus.
- Undergraduate degree programs will remain quite important, as the majority of our students are in those programs.
- Undergraduate education is currently the focus in the Florida Legislature and Westcott. Administrations change and policymakers are fickle. Undergraduate education is an easily identifiable output (degrees earned, credit hours, etc.). These outputs speak little to outcomes and impact for the College. Undergraduate education should focus on the outcomes to demonstrate the importance of the College.
- We have a significant portion of FSU undergraduates in COSSPP. It is important to build their programs and their options for study. Our social/political focus overlaps with so many critical current and future issues and our mandate should be related to undergraduate preparation of informed and educated citizens—maybe more so now than in the past.
- Strong undergrad education helps attract increasing numbers of new students and also helps retain the best students into our grad programs. Many of the undergrad courses are currently taught by grad students, some with impaired quality.
- I think undergrad programs are extremely important for a strong College. I like some of the Dean’s Office programs to engage top students in leadership programs. I do think the College could use the policy institutes/centers more through sponsoring and encouraging internship programs in those institutes.
- Donors and legislators are much happier about funding undergraduates.

Improve quality and rigor of instruction to attract more students (4)

- We should care more about the quality of instruction, especially that being delivered by PhD students and in online classes.
- We can improve the rigor of the courses and the material. Sometimes rigor goes not in line with evaluations, and potentially other overall course impact methods can be developed.
- Our undergraduate programs are somewhat dated and need a review of course titles and such to make them current with other universities and changing trends.
- I think there is an opportunity to attract more students to our degree programs—which I assume would provide us with more university resources? Some majors overlap with
majors offered by other colleges, and it could be wise to figure out how to attract some of the students that chose the other programs.

**Enhance student advising and support (3)**
- If we’re not contributing to 4-year graduation, then we need to enhance student advising and support to help reach that target.
- Are they getting jobs after graduation?
- Balancing responsiveness to student interests with existing areas of (faculty) competence will be critical moving forward.

**Promote quantitative and critical thinking skills (3)**
- Data science is a quickly growing field; we should be strategic in identifying ways we can align this kind of training with our undergrad degree programs to facilitate employment opportunities after graduation.
- I would like to see a push towards more quantitative and critical thinking skills introduced into our undergraduate programs to ensure that our majors are prepared for an increasingly technical workplace.
- There are a number of areas we need undergraduate degree programs to be competitive, such as in data analytics (which would be interdisciplinary).

**Attract and prepare undergraduates to go on for graduate study (3)**
- We need to prepare those students who do intend to go on for graduate study.
- Strong undergrad education helps attract increasing numbers of new students and also helps retain the best students into our grad programs. Many of the undergrad courses are currently taught by grad students, some with impaired quality.
- Our undergraduates may be very good candidates for our graduate programs. I think we have the potential to create and maintain a longer-term strategy for COSSPP students that may include graduate work in innovative and interdisciplinary fields.

**Improve job placement (2)**
- Elevating the experiences of students so that they are well situated to get good jobs is going to be helpful to the College. The focus, I think, may be best leveraged through things like internship programs. A focus on programs that help people feel like the College gave them the ability to launch their careers will encourage them to give credit to the College later on, and they may be more likely to offer support to the College when they are in a position to do so.
- Related to economics, we need to be aware that most of our students are not going to be continuing to graduate training in economics, so need to focus on applications of economics to the real world. I do think our course offerings have been leaning more in this direction.

**Raise standards for admittance to the College (2)**
- It would be nice if we could raise the standard for getting admitted into the College.
- Need to strengthen entry requirements at least to the business school levels.

**Publish graduation and placement rates (2)**
- Graduation rates should be widely published within the College.
- We should do a better job of tracking what jobs our majors are acquiring after graduation. This should also be widely publicized.
Provide solid interdisciplinary offerings (2)
- With solid INTERDISCIPLINARY liberal studies offerings, we could attract more lower-division students who would likely then become majors.
- Students really like interdisciplinary degree programs but these programs should be thoughtfully designed and not just a grab-bag of classes from different departments. The programs might consider requiring a core focus and a final thesis or capstone project. The College should then provide support for faculty mentoring students and teaching capstone courses.

Expand Social Science Scholars program (1)
- Initiatives such as the Social Science Scholars need to be expanded to more than such a small handful.

Highlight 4-year graduation rates (1)
- Undergraduate education is a central focus of the university and keeping 4-year graduation rates high is clearly important. Where we can demonstrate that our programs are successful in graduating students in 4 years, we need to highlight that.

Research excellence first; teaching follows (1)
- Research must be the focus if we hope to achieve prominence as a research university. Teaching excellence follows from that. Having said that, it would be a nice feature of the new strategic plan to think carefully about how our undergraduate programs can be distinctive.

Expand the “Get More Than a Degree” initiative (1)
- I think having every program integrated into the “Get More Than a Degree” initiative is worth examining. This effort is consistent with the University's mission.

Explore dual majoring (1)
- We do a lot of teaching to other majors and the students love the classes. The possibility of dual majoring (especially public health) in the future with majors outside the College might be strategic in gaining resources while continuing to provide high-quality teaching and service to the University.

Fund undergraduates (1)
- Donors and legislators are much happier about funding undergraduates.

Develop military security and administration (1)

Address course size and transferable skills (1)
- I'm a little skeptical on how broad-based programs like International Affairs provide undergraduates with transferable skills. Many course sizes are too large, particularly at the upper-division level.

Other
- Not terribly critical.

B. GRADUATE DOCTORAL PROGRAMS

The College's core departments and programs offer a wide range of doctoral degree programs. Respondents were asked to rate and comment on the strength of COSSPP doctoral programs.
and rate the importance of focusing on these programs as the College develops its strategic plan.

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1. **Comments on Current Strength of COSSPP Doctoral Programs**

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<tr>
<td><strong>Overview of Comments on COSSPP’s Current Strengths</strong></td>
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<td>1. Doctoral programs are the lifeblood of the College and its</td>
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<td>reputation (9)</td>
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<td>2. Doctoral placements determine strength of the College’s</td>
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<td>doctoral programs (8)</td>
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<td>3. Strong doctoral programs in the College are limited by</td>
<td>3. Strong doctoral programs in the College are limited by</td>
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<td>non-competitive funding levels (5)</td>
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<td>4. Program quality varies (3)</td>
<td>4. Program quality varies (3)</td>
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<td>5. Consistent with a mid-ranked state university, not a leader</td>
<td>5. Consistent with a mid-ranked state university, not a leader</td>
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<td>Rushed pace of getting PhD students through (2)</td>
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<td>High but not exceptional quality graduate students (2)</td>
<td>High but not exceptional quality graduate students (2)</td>
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<td>Economics doctoral program (2)</td>
<td>Economics doctoral program (2)</td>
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<td>6. Postdoctoral programs (1)</td>
<td>6. Postdoctoral programs (1)</td>
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<td>Incentives lacking for getting research-oriented students</td>
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<td>published (1)</td>
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<td>Declining doctoral cohorts (1)</td>
<td>Declining doctoral cohorts (1)</td>
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<tr>
<td>Loss of prominent senior scholars impacts recruiting (1)</td>
<td>Loss of prominent senior scholars impacts recruiting (1)</td>
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**Respondent Comments**

**Lifeblood of the College and its reputation (9)**
- Recruiting, training, and placing PhD students into tenure-track positions is the lifeblood of our department. My department has an excellent track record in this respect, and I hope the College will continue to support these programs, in spite of the fact they are not revenue generating.
- Key to boosting our reputation.
- Doctoral classes are getting smaller every year, and there seems to be little attention to the doctoral programs collectively at the College level.
- The programs are relatively selective and don’t accept too many students that are poor fits with existing faculty.
- Students are exposed to various fields and have access to faculty, through working with them on joint projects as well as being advised on their own projects.
- I believe the doctoral programs are very strong across multiple departments. I believe they would be strengthened by more interdepartment interaction. Many of our disciplines are crosscutting, so the doctoral students should be interacting much more. This could lead to synergistic activities.
• Doctoral education has the potential to improve both the research output and the undergraduate education for the College. These students work with faculty and undergraduates and serve as a critical bridge between established scholarship and cutting-edge new work. Importantly, *US News* changes its ranking metrics every year in order to sell magazines. More respected classification systems (Carnegie, National Research Council, etc.) identify the importance of doctoral programs and use these as critical components of the rating system.

• Research is such a critical function of the College that we could not remain a Research I institution without strong doctoral programs to attract top researchers.

• Generally rigorous.

**Doctoral placements determine strength (8)**

• Look at placements to determine strength.
• What are graduation rates and years to progress?
• What type of placements are grads getting?
• There is no sharing of what is working or how we are attracting students here.
• Some students are obtaining faculty jobs at peer institutions.
• Have some success placing students in academic/research positions.
• Faculty help sell the schools where they received their PhD. If we do not have a steady stream of PhDs graduating into faculty positions nationally, we lose an opportunity to sell the College (master’s and PhD programs) to out-of-state students.
• Students who do not pursue academia often end up with good jobs.

**Strong doctoral programs limited by non-competitive funding levels (5)**

• Doctoral programs are generally quite strong. Limitations are tied to funding levels for doc students and the need to compete with other programs in the Southeast. To be the best we have to attract the very best students.
• The ability of other programs to offer larger stipends to the best doctoral students is a challenge for the College. The departments have generally felt pressure to keep numbers of students higher rather than dedicate more attention and time to a smaller number to complete their degrees faster. Despite these challenges, the doctoral students are often very strong and doing compelling work.
• High out-of-state tuition limits our ability to attract out-of-state and international students.
• While there is likely variation across the College, some departments probably still struggle to recruit ample nationally-competitive graduate students capable of completing and excelling in a PhD program. Recruiting is a challenge which limits grad program successes. Our programs are not competitive in attracting the best students due to underfunded stipends and lack of waiver funds.
• I have significant concerns about our ability to draw the top students nationally into our doctoral programs. I am very invested in helping my own doctoral program in my particular area of expertise grow to be a top choice nationally, and I think that takes faculty being viewed by top students as enticing to work with and programs offering the ability to help launch them.

**Program quality varies (3)**

• Lots of variance in quality of PhD programs across departments.
• We have some fine graduate programs. A couple of them are not as rigorous as I would hope.
• Varies a lot.

**Consistent with a mid-ranked state university, not a leader (2)**
• My impression, based on no real knowledge, is that it is what one would expect in a mid-ranked state university.
• I do not think of FSU as a leader when it comes to social science doctoral education. We have a long, long way to go.

**Rushed pace of getting students through (2)**
• Some of the quality is unrealized due to the rushed pace of getting students through.
• I have SIGNIFICANT concerns about the focus on getting students to complete a master’s and PhD in only 4 or 5 years. If we want to have students who are identified as the strongest candidates, having 6 years of funding would greatly enhance our ability to get students out the door with an excellent list of publications and maybe even grant funding. This is simply not feasible if we only allow students 4–5 years of funding.

**High but not exceptional quality graduate students (2)**
• My sense of current doctoral students is that we are able to attract relatively strong students in some programs, but often attract students whose quality is high but not exceptional. I have little more than anecdotal evidence to support this claim—conversations with other faculty in the College from time to time.
• We have some good students, but the quality is uneven. Better funding, greater ability to recruit foreign students, and better mentoring (pushing students more to do high-quality dissertations) would all help.

**Economics doctoral program (2)**
• We have a strong program. We do tend to focus heavily on techniques (math and econometrics), maybe too much considering where our students go after graduating. They are going to good schools, but often to ones that emphasize teaching—and we give our students a lot of technical training that is beyond what most of them will use once they leave the program, rather than focusing on creativity in developing a research program and using creative classroom techniques.
• The economics doctoral program seems to be very technical at the expense of economics. Many students fall in love with economics, get accepted to grad school, and then wonder where the economics went.

**Postdoctoral programs (1)**
• A factor that may help elevate the College and our individual doctoral programs is having a postdoctoral program. This would help highlight the status of the doctoral programs and faculty expertise. Although this is not specifically about the doctoral program, postdocs do a lot to support doctoral training programs and could play an important role in enhancing the visibility of the doctoral programs.

**Incentives lacking for getting research-oriented students published (1)**
• Lack of incentives for getting research-oriented students published early and often.

**Declining doctoral cohorts (1)**
• Political science has a strong doctoral program but in the past few years we've had very small cohorts coming in. Some examination of this program (and perhaps others) might make sense to see how we might encourage more applications and enroll the students we want.

Loss of prominent senior scholars impacts recruiting (1)
• Our core doctoral programs have been weakened in the past decade by the retirement/loss of prominent senior (or near senior) faculty, which has impacted our ability to recruit and place high-quality PhD students.

Other
• I cannot evaluate departments outside of mine.

2. Comments on Critical Future Focus for COSSPP Doctoral Programs

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<tr>
<th>Overview of Comments/Suggestions on Future COSSPP Focus</th>
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<tbody>
<tr>
<td>1. Emphasize doctoral degree programs and graduation rates to advance recognition (14)</td>
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<td>2. PhD education and recruiting top students are critical (9)</td>
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<td>3. Address graduate funding and other restraints (8)</td>
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<td>4. Job placement (3)</td>
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<td>5. Creative thinking and effective presentation of ideas (1)</td>
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Respondent Comments

Emphasize doctoral degree programs and graduation rates to advance recognition (14)
• The doctoral programs will help define us as a premier research university.
• Research, including graduate education, is of paramount importance to what we should be doing.
• This is of critical importance to the faculty but, I think, less so for the College's standing within the University and community.
• If we want to help the University gain in the rankings, we need to have vibrant doctoral programs. Faculty should consider what interdisciplinary programs we could create to be more attractive, and maybe combine some STEM areas with social sciences.
• Funding formulas and preeminence status depend on metrics associated with these programs.
• Preeminence and top 25 ranking depend to some degree on doctoral graduates, based on my understanding. If that is accurate, we need to emphasize doctoral degree program development, graduation rates, and increased support for faculty who undertake the work of mentoring students through to a degree. Currently, there are few incentives for faculty to reward the extensive work that it takes to mentor doctoral students to completion, beyond relatively intrinsic rewards or being able to publish with them (which is an added
layer of mentoring and time commitment). We should consider course releases, summer support for doctoral mentoring, or other rewards that come once faculty have seen a certain number of students through to completion of their degree. And, we need to focus on placements of those students so that we can enhance our reputation in our various fields and increase the quality of the applicant pool.

- Finding ways to be more competitive in attracting the best doctoral students and keeping program size manageable will be critical for continued improvement.
- Because of the visibility of faculty publications and actions, the graduate program becomes the "face" of the College and should be emphasized.
- My hope is that the programs that are struggling to be nationally recognized will strengthen over time with newer leadership taking on this challenge.
- Successful PhD education, especially job outcome, provides strong evidence of strength of a doctoral program.
- Doctoral education has the potential to improve both the research output and the undergraduate education for the College. These students work with faculty and undergraduates and serve as a critical bridge between established scholarship and cutting-edge new work. Importantly, US News changes its ranking metrics every year in order to sell magazines. More respected classification systems (Carnegie, National Research Council, etc.) identify the importance of doctoral programs and use these as critical components of the rating system.
- Research is such a critical function of the College that we could not remain a Research I institution without strong doctoral programs to attract top researchers.
- Very important—we must have strong doctoral programs. Master’s programs are popular and serve a meaningful role as well.
- Emphasis on academic, non-revenue generating programs is important.

PhD education and recruiting top students are critical (9)

- The College does not attract top students in most departments. Offering postdocs, having eminent scholars who are known, and making productive faculty more visible would draw in better students. This is going to remain critical if the College wants to be known as a place where excellent social science is done.
- Good students add weight to the intellectual environment of the College, and when they leave they act as ambassadors for us.
- Strong doctoral programs are important for the quality of the graduate and undergraduate programs because they increase the probability of research collaborations of faculty and graduate students and also improve the quality of teaching assistants.
- Recruiting top students into excellent PhD programs is critical for improving the research climate in the College and for recruiting top faculty.
- Finding more RAs to attract top notch students.
- Improving the level of incoming students, including opening to international pool (which is currently prohibitively expensive).
- Recruiting nationally.
- Having really strong PhD students will enhance the intellectual vibrancy of the College, will increase research productivity, and will raise our profile.
• Need to protect department "brands" with successful recruitment.

**Address graduate funding and other restraints (8)**

• Often potential graduate students turn us down due to funding constraints—no out-of-state waivers, not enough funding opportunities, etc. Some graduate programs within the College cannot compete against other programs with large funding pools and offers of over $25,000 for stipend (for certain programs) plus a tuition waiver and health insurance subsidy.

• Should reassess the competitiveness of stipends by discipline.

• We need to push the University administration to change the costs of funding international graduate students. We have to turn away strong international students because they are currently too expensive.

• Need to work with the legislature to change out-of-state and international student-related policies.

• Continue to raise graduate stipends.

• Providing health insurance will make us more attractive and comparable to peer institutions.

• Increasing the rate of graduate external funding applications.

• A number of PhD students receive teaching assistantships, which require them to be a sole instructor of an undergrad class. This distracts them from their focus on research and dissertation development.

**Job placement (3)**

• Graduate programs would also help to improve job placements and, therefore, help to attract better students in the future.

• Are they getting jobs after graduation?

• Focus on the job market expectations and publications.

**Creative thinking and effective presentation of ideas (1)**

• Again limited to economics, students should get more in their courses about creative thinking and effective presentation of ideas, which will help both for placement after graduation and in the classroom.

**Productive researchers (1)**

• I will limit my discussion to my home department. Our program underperforms for a variety of reasons, some of which we are trying to address through structural changes. For a successful program, you need buy-in from all of the research faculty. Currently we have several senior faculty who have shut down their research, or are not keeping up with the frontier within their respective sub-fields. This limits the amount of quality research in the department and the number of fields for students to select and results in students being taught tools that are behind the curve, lowering the bar. Combined, these features limit their job prospects in an increasingly competitive academic job market. For example, it is unacceptable that a non-research-active faculty member [serves in a leadership position] and teaches heavily in our [doctoral program]. Students are receiving the same lectures in core fields that students would have received two decades ago. The field is advancing, and our students are being handicapped to a large degree. The College really needs to push departments to have productive researchers taking the leadership role.
Hiring new senior faculty helps to recruit doctoral students (1)
- This is where an investment in new senior faculty positions and retention can have its biggest impact. High-quality scholarship attracts high-quality PhD students.

Focus on policy areas of critical importance (1)
- Trying to have our doctoral programs focus on areas of critical importance (say globalization, among others) allows us to develop top-quality research programs and serve identifiable state and national needs.

Research progress monitoring (1)
- Introducing more formal research progress monitoring, for example a required 3rd year paper that a student is to submit for publication.

Promote postdoctoral programs (1)
- A factor that may also help elevate the College and our individual doctoral programs is having a postdoctoral program. This would help highlight the status of the doctoral programs and faculty expertise. Although this is not specifically about the doctoral program, postdocs do a lot to support doctoral training programs and could play an important role in enhancing the visibility of the doctoral programs.

C. GRADUATE MASTER’S PROGRAMS

The College’s core departments and programs offer a wide range of master’s degree programs. Respondents were asked to rate and comment on the strength of COSSPP master’s programs and rate the importance of focusing on these programs as the College develops its strategic plan.

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1. COMMENTS ON CURRENT STRENGTH OF COSSPP MASTER’S PROGRAMS

The majority of comments remarked on different areas of overall strength in the College’s master’s programs with emphasis on high-quality students being educated and trained for professional fields in nationally visible and respected degree programs. These programs help to fund the doctoral programs but are not sufficiently marketed.

Respondent Comments
- The ones I know of are strong and students are impressive.
- Overall the master's programs I’m familiar with generally have high-quality students and are recognized by others in their field as high-quality programs. But much of this is anecdotal.
- Especially the applied master's programs are important. They get people training and employment.
• They are successful and provide good value; could probably work harder on getting students with excess credits to start on a BS/MS.
• Many of the master's programs are running well and serve a vital need of training students for work in professional fields. These need to be maintained.
• COSSPP has been responsive to student preferences for shorter programs.
• We have several strong programs, and it will be important to maintain and potentially expand them.
• The master's programs are strong and well supported.
• The applied master's programs are important in conjunction with our Get More Than a Degree program and should be emphasized more in this respect.
• The strength and diversity of the applied MA programs are important elements in the College and should be emphasized.
• The College has generally done a good job of offering skills-based master's programs. This is something that needs to continue.
• There are a lot of them: Planning and PA seem especially strong.
• I am only familiar with the master's program in economics, and it is one of the best in the country. Students learn skills that employers want when they hire economists, and as a result we have been very effective in placing students. I am very impressed with the program (though I do not teach any master's courses).
• I interact with the applied economics program. The students are strong and they have a good record of job placement.
• The economics MS program is excellent. It trains grads for real world jobs and is highly successful at getting jobs for those students. Hats off to Stefan Norrbin and the teachers in that program.
• Master's degrees serve a major educational function for professional training. They are also a major source of revenue for the College. Funding growth is likely to be left to our own efforts. MPH degrees are a major product line for us.
• I believe that my department's applied program has been a huge success because it provides hands-on quantitative training that prepares students for cutting-edge jobs in industry.
• Public administration and planning master's programs are very strong.
• The College's professional master’s programs are very strong, highly viewed in their fields, and distinctive from most of the comparable programs in other colleges at FSU.
• Greater investment in master's degree programs is a pathway to good career development opportunities for talented undergrads.
• These students have often been the cash cows of the graduate programs. They often pay full fees, but little is invested to make their experiences good. We have a nice combination of more academic and more practical options to offer them, and they become stronger as the faculty becomes better. However, we must also recognize that they have distinct needs.
• Some very good programs are suffering due to lack of funds to support master’s students, especially in professional programs.
• Some of the master's programs are stronger than others with regard to the quality of the students they admit.
• Master's programs are very important in some departments and not so much in others. I cannot speak to the breadth of the master's programs at the College level.
• I think the strength of the master's programs varies a lot, but there is not much sharing that happens so each department is focused on its own degree program.
• Our rankings have fallen overall, because we do not advertise at conferences or have the funds to play in the same leagues as the bigger programs.
• Their greatest current weakness is probably that they are insufficiently marketed, especially outside of FSU. Within the College and University, programs like "Get More Than a Degree" help expose undergraduate students to these programs, but resources for other forms of outreach are very limited.
• We have a wide range of quality in master's programs with too little commitment in some by regular faculty members.
• The MPA program suffers a lot in attracting students, as we have no scholarships or tuition waivers to offer the top students.
• The IA master's is variable—some very strong students and others are quite weak (admission standards seem to be slipping in order to generate butts in seats). Not sure about the strength of other "applied degrees."
• Our student services offerings are considerably worse than our competitors and we do not track alumni or help with career placements etc., except as individual faculty members get involved for specific students.
• Our faculty has shrunk by nearly 50 percent so we are one of the smallest programs in the top 30 PA programs nationally, and considerably smaller than our international competitors.
• I think the MPA and the Master of Science in Planning are nationally visible and well-respected degrees that increase the College's brand equity. Other disciplines use a master's degree as a consolation prize, but I believe this is a function of the discipline and not the departments.
• As with doctoral programs, strength is variable.
• The College has seemed to invest more resources in growing some programs (e.g., public health) at the expense of others. Often, these students are incorporated into courses designed for doctoral students rather than departments investing in courses designed for a terminal degree. I think that operates to the detriment of master’s students.
• I’m sure that they are worthwhile in some disciplines in the College. A terminal master's degree in my discipline isn’t worth anything. It would not be good to offer one.
• The College should also work on offering specializations or certificates to undergraduates in topics such as data management, research, or big data.

2. COMMENTS ON CRITICAL FUTURE FOCUS FOR COSSPP MASTER’S PROGRAMS

OVERVIEW OF COMMENTS/SUGGESTIONS ON FUTURE COSSPP FOCUS

Listed in order of frequency from Questionnaire


1. **Update curricula (3)**

2. **Skills employers need (2)**
   - Graduate programs and preeminence (2)
   - Financial aid (2)
   - Marketing programs (2)
   - Joint research less likely (2)
   - Master’s programs revenue potential (2)

3. **Community engagement (1)**
   - Moving the needle on policy and social programs (1)
   - Partnerships (1)
   - Short duration programs, with manageable workload (1)
   - Encourage undergrads to enroll in BS/MS (1)
   - Faculty disincentives (1)
   - Job placement (1)
   - New programs (1)
   - Master’s degrees are not desired by all departments (1)

**Respondent Comments**

**Update curricula (3)**
- Keeping up with societal changes and including the "practice" component to the programs.
- Just as for the doctoral programs, we need to update our curriculum and recruitment strategies.
- The technical master's programs are evolving rapidly. For better or worse, they require more resources to hire/retrain faculty in cutting-edge tools.

**Skills employers need (2)**
- Focused on the economics program, we need to keep doing what we are doing, which is giving students the skills employers want. It amounts to a vocational program, teaching students how to do quantitative (and qualitative) economic analysis, and employers want to hire people with those skills.
- Technical training and focus on higher-end employment.

**Graduate programs and preeminence (2)**
- Graduate degrees awarded shows up in rankings and preeminence if I understand it correctly. Thus, our graduate enrollments and graduate rates are essential for the College to demonstrate our value to the University. Also, graduate students contribute to the rankings in many of our fields; and rankings in some fields are based primarily if not solely on master's degree programs.
- Where we can focus on the metrics of the ranking organizations, it would enhance our status in the University to be able to place some if not all of our programs in the top 25 of their relative rankings. To do so may require some recalibration of what we deem important priorities in each program within the College.

**Financial aid (2)**
- For those going into some form of public service, the very limited pool of financial aid available to graduate students is a challenge; and more strong students may enroll if they could be met financially somewhere in the middle with partial aid awards.
• Often potential graduate students turn us down due to funding constraints—no out-of-state waivers, not enough funding opportunities, etc. Some graduate programs within the College cannot compete against other programs with large funding pools and offers of over $25,000 for stipend (for certain programs) plus a tuition waiver and health insurance subsidy.

Marketing programs (2)
• Dedicating more resources to marketing of the programs, recruiting excellent students, and having more scholarships and graduate assistant positions available will be key to the continued strengthening of these programs.
• Move the best master’s programs to a higher level of visibility with a greater ability to recruit.

Joint research less likely (2)
• Productive joint research with MS students is far less likely than with doctoral students.
• If the numbers of graduate students must continue to grow, this is the best target of opportunity. Also, they generate alums who are more likely to give back than the doctoral alums.

Master’s programs revenue potential (2)
• I think there is room to expand master's programs as a moneymaker for the College. It is easier for us to get students in and out with master’s programs, and having ways to entice people to choose this approach could be very helpful. It would be useful to learn whether we could increase enrollment by offering courses that are conducive to individuals working full-time. Our programs are not currently set up that way.
• We could not survive financially if we did not have master’s degrees to bring in revenue. They help make us relevant to our community through career development and placement, and are likely to serve us well in alumni giving in the future.

Community engagement (1)
• They play a role in community engagement. These students are often from the local area and are more likely to stay. Perhaps more attention to the nexus of master’s students and engagement would make sense.

Moving the needle on policy and social programs (1)
• Master's programs are very critical for the College moving forward because many positions that move the needle on policy and social programs require master’s degrees. We are training future government officials that make social change. Although these degrees may do little to influence our rankings, they are critical to our role in society.

Partnerships (1)
• In particular, there is potential to identify community partnerships where state agencies, local governments, nonprofits, and businesses could provide stipends/paid internships and the College match with full or partial tuition scholarships to recruit even more competitive students, build local ties, and improve professional development.

Short duration programs, with manageable workload (1)
• Master’s programs are often more attractive to students because of their relatively short duration and manageable workload. It appears that more students are becoming
interested in obtaining master's degrees, so strong master's programs will remain important in the future.

**Encourage undergrads to enroll in BS/MS (1)**
- Could probably work harder on getting students with excess credits to start on a BS/MS.

**Faculty disincentives (1)**
- Faculty involved in master's teaching and administration sometimes pay a penalty. They tend to teach less interesting, cutting-edge material.

**Job placement (1)**
- Are they getting jobs after graduation?

**New programs (1)**
- Ideas for new master's programs are a possibility, but likely most have already been considered and/or implemented, so not a lot of new growth from new programs.

**Master’s degrees are not desired by all departments (1)**
- A terminal master's degree in my discipline isn't worth anything. It would not be good to offer one.

**Other**
- I am very satisfied with our current master's portfolio.

### D. INTERDISCIPLINARY PROGRAMS

Our world is highly interdisciplinary. To one degree or another, solutions to social, political, and economic problems do not lie in a single disciplinary focus. The current FSU Strategic Plan 2017–2022 promotes interdisciplinary teaching and programs at the undergraduate and graduate levels (Goal II). The College’s high-impact interdisciplinary and interdepartmental initiatives that address pressing societal issues include

- African-American Studies
- Demography
- International Affairs
- Interdisciplinary Social Science
- Public Health
- Social Entrepreneurship and Innovation.

Respondents were asked to rate and comment on the strength of COSSPP interdisciplinary programs and rate the importance of focusing on these programs as the College develops its strategic plan.

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1. **Comments on Current Strength of COSSPP Interdisciplinary Programs**
Overview of Comments on COSSPP’s Current Strengths

<table>
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<tr>
<td>1. Interdisciplinary strengths (9)</td>
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<td>Quality varies (9)</td>
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<td>2. Programs (5)</td>
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<td>Administrative support (1)</td>
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<td>Incentives for collaboration (1)</td>
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<td>Emergency Management and Homeland Security program (1)</td>
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Respondent Comments

Interdisciplinary strengths (9)

- These programs offer students a very important and dynamic set of opportunities. I believe there's room for us to do even more in this area, tapping into the wealth of resources within and beyond the College.
- The College's interdisciplinary programs appear to be healthy.
- Interdisciplinary studies will become more important and crucial in future decades.
- Many departments also do interdisciplinary research and offer interdisciplinary training to students. It's not solely the programs listed above. I agree this is a big strength of the College.
- The interdisciplinary programs are critical to the development of solutions-oriented undergraduates. Their ability to assess and take leadership after graduation is enhanced by an interdisciplinary experience.
- The interdisciplinary students are learning and applying the social sciences in a relevant and meaningful manner.
- They are efficient and effective in use of resources and training of future leaders.
- These programs provide students an opportunity to study subjects of critical importance. Whether we should give them high strategic priority depends on how much we have to sacrifice maintaining our disciplinary excellence in our doctoral programs. I think we have been well served by hiring teaching faculty for these programs.
- I think these programs are all very enticing to students. I expect that interdisciplinary programs will grow at a faster rate than the traditional degree programs and may bring people to the College who wouldn't already be interested.

Quality varies (9)

- There is some variation among the interdisciplinary programs.
- With the exception of the public health and SEI programs, my perception of the other programs is that they are not strong and don't create well-trained, employable individuals. I base this on anecdotal evidence that has created the perception. Data may prove me wrong.
- I really cannot generalize due to the very wide range of quality here.
• I thought that the master's degree in ISS was no longer active. The other programs are very quiet and we faculty don't know much about them.
• In general, these programs are becoming stronger. The biggest issue is the buy-in of the departments so that these students are treated equitably.
• This is really an apples-and-oranges category. My sense is that international affairs and public health are strong; the others are not. I don't know what our social entrepreneurship program is.
• The students in my classes who come from the interdisciplinary programs tend to be less impressive students.
• I have been mostly unimpressed with the ISS students in my classes. I have never heard of Social Entrepreneurship and Innovation. It sounds like the flavor of the month and I doubt it should be a focus.
• These programs vary quite widely and are heavily dependent on students making their own paths. Some of the students going through them are excellent, while others appear to be looking for an easier route to a degree.

Programs (5)
• Growth of both the MAP and MPH programs reflects widespread appreciation for the function they fulfill, the career opportunities they offer, and the reputation they are building across the state.
• ISS is excellent and improving as an undergrad general major to turn to. We catch a lot of students through this program.
• MPH and IA programs are strong as well.
• African-American Studies is emergent and hugely important.
• IA and public health are quite strong.

Investment in faculty lines and staff (3)
• Existing staff do an excellent job, but to move to the next level the College must devote more resources and faculty lines (tenure-track) to these areas. Should these new lines, if available, be tied to programs like demography and public health? How well are these programs doing? Can the model be expanded to ramp up capacity in other interdisciplinary areas? How can we promote interdisciplinary research if so many interdisciplinary faculty are teaching faculty?
• I think the College has taken important steps in the right direction by directing resources to these programs in order to hire new faculty and provide funding to support programming. It is my hope that the College continues to stand by these investments, as these programs are revamped and the faculty work to build up the visibility and reputation of these programs.
• The challenge with these seems to be in terms of directing and providing support staff; running some of these seems to be done at your own risk.

Leadership (2)
• Replace ineffective leaders if necessary.
• Too many of these programs are run by contract and adjunct faculty.

Faculty and retention (1)
• With respect to faculty recruitment and retention, I would assume that many new appointments would be mostly teaching faculty, as tenure-track interdisciplinary appointments often prove difficult to manage owing to a lack of agreement of tenure standards across departments and fields. If the College were to allocate more tenure-track lines to interdisciplinary programs, I would encourage that care be taken with regard to mentoring said TT faculty and that expectations about their tenure be clarified with their home departments, so as to not set TT faculty up for failure or have them get stuck in limbo between departments.

Administrative support (1)
• Provide administrative support and permanent funding to units.

Incentives for collaboration (1)
• Incentivize collaborative efforts between units.

Emergency Management and Homeland Security program (1)
• I was sorry to see that Emergency Management and Homeland Security wasn’t mentioned as an interdisciplinary program. I suspect it's an oversight because it is not yet a degree. EMHS (though associated with CDRP) is definitely "not" covered by the centers/institutes question below. Although the Dean knows the significant contributions of this program, the lack of strategic recognition herein does make one question whether everyone else in COSSPP does.

2. Comments on Critical Future Focus for COSSPP Interdisciplinary Programs

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<td>Student success and job placement (5)</td>
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<td>2. Value of an interdisciplinary social science degree (3)</td>
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<td>3. Students provided opportunities and included in greater College environment (2)</td>
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<td>Interdisciplinary programs support College mission (2)</td>
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<td>Coordination and communication among interdisciplinary programs and departments (2)</td>
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<td>New hires (2)</td>
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<td>Developing and maintaining programs (1)</td>
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<td>Focus on developing and supporting a couple of interdisciplinary programs, e.g., aging (1)</td>
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Respondent Comments

Societal need for interdisciplinary approaches (5)
• Although, as a society, we have greatly valued and promoted specialization over the past several decades and it remains critical that we have individuals with deep levels of
knowledge/expertise within specific domains, the world and the issues we face increasingly demand interdisciplinary approaches and individuals who can see the bigger picture, think critically, and connect the dots.

- Very few, if any, social problems exist solely within the scope of one traditional social science discipline. We are also a college of public policy. The more interdisciplinary we are, the better we will be in doing policy-relevant research and advising.
- Keeping up with societal changes and including the "practice" component to the programs.
- This is very critical. Social issues are complex and require training across disciplines. This may not help our ranking, but these programs influence our societal impact.
- They can play a role in engagement in the community. This is particularly true of public health.

**Student success and job placement (5)**

- This can be a way to capture students who we might otherwise miss in the College—harder to demonstrate rankings in some cases, but still important.
- Important targets will be to reduce the number of students that fail, dropout, and/or do not finish.
- These programs attract students who see themselves interested in multiple majors and perhaps more interested in topics than specific disciplines. As such, these are important to maintain.
- Employment opportunities need to be of paramount concern for the students in these programs.
- Are they getting jobs after graduation?

**Value of an interdisciplinary social science degree (3)**

- Students, parents, and potential employers do not often see the value in an "interdisciplinary social science" degree program. They have often prejudged that this degree is second rate to a more traditional degree program. Students coming from the interdisciplinary degree programs are often as prepared or more prepared than students from traditional focuses because they have been exposed to more areas within their fields of study.
- The College needs to be able to promote these interdisciplinary programs in positive ways so that the community, parents, and students can learn the value and importance of having multiple focuses and being able to merge them together for a cohesive degree plan.
- These programs often focus on marrying skills and academics. They also attract some of our best undergraduates because of their flexibility.

**Students provided opportunities and included in greater College environment (2)**

- The students may not feel included in the greater College environment. This is one of the University mandates. We have many students in the interdisciplinary programs, especially international affairs and social science.
- This is one of our strengths. But I don’t think many people, including those in COSSPP, understand what these programs do. The interdisciplinary programs have the potential to act as a center of contemporary and relevant research for undergraduate teams. For example, students interested in understanding and making contributions to solving current and pressing problems should be able to pursue their interests through interdisciplinary
teams. Our interdisciplinary programs should support and promote student activity along those lines.

**Interdisciplinary programs support College mission (2)**
- They will continue to support our mission with varying degrees of success.
- The concept of "interdisciplinarity" is a growing and important subject in higher education and the College has a foundation upon which to promote it.

**Coordination and communication among interdisciplinary programs and departments (2)**
- More communication and coordination between the interdisciplinary programs and departments (and even among the departments themselves) is necessary. We often do not know what other departments and programs are offering students, and some departments are resistant to students from other programs either taking their courses or their students enrolling in other departments' courses. This makes it harder for students in any of our programs, but especially interdisciplinary ones, to take advantage of the wide array of great courses offered in the College.
- They should be useful for recruiting students into minors or majors. They need to be more visible and work more with regular faculty so we can be mutually beneficial in promoting courses and degree programs.

**New hires (2)**
- With new hires, the ISS major has the potential to guide students to engage in innovative projects and strategic internships that will promote their success.
- Simultaneously, we will need to build in challenging/fulfilling opportunities for students who are excelling.

**Disciplinary and vs. interdisciplinary programs (2)**
- In an environment of scarce resources, our core disciplinary departments should be given priority over interdisciplinary programs—otherwise both are weak.
- Interdisciplinary programs are important and likely the wave of the future, but their success should not be at the expense of departments.

**Integration into College infrastructure (1)**
- The interdisciplinary programs will need to be better integrated into the College structure. They are supported by classes in the departments and those departments may not be aware of what they are studying.

**Programs (1)**
- MPH and MAP are outstanding programs that should continue to grow as the economy focuses and narrows employment opportunities, especially in health-related fields, which are projected by the BLS to be the highest growth field for the next 25 years.

**Funding resources (1)**
- Interdisciplinarity is very important going forward and often is a required element of funding resources.

**Academic staff support (1)**
- Faculty could do more if they had more academic staff support.

**Interdisciplinary preparation for grad school (1)**
- Do better preparing students for graduate school.

**Developing and maintaining programs (1)**
• Developing and maintaining vigorous programs in public health and demography, respectively, would benefit the College.

Focus on developing and supporting a couple of interdisciplinary programs, e.g., aging (1)
• Moving forward, we may want to think about one or two more programs that fit in this category and that help bring together faculty across the College who have shared expertise. One that comes to mind is aging. We have lots of people who do aging-related work, and this area lends itself to interdisciplinary programming. There are probably others, too. I think this is a smart way to bolster the visibility of the expertise of faculty in particular areas and would help leverage more funds for the College.

E. CENTERS AND INSTITUTES

The College hosts a number of centers and institutes that continually contribute to their respective academic, policy, and practitioner communities and enrich the opportunities of our students. These include

• Center for Demography and Population Health
• Center for Disaster Risk Policy
• Claude Pepper Center
• DeVoe L. Moore Center for the Study of Critical Issues in Economic Policy and Government
• L. Charles Hilton Jr. Center for the Study of Economic Prosperity and Individual Opportunity
• LeRoy Collins Institute
• Pepper Institute on Aging and Public Policy
• Stavros Center for Economic Education.

Respondents were asked to rate and comment on the strength of COSSPP centers and institutes and rate the importance of focusing on these programs as the College develops its strategic plan.

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1. COMMENTS ON CURRENT STRENGTH OF COSSPP CENTERS AND INSTITUTES

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<th>Overview of Comments on COSSPP’s Current Strengths</th>
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<td>Listed in order of frequency from questionnaire</td>
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<td>1. Centers’ strengths and value (11)</td>
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<td>2. Quality varies (9)</td>
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<td>Centers’ missions and purposes poorly understood (3)</td>
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</table>
Respondents Comments

Centers’ strengths and value (11)

- The following are very strong/critical centers and institutes: Center for Demography and Population Health, Center for Disaster Risk Policy, Claude Pepper Center, LeRoy Collins Institute, and Pepper Institute on Aging and Public Policy.
- The centers cover many of the thematic policy areas that are important to Florida. The policy-related research that we claim is critical to the College’s relevance will emanate from the centers.
- These serve as a critical bridge between theory and practice and, in many cases, are an important component of how the College realizes its ethos of knowledge in service to society.
- Given their resources, I think the centers are quite strong.
- Several are active and provide quality work and research (and teaching).
- The Collins Institute does a fine job of getting community involvement and getting its research before policymakers and the media, unlike the other centers.
- Donors seem interested in investing in these kinds of organized centers because they can focus on the unique missions of each.
- In general the interdisciplinary centers are very valuable for the College.
- The greatest strength of centers and institutes is the intensification of scholarly community and collaboration that they make possible. Such collaboration is vital to the expansion of creative research and its extramural financial support from reputable scientific sources.
- Some of these centers could act more as catalysts to support outside and funded research and cross-College collaboration.
- OLLI at FSU (Osher Lifelong Learning Institute) as an institute is financially self-supporting. It receives in-kind support from the Pepper Institute, COSSPP, and the University as a whole.

Quality varies (9)

- So many, with large variations in mission, resources, visibility, and associated student enrollment (if any).
- They are all very different in quality, making this a hard question to answer.
- Some of the centers are strong and have academic credibility. Others are disappointing; they appear to be more focused on advancing a distinct ideological agenda.
- Some are more effective and critical than others.
- The centers are a mixed bag. Some are doing outstanding work, such as Hilton. Others, such as DeVoe Moore, don’t seem to add much to the intellectual life of the College.
- Some of the institutes appear to do rigorous academic work. Others I am not sure about.
- Stavros Center engages in ideology-driven, as opposed to evidence-driven, research and negatively impacts the College’s reputation.
• The list fails to mention the Experimental Social Sciences Cluster, which is not technically a "center" but has been very effective at all of its stated mission charges.
• Some of the centers are not much more than an office. Some I have never heard much about.

Centers’ funding and role in research and teaching (3)
• Are these centers designed to promote excellence in research or are they small, privately-funded fiefdoms? How can centers play a larger role in the life (research and teaching) of the College?
• Too many of the centers and institutes are insufficiently engaged with faculty research. By being run independently and heavily focused on generating resources (through tuition or grants/contracts that aren't centrally tied to faculty research), many of them are not heavily engaged with faculty in the College who have related expertise.
• I don't know how the Hilton Center and DeVoe Moore Center are differentiated—except both have money. I don't know if the College is subsidizing these or other institutes. If the College is putting money into these centers, I think it should really examine whether that money couldn't be spent more wisely somewhere else.

Centers’ missions and purposes poorly understood (3)
• Strength and purpose of the center landscape are varied and not well understood.
• Most seem pretty internally-focused and isolated.
• I do not know much about these institutes, but they do increase the visibility and credibility of the College.

Address reputation of bias by showcasing rigorous research and education (3)
• Many of these organizations have reputations of bias and less than rigorous research and education.
• Too many libertarian economic centers.
• The DeVoe and Hilton centers are a perfect example of sacrificing ethics for cash and providing client science.

Student involvement (1)
• The DeVoe Moore Center has been very successful at cultivating undergraduate research and getting students involved in the College. The Stavros Center has been very effective at providing economic education to high school and college teachers. These are the centers I know best, and they make very positive contributions to the College.

Centers vs. departments (1)
• Their success is important, but not at the expense of departments.

Fewer centers
• Narrow to a few very productive, visible institutes. Combine the rest under an umbrella and don’t waste resources on them.

Other
• A bit of apples and oranges.
• It is not really possible to comment on these as a group.

2. Comments on Critical Future Focus for COSSPP Centers and Institutes
**OVERVIEW OF COMMENTS/SUGGESTIONS ON FUTURE COSSPP FOCUS**

*Listed in order of frequency from questionnaire*

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<td>1.</td>
<td>Departments and centers—review management structure, faculty lines, and budgets (5)</td>
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<td>2.</td>
<td>Centers’ strengths and value (4)</td>
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<td>3.</td>
<td>Centers and departments working together produce meaningful policy research (3)</td>
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<td>Partnerships for research and education (3)</td>
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<td>4.</td>
<td>Build on and support institutes and centers aligned with the College mission and plan (2)</td>
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<td>5.</td>
<td>Disciplinary vs. policy focus (1)</td>
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<td>Bridge to practitioner policy communities (1)</td>
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**Respondents Comments**

**Departments and centers—faculty lines and budgets (5)**

- The greatest threat to the College’s centers and institutes continues to be complete control of all faculty lines and most budgetary considerations by silo-ized traditional disciplinary departments. This threatens our ability to recognize and recruit innovative scholars working on the creative boundaries of disciplines, where new knowledge and new opportunities for research and research support are concentrated. Centers and institutes should routinely be supported by the College administration in establishing memoranda of understanding with traditional academic departments, so that future faculty recruitment is based on a shared governance model that accords such centers and institutes a direct voice in decisions about hiring, promoting, and tenuring faculty. The bulk of indirect costs recovered from extramural research support should be returned to the units (usually centers and institutes) that generated the extramural support in the first place, for investment in similar future productive work.

- If the centers and institutes are going to have a more critical role going forward, their management structure should be reconsidered. This could be done by having them incorporated back into departments, having tenured faculty as directors, opening more faculty lines tied into them, or having more faculty affiliated with centers/institutes (to a possible extreme of every faculty member being affiliated with a center/institute).

- These centers are often funded through private donor contributions.

- I believe it will be important to limit (ideally to zero) the influence of private interests on University activities and recruitment practices.

- With so few resources, the centers are left on their own, and it is hard to see how this changes for the next five years.

**Center strengths and value (4)**

- The centers can be better leveraged to enhance our reputation.

- Increased emphasis on health- and aging-related research is likely to pay off, as Florida and the developed world get older.

- They are part of what the College has to offer in terms of solutions to societal problems.

- The centers and institutes are critical so long as they do a good job of making research useful for non-academics, which should be an important part of their mission. Research that informs policymakers and the general public or provides solutions to problems in a
way people can understand and support is vital, and the centers and institutes have a role to play in that.

**Centers and departments working together produce meaningful policy research (3)**
- It is critical, in my view, to reorient focus toward the centers/institutes as a complementary component of the College’s effort to improve. To the extent that we wish to produce research that is relevant and meaningful to the citizens of the state, country, and world, putting resources into the departments to hire the next scholar studying the next iteration of navel-gazing is folly.
- Leveraging resources to simultaneously strengthen departments and advance the applied policy focus of the centers makes sense. Practically, this would mean offering centers and departments something akin to .5 FTE that they need to combine to hire a faculty member.
- They need more staff support to assist with research agendas.

**Partnerships for research and education (3)**
- The College must partner with public, private, and nonprofit organizations or it will be left behind. These partnerships should be unbiased, contribute to rigorous research, and offer educational opportunities to students.
- These partnerships should also collaborate with the surrounding communities in Tallahassee, Florida, and beyond to increase our societal impact.
- These partnerships should be incorporated into our strategic plan and the College’s strategic brand.

**Build on and support institutes and centers aligned with the College mission and plan (2)**
- My impression is that these are programs with great potential. It is possible that some are not doing a lot for the College—there are many!—so perhaps considering ways to really highlight and/or build on the ones that are particularly important/successful would be a way to more efficiently support these centers.
- Really, I’m not sure the College is so engaged with the institutes. They could just as easily be under another umbrella.

**Disciplinary vs. policy focus (1)**
- It may be difficult to focus our efforts in some of these areas because of the faculty’s natural inclination to focus on their disciplinary work rather than public policy related to the centers’ mission. Perhaps partial summer appointments could overcome this problem if we could identify particular policy projects that would foster the centers’ mission.

**Bridge to practitioner policy communities (1)**
- How might these centers/institutes serve as an employment "bridge" to their representative practitioner communities?

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**F. EXTERNAL PROPOSALS AND FUNDING**

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1. **Comments on Current Strength of COSSPP External Proposals and Funding**

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<th><strong>Overview of Comments on COSSPP’s Current Strengths</strong></th>
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<td>1. College external funding support historically weak but improving (14)</td>
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<td>2. External funding support effectiveness (4)</td>
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<td>3. More incentives and seed funding needed (2)</td>
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<td>- Centers as source of external funding (2)</td>
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<td>- Importance of external funding for the College (2)</td>
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<td>- Address “free riders” (2)</td>
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<td>4. Social science vs. classical science communities (1)</td>
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**Respondents Comments**

**College external funding support historically weak but improving (14)**
- I think that the College has recently made strides in the securing of external funds with the naming of a new associate dean and a committed staff position. It is too early to tell what the impacts of these moves will be in the coming years.
- Positive aspects: new research associate dean, designated person helping faculty with grants.
- My impression is that this is improving.
- Hiring new personnel this year was helpful, but it seems like just one person is not enough.
- A weakness in the past, but glad to see definite, significant efforts to improve the situation.
- Having help from Laura Kitchens has been an enormous benefit in preparing grant applications.
- The support for getting funding is getting stronger.
- Very little College-level support over the past few decades. Naming the new associate dean for research (Mark Horner) is a good first step.
- The College could be doing a much better job fundraising.
- Very weak and inconsistent, but there have been some recent improvements that could pay off.
- The new staff member focused on helping with grant funding is an excellent addition to building this strength. At the moment, my sense is that this has not been a priority in the College for some time.
- We are weak here, and I think that in order for us to get better at this, people doing grant writing need to be rewarded, supported, and given sufficient resources to build a successful culture of grant funding.
- Luckily FSU offers great institutional support. I believe the College is creating infrastructure to improve its own support.
- Historically somewhat weak but getting stronger—thank you for that!

**External funding support effectiveness (4)**
- While I know of individual cases in which we have raised external funds, I don’t know enough to judge how effective the College is, generally, in securing external funds.
• Ability to secure external funds is highly dependent on individual faculty's fit with funding streams and ability to secure it.
• The support structures for pursuing funding are generally sound.
• Huge differences across departments.

More incentives and seed funding needed (2)
• Direct incentives are not particularly high as of yet beyond the support of graduate students and some salary or course release dollars. Course releases are rather pricey, which creates a disincentive. Graduate assistantship awards are increasingly expensive, but if departmental assistance could be maintained and faculty members getting funding could benefit from having both a grant-funded and a department-funded assistant, that would create more of an incentive.
• I would love to see the College both support faculty's efforts at external grant acquisition by allocating seed money for project development, and incentivize grant writing by providing summer ninths or course reductions.

Centers as source of external funding (2)
• Much external funding at many universities comes through their centers.
• Not really sure here. I don't deal much with the development officer. I'd like to see a plan for involving institutes and centers in an effort to secure external funds.

Importance of external funding for the College (2)
• External funding is critical for a College. It allows faculty and grad students to do more research and for our ratings as a College and University to be higher. It also saves the College rate.
• Obviously fundraising is important to the future of the College. I believe that the current leadership is focused on improving future funding.

Address “free riders” (2)
• Some academic units in the College place only secondary importance on generating extramural support through grant proposals and research contracts. While this may reflect disciplinary differences of opinion of a fundamental character about the role of such research in society and its importance for the University, academic units that place less importance on these matters should not be able to function as "free riders" enjoying the funding support generated for the College by other units.
• We don't have as much grant writing activity as I would expect. Too many faculty are not willing to pursue outside funding.

Social science vs. classical science communities (1)
• Less strong because social science research is not as technologically cost demanding (but no less important) and therefore hasn't required the levels of funding pushed to the classical science communities.

2. Comments on Critical Future Focus for COSSPP External Proposals and Funding

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<td>1. Prioritize, incentivize, and reward seeking external research support (13)</td>
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<td>2. Seek new avenues of support (5)</td>
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3. College support for grant writing (4)

4. Sponsored research and the College (2)
   - Work with centers to draw on alumni from public, private, and nonprofit sector employers for funded research partnership opportunities (2)
   - Seek state and local government and association research partnerships (2)

5. Research productivity and College profile (1)
   - Research agendas not suited for external funding (1)
   - How much can the College directly control? (1)

Respondents Comments

Prioritize, incentivize, and reward seeking external research support (13)
- This is clearly a critical focus for rankings, preeminence, and filling in gaps that are emerging from University support of programs in the College.
- Perhaps the most critical issue, so the College has the resources and visibility to address societal concerns.
- If we are going to overcome the budgetary constraints that we face, external funding is one of the best potential areas of growth. We have to get better at this.
- Given the limited resources available centrally, external funding is critical!!
- If the College really wants to incentivize external funding, make it a requirement for promotion to full professor. Monetary incentives, ranging from small awards for proposal writing to higher shares of overhead costs going to faculty, don't seem to be effective. Many years ago, Penn State made external funding a requirement for promotion to full and it greatly increased the flow of grant money.
- A clearer incentive structure may motivate all departments to pursue external funds as a matter of course.
- Formally making funding applications part of performance evaluations could help prioritize pursuit of external funds.
- I personally prioritize securing external funding, so I have no problem with the College increasing its emphasis on doing so. That said, additional resources to support these efforts would be appreciated.
- Highlighting and rewarding the faculty who are successful in getting grants (without tiering P&T standards to funding, given that some fields have many fewer funding opportunities than others) seems a worthy focus.
- One way to do this may be to provide incentives for faculty willing to take these risks (e.g., course releases, increases in pay with successful grants, etc.).
- My department generally doesn’t see grants as an important part of tenure or promotion: finding a way to increase the importance at departmental levels may help.
- Should be beneficial to all facets of the College's goals—undergraduate/graduate education, research, public recognition, etc. Large grants support large research projects that usually engage undergrads (REUs, etc.) as well as grads.
- Very important: Money is going to get tighter and tighter.

Seek new avenues of support (5)
• Traditional social science reliance on a few federal agencies for research support may well be a fossilized remnant of the late 20th century.

• In the new 21st century, political and economic trends appear to be shrinking this traditional base for social science research. If the College can reorient an important fraction of its research faculty to seek out new avenues for such support, while still maintaining its established traditional connections with such federal funders, it should find itself on a much more dependable footing with respect to contributions to scientific progress in coming decades.

• Clearly in the given fiscal environment (declining public dollars for state universities), externally funded research is and will be extremely important.

• Obviously critical, but it may be that public funding will continue to get harder in the future. Drawing on the example of endowed funding for some of our centers, creating clear initiatives in critical areas might be a way to increase funding for supporting scholarly research.

• Given the likelihood that state funding will not grow, this is vital.

Support for grant writing (4)

• Other institutes that I have been affiliated with have sections of grant proposals pre-written so that the PI or Co-PI can focus on writing the main project narrative and summaries. This significantly reduces the cost of putting a proposal together. It is my hope that, with the new efforts in the Dean's Office, similar steps will be taken so PIs can put proposals together more quickly. On the development side, I feel more could be done to connect researchers/units/centers with private foundations or potential donors.

• Focusing more on disseminating grant information and assisting in preparation.

• Highly trained personnel is the key. We have good resources at the university level to help us find funding sources; I need people trained in proposal development for NIH and NSF. The proposal is no problem for most researchers—it is all the daunting paperwork that comes with these grant submissions that makes them "not worth the time" without personnel support. Most grants also have multiple PIs. Good personnel support can help with the “herding cats” aspect of managing the paperwork from multiple faculty. This kind of high-quality support cuts the grant process down to about one-third of its overall time to submit.

• Moving forward, if this is to be a priority (and it should be if we hope to build a stronger national and international reputation!), then we need to figure out the best ways to get faculty trained and set up for success. Having support for both the submission process and the science part is going to be especially important. Large programs often provide a large staff of people to run grants, and I think that we should shoot for this with time. Obviously, we need to build a track record of funding to bolster and support these staff members, and over time, it will perpetuate success. For now, as we step forward, finding ways to get a growing number of faculty set up to work together to write grants is necessary.

Sponsored research and the College (2)

• This may be unpopular, but I am unsure why the College needed a new associate dean in this area, when the University already has a large Sponsored Research division in place. I
hope that I am wrong and that there is real value added here. (This should not be viewed as a slight against Mark, who I do not know.)

- Greater flexibility with indirect costs (which are excessive) for smaller grants.

**Work with centers to draw on alumni from public, private, and nonprofit sector employers for funded research partnership opportunities (2)**

- A closer relationship with graduate employers (especially as alumni begin to "lead" organizations) could result in funded research opportunities.
- This goes hand-in-hand with the recommendation that our practitioner-focused centers/institutes be a "bridge" to those communities.

**Seek state and local government and association research partnerships (2)**

- I will comment on just one area. FSU is the leading research university in the capital of the third largest state. The College can capitalize on that by getting to be much better in working closely with state agencies and the 400 or so nonprofits/associations in our town. Some of those associations are associated with substantial funders.
- FSU's Institute of Government has no connection to our College or to the University's research and outreach mission. As a result it is miniscule and plays no role in securing funding through agencies and associations for doing research and supporting students. The U. of Georgia's Vinson Institute of Government has been doing that for decades and has some four dozen faculty and a larger number of staff persons. We can become much better at getting external funding by doing similar things, albeit on a much smaller scale to start.

**Research productivity and College profile (1)**

- Absolutely critical for facilitating faculty research productivity and thus boosting faculty, department, and College profiles.

**Research agendas not suited for external funding (1)**

- I don't think all members of the faculty in the College have research agendas well suited for external funding, so this, too, will be something we need to carefully balance.

**How much can the College directly control? (1)**

- The main issue is whether faculty feel they need external funding to do their research. This is not something the College can really directly control.
IV. RATING THE COLLEGE'S ALIGNMENT WITH FSU STRATEGIC GOALS

In 2016 FSU adopted its 2017–2022 strategic plan, “The Future is Florida State.” The plan is organized around core values (transformative daring, inspired excellence, dynamic inclusiveness, responsible stewardship, and engaged community) and the following vision:

"Florida State University will be among the nation's most entrepreneurial and innovative universities, transforming the lives of our students and shaping the future of our state and society through exceptional teaching, research, creative activity, and service. We will amplify these efforts through our distinctive climate—one that places a premium on interdisciplinary inquiry and draws from the rich intellectual and personal diversity of our students, faculty, staff, and alumni. These three forces—entrepreneurship, interdisciplinarity, and diversity—deepen FSU's impact and result in a powerful return to our students and the people of Florida for their continued support and trust."

The plan features six strategic goals, identified in the subsections below, for each of which respondents rated the College’s success in advancing the goal and the importance of the College pursuing strategies in alignment with the goal as it develops its strategic directions plan.

GOAL I. ENTREPRENEURSHIP AND INNOVATION

MAKE FSU A RECOGNIZED LEADER AND PARTNER IN ACADEMIC, ECONOMIC, AND SOCIAL INNOVATION AND ENTREPRENEURSHIP.

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1. COMMENTS ON THE COLLEGE’S SUCCESS IN ADVANCING ENTREPRENEURSHIP AND INNOVATION

Summary of comments
There was a split of opinion, with some suggesting that COSSPP and its centers are leading on campus in social entrepreneurship, applied research and teaching, and provide opportunities for exceptional student involvement in learning how to measure social need and to effect change through action. Others suggested the focus on entrepreneurship is misplaced and fragmented and is not a critical element of the College, which focuses on academic researchers and scholars. Some noted the business school is not very involved and suggested the new Moran School would be a better fit. Others noted that top researchers in entrepreneurship are not to be found at FSU. Many felt they didn’t know enough to be able to judge and there has been little effort to educate faculty on the area.

Respondent Comments
• We seem to be most entrepreneurial in our centers, which look for innovative ways to engage students and undertake research and outreach programs. Our academic course offerings seem to be very bound by history. We teach what's been taught in the past.

• COSSPP is a leader on campus in social entrepreneurship and provides solid course offerings and opportunities for student involvement.

• We have worked on this through the DeVo Moore Center and ISS. The focus on social entrepreneurship resonates with our students.

• The social entrepreneurship program is very popular among COSSPP students and there are some exceptional students involved. They are solutions oriented and very current in their approach to social issues. This is a tremendous opportunity for students to learn how to measure social need and to effect change through action.

• There are numerous examples of the College's successful engagement with entrepreneurship and innovation, from the work of the Emergency Management initiative, to applied research being conducted in Urban and Regional Planning, Geography, and the Askew School, to the Social Entrepreneurship and Innovation initiative. From my perspective, quite a few students have responded very positively to the curricular and co-curricular opportunities the College offers in social entrepreneurship and innovation, and I believe there is a growing interest and demand.

• Not sure if this is in the appropriate box—service to the community and helping to shape the future of our state and society...though exceptional service is and will be very important. OLLI at FSU is an outreach within and throughout the community. It is very important for the College to be in alignment with FSU going forward in these areas. According to recent stats, Florida has the most population 65+ with Maine second. Tallahassee has been reaching out nationwide to draw retirees here to our city.

• We are academic researchers. Scholars. The focus on entrepreneurship is misplaced.

• What does this even mean?

• The efforts of the College are fairly invisible now, at least to faculty as no effort has been made to educate faculty on this effort.

• We do that?? The College is an old school institution; Bellamy does not conjure up innovation and the entrepreneurial spirit.

• Not a critical element of the College, in my opinion. I agree that we should strive to transform the state and our students, but I seriously question the business orientation of this approach. Yes, there is a role for entrepreneurship writ broadly, but these are key words associated with a particular political/economic philosophy that seeks to use private funds to "reshape" our universities.

• The social entrepreneurship program has been very unsuccessful in its efforts. I also believe the College is hesitant to innovate.

• The College's social entrepreneurship initiative is too fragmented. It has been completely isolated from the Askew School's teaching of nonprofit/NGO management courses.

• I do research on entrepreneurship. I have not been impressed with what I see at FSU. There is basically nobody worth talking to about entrepreneurship. When I ask colleagues at other universities who are top researchers on entrepreneurship, they cannot name anybody at FSU. This is embarrassingly bad.
• The problems are largely outside of the College: our business school is not involved in a serious way, which is shocking, and the new College is a waste of Moran's donation. There isn't a lot going on inside the College, and what I have interacted with isn't very good. It is difficult to overcome the lousy job being done by the business school and the new College of Entrepreneurship. I’ve talked with the leadership at the business school, and they simply don’t seem to care. Randy Blass does good work and is very helpful, but otherwise the business school is doing nothing.

2. **COMMENTS ON THE IMPORTANCE OF THE COLLEGE PURSUING STRATEGIES IN ADVANCING ENTREPRENEURSHIP AND INNOVATION**

**Summary of comments**
Some believe this should continue to be a critical interdisciplinary area of focus for the College that is aligned with the FSU strategic plan and is preparing students with a rigorous set of concepts and skills for a rapidly changing world. They argue this presents an interdisciplinary theme with connections and overlap with many faculty in the College and should be made more visible, robust, and community oriented. It provides an opportunity to collaborate and coordinate research teams within COSSPP and across the University to teach our students to be critical and flexible thinkers who can solve problems analytically and quantitatively. It may also offer the potential for generating external funding and alumni donations.

Others believe “entrepreneurship seems out of our wheelhouse,” with the College of Business and the Jim Moran Institute better suited to address this topic. Some believe entrepreneurship is viewed more favorably than it should be, and overemphasizing it may not be healthy for students. “This may be a passing fad” or is “abetting the academy’s slide into a corporate model.” Given FSU and COSSPP’s effective role in serving less advantaged students, placing emphasis on entrepreneurship—which requires resources and connections in order to start businesses—could set students up for failure.

**Respondent Comments**
• I believe this will continue to be a critical area of focus for the College, not only for our alignment with the University's vision, but to ensure our graduates (particularly those in certain fields) are prepared to contribute to a rapidly-changing world. It's important that we continue to frame this area of focus as one that cuts across sectors and that we emphasize an innovation and entrepreneurship mindset more than the idea of calling oneself an "entrepreneur or innovator." This mindset is needed, and can be applied, in a diversity of contexts, including within each sector and across the blurring boundaries. It's also critical that we approach this area of focus with the rigor and integrity that the complexity of the problems and needs of our communities deserve and demand.
• More special topics courses at the junior and senior level would create more innovation in the curriculum. We could encourage faculty to teach special topics courses in areas of current research, rather than the same courses that have been offered for decades. No need to require this, if some faculty feel comfortable teaching the same things, but we could encourage faculty who are interested to engage students with special topics.
• This is the future and if we don't focus on these issues we will be left behind.
• It provides our students useful skill sets as they go out to try and do good in the world.
• There are many faculty and topics that overlap with this theme and we should be making connections within the College to make this much more visible and robust, as well as community oriented.
• This is a University mandate and it may be important to highlight the serious role of the social element of social entrepreneurship. This is a unique area of study that has the potential to promote collaboration among academic departments throughout the University. As with other COSSPP interdisciplinary programs, here lies an opportunity to collaborate and coordinate research teams within COSSPP and across the University. This program provides a strategic opportunity to establish the connections required for innovation and action.
• We can help the Moran School do its thing, but entrepreneurship seems out of our wheelhouse. Moreover, recent surveys of Gen Zers indicate a waning interest in being entrepreneurs. Not sure it makes sense for the College to hitch its wagon to what is amounting to be a passing fad. On the other hand, teaching our students to be critical and flexible thinkers who can solve problems analytically and quantitatively is a winning proposition.
• Other colleges and schools are better positioned for this area—the Jim Moran Institute and the College of Business, for example.
• This is an important focus for the University and an area that offers potential for generating external funding and alumni donations. We could do more, but it is hard to overcome the poor performance of our business school.
• Scholarship and teaching are critical. "Entrepreneurship" is not.
• A focus on entrepreneurship and innovation is just abetting the academy's slide into a corporate model. Focus should be on more "traditional" areas of study.
• Entrepreneurship is viewed more favorably than it should, and overemphasizing it may not be healthy for students. Successful entrepreneurs are not just those who are willing to take risks and have pursued relevant courses of study; usually they are those who benefit from resources and connections in order to start businesses and secure funding. Given FSU and COSSPP’s effective role in serving less advantaged students, placing emphasis on entrepreneurship could set students up for failure.
• The phrase "advancing entrepreneurship and innovation" sounds like empty jargon to me, particularly in regards to our College. We worry too much about trying to conform to fashionable words.

GOAL II. FACULTY AND RESEARCH

A. STRATEGICALLY GROW AND SUPPORT THE FACULTY TO PROMOTE FSU AS A PREFERRED CLIMATE FOR FACULTY ENGAGEMENT, PRODUCTIVITY, AND CAREER LONGEVITY.

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1. Comments on the College’s Success in Advancing Faculty Engagement, Productivity, and Career Longevity

Summary of comments
Most respondents noted this was a key strength historically for the College, which has good faculty recruitment and mentoring and a collegial atmosphere. Most agreed that more could be done to promote the College’s scholarship, that faculty need more time and resources to pursue and present scholarship and gain visibility, and that there is much room for improvement in levels of productivity and excellence.

Respondent Comments
- This is THE key strength of this College historically. An engaged and productive scholarly community is instrumental for all of the College's goals.
- The College has good mentorship of faculty and a collegial atmosphere.
- I feel this to be a very encouraging College. We seek to bring out the best in faculty.
- Speaking only for myself, I've found FSU to be very good for research productivity. I've been able to work on ideas that interest me and have had enough colleagues to bounce ideas off of to enhance my work.
- The resource base is mixed. On some dimensions it has been quite good. Computer support and lab support have been excellent. On other dimensions we have been poor. We need to give junior faculty more time to focus on their research.
- Budgetary austerity in the College impacts faculty's ability to present research, gain visibility, and explore new areas of research. Otherwise, the College is generally quite supportive of faculty development and productivity.
- Work with the University and legislature on more competitive teaching load offers.
- Let's be clear, the College might have some very good researchers, but we have light-years to go in terms of creating an environment that fosters the highest levels of productivity and excellence. Many faculty (i.e., my own colleagues) are [average] scholars and are happy being in an environment that does not highlight [this]. The College needs a cultural shift that elevates and rewards excellence over mediocrity. As things stand now, if a young faculty member starts to hit it big, the best advice would probably be to move on to greener pastures that will reward outstanding work. It would be very nice to be a College where such productive scholars seek to move.
- I perceive that the College has made great strides in faculty recruitment and salary increases. As far as longevity, we have several faculty who are older. As long as they are relevant in their field, they should stay to offer their expertise or retire and stay on in other roles doing research. This would free resources to bring in new folks. However, some of our tenured faculty stay on past their peak productivity. Not sure how to address this but it is an observation I would like to offer. It seems that longevity or retention is not a huge issue.

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• Social media have allowed us to do a better job of getting out the word on the great work that faculty are doing.
• Appointment and initiatives of new Associate Deans. Events dedicated to research opportunities, funding, and faculty engagement.
• In my department, this has been phenomenal over the past few years. We are getting the hires we need and the support we need.
• Promoting faculty and providing a supportive climate is improving but not a strength yet.
• About three years ago the faculty members of my unit, the Askew School, were found to rank 3rd in the world in the frequency of publishing in the 40 journals globally with the highest impacts in our field. They have far fewer resources to work with than the other top faculties. The College has been very helpful in matching competing offers, but apart from that our success in attracting and keeping productive scholars has been difficult to sustain.
• Much, much more promising under the new dean.
• Dr. Chapin has done several things that are very successful in this area and these efforts, if they continue, will pay off in my view. A focus on listening to faculty, setting up sessions to help identify places where faculty are struggling (like with luncheons etc.), and making clear that faculty voices are important has made such an impact. My own interest in building a long-term career here at FSU has been heavily impacted by these clear indicators of the culture of the College. I attribute these successes to the amazing leadership that Dr. Chapin brings to the College.
• I believe the College supports faculty with resources and opportunities to do their work well. I think the College falls short of creating opportunities for faculty to connect across departments.
• The opportunities for faculty engagement, creativity, and productivity are tremendous. The biggest challenge is finding the time to pursue numerous priorities and opportunities and finding balance in order to maintain health and long-term inspiration and effectiveness.
• There has been a lot of turnover in the College during my tenure. Folks have left.

2. Comments on the Importance of the College Pursuing Strategies in Advancing Faculty Engagement, Productivity, and Career Longevity

Summary of comments
There was support for the strategic plan articulating and implementing strategies to reward and achieve excellence in scholarship and teaching, and promoting communities of inclusion, support, and accountability among faculty in the College. Seeking a balance between research and teaching is important to allow faculty to be more productive. Both societal impact and international reputation will depend on the College’s success in this. The role of non-tenure-track specialized faculty should be clarified. The College will need to invest in recruiting top faculty and in faculty productivity especially early in their careers (not just in lines and salary, but availability of travel, graduate assistants, research leaves, and research support). The College needs more staff to support the outside activities that faculty, departments, centers, and institutes are engaged in or would like to participate in but do not feel they have the infrastructure in place to do. Some suggested considering postdoctoral programs to draw top students.
Respondent Comments

• The new strategic plan should be a founding document, of sorts. It should lay out the new expectations of faculty—achieve excellence or step aside. In my view, faculty productivity should be at the forefront of the strategic planning.

• Departments, with guidance from the College, can think about the work–rewards relationship for faculty to see if people feel like they are being treated well given the day-to-day demands of their appointment.

• Build on several new and ongoing initiatives regarding research. Faculty engagement is best summarized by the workshop title just distributed by Janet Kistner: "... Communities of Inclusion, Support, and Accountability." It is important to foster respect for faculty and inclusion, regardless of their stage or status in the profession. Avoid circumstances where a senior faculty can become an effective dictator. Don’t "cover up" but expose—so they can be solved—any problems or issues. Support faculty governance and involvement.

• Faculty are the key nexus for supporting teaching, research, and public engagement for the College. A better balance between teaching and research would allow faculty to be more productive.

• It is tedious, but identifying ways to highlight the successes of faculty goes a long way. Moving forward, if we want to retain the stars in the College, there need to be efforts that reward excellent contributions, and a wide variety of excellent contributions. A one-size-fits-all version of being a "star" isn’t going to work either. Being explicit about what it means to contribute as a faculty member in our College would be helpful as well—what are models of success that we can strive for? What are the possible payoffs for doing things like writing grants, or being nationally visible, etc.?

• This is critical to our societal impact and international reputation (although undergraduate education is the soup de jour of the legislature and Westcott). Faculty reputation and productivity should provide long-term benefits to the College regardless of the political whims of the day.

• COSSPP will need to be ready to establish a position with regard to faculty research and promotion criteria that is inclusive. This may be part of the diversity and inclusion mandate. At present, I’m not sure that the College is aware of and making decisions or taking action to widen its perception of inclusive research. COSSPP will also need to address issues surrounding non-tenure-track, specialized faculty. Longevity and support for their interests is important.

• The faculty will determine the College’s continued success. Investing in them (not just in lines and salary, but availability of travel, graduate assistants, and research support) is essential. Some of this can come from greater assistance in pursuing external support, but also in supporting faculty earlier in their careers or in areas with fewer available funding sources.

• Any actions that the College can take to support faculty productivity are much appreciated. These efforts pay long-term dividends.

• If we are going to produce good research, we need the resources to hire and retain top faculty.

• More money is needed for startups. Post-startup money would be helpful.
• Faculty need research leaves in order to launch big new projects and write grants. There should also be additional avenues for travel money, as conference attendance is key for career longevity.

• Could we provide more support for recruitment efforts and events?

• Some of the problems associated with productivity and longevity relate to the structure of the CBA. It makes it difficult to retain our most productive scholars to some extent.

• The College needs more staff to support the outside activities that faculty, departments, centers, and institutes are engaged in or would like to participate in but do not feel they have the infrastructure in place to do. There should be, perhaps, a more formal mentorship program within the University, College and departments. This should be widely publicized.

• Moving forward, we need to figure out the best ways to strategically draw top students and developing a postdoc program seems like a very valuable investment for supporting these efforts. I have no expertise in how we can do these things, but exploring this would be very important.

• Highly critical.

B. Establish FSU as a Sought-After Destination for High Quality Graduate and Professional Students and Postdoctoral Fellows.

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1. Comments on the College’s Success in Recruiting Graduate and Professional Students

Summary of comments

Many suggested that the distinctive identity, reputation, and resulting quality of the students is mixed in many departments but may be improving. The GPA/GRE admissions for programs have continued to climb over the last few years. Some suggested redoubling recruitment outreach, placing limits on the number of courses taught by doctoral students, providing more competitive stipends and tuition waivers to attract and recruit student prospects (including key international markets). Some suggested improving the quality of research faculty and producing higher-quality research since graduate students are attracted to places where they receive opportunities to participate in research and the record of job placement is good.

Respondent Comments

• The level of graduate student stipends in the College continues to lag behind regional (not to mention national) competitors. We continue to lose many good graduate student prospects to other universities, almost always simply because we can't pay them a competitive stipend.
In economics (the only department I really know), we do not have enough of a distinctive identity, though we may be developing one in experimental economics, and somewhat along the lines of market-oriented economic policy. The result of not having much of a distinctive identity is that we are not able to attract the best students, who go to departments that are more highly rated. I can think of economics departments at other universities with more distinctive identities that can attract some of the very best students, because they are attracted to that department's identity. If we strive to be more like MIT, what that means for our recruitment is that we will only attract the people MIT didn't want.

Problem: Underprepared students are selected and not efficiently trained by existing faculty. Place limits on the number of courses grads teach—they should not have to provide cheap labor (teaching) to departments that are not effectively producing PhDs who find jobs in the market. Incentivize collaborative efforts to provide professional training to grads. Encourage departments to develop courses to help grads secure external funding and prepare for the job market.

This is one of the main weaknesses.

The quality of grad students in my program leaves much to be desired. I don’t know how to get top recruits to come.

Recruiting high-quality graduate students has been difficult. This relates directly to the quality of faculty. Graduate students are attracted to places where they receive top training and where there is a record of job placement. To recruit better students, we must improve the quality of our research faculty. Additionally, we need to increase stipend amounts, although I see this as secondary to improving the quality of research being produced.

The quality of the students is mixed, but has improved in my time at FSU.

Several of the programs have brought in very good students.

External QERs demonstrate that our stipends are too low and we are shut out of key international markets.

The College's reputation has allowed it to successfully recruit Floridians and some outside groups, but lack of dedicated recruitment outreach and less competitive stipends have limited the ability to compete nationally and internationally for students.

Our middling programs attract middling students. Better programs attract better students. It all starts with producing higher-quality research, which leads to better teaching (which becomes a lot easier with better students).

We need more recruiting successes.

The GPA/GRE admissions for our program have continued to climb over the last few years.

Facilities and faculty reputation are important and not in that order. Doctoral students come to work with faculty. Nice facilities and support are gravy! We should strive for both.

Competitive stipends, enough tuition waiver money, and more robust research and curriculum opportunities are needed.

We are doing an okay job in my department. High-profile faculty and solid funding support (stipends) for students are key for this in my discipline.

We do get good students, but we can always raise our profile and do better.
• We aren’t good at enticing top students, and we do not have postdocs in our College. I think both of these things are problematic.
• The College does not provide enough resources to recruit the best graduate students. We need more for stipends and tuition waivers in order to compete with other institutions.
• Big R1 with a lot of faculty who are excellent researchers and care about teaching and mentoring. We need to capitalize on that.
• I feel the quality of PhD students in our department is weakened by the package (i.e., tuition waiver and graduate assistantship) we provide to the students. It is not competitive at all, compared with other universities. I have heard a couple of prospective students choosing other universities due to the financial aspect of the offer. As a result, it may also affect the ranking of our program.

2. **COMMENTS ON THE IMPORTANCE OF THE COLLEGE PURSUITING STRATEGIES IN RECRUITING GRADUATE AND PROFESSIONAL STUDENTS**

**Summary of comments**
Many noted the importance of top tier universities developing a distinct identity along with more generous financial support (PhD student stipends, out-of-state waivers, health insurance subsidies, professional degree scholarships, and increased recruitment efforts). Good faculty attract good students. The College could improve the stipend levels by either increasing those resources or dividing the existing support among fewer students. Some programs within the College have larger funding pools to draw on. Some suggested developing postdoc programs could help draw top students.

**Respondent Comments**
• The two steps that could improve stipend levels for potential graduate students would be to divide the existing budget for graduate student support among fewer students, and/or to increase the size of that existing budget.
• At a school that is not a top-tier university, the road to success is to develop a distinct identity so that even if people don’t think we are the very best university in the world, they recognize that we are the very best within our own niche. That should drive our future development.
• One key to attracting high-quality graduate students is offering more generous financial support.
• Essential: Funding for students is key.
• Dedicating more resources for PhD student stipends, professional degree scholarships, and recruitment efforts is necessary to raise the College’s competitiveness.
• Often potential graduate students turn us down due to funding constraints—no out-of-state waivers, not enough funding opportunities, etc. Some graduate programs within the College cannot compete against other programs with large funding pools and offers of over $25,000 for stipend (for certain programs) plus a tuition waiver and health insurance subsidy.
• Absolutely critical to our mission to become a top tier research university.
• This is a very high priority.
• The GPA/GRE admissions for our program have continued to climb over the last few years.
• We will be losing out on recruiting the best and brightest at a growing rate as we are so
deficit and behind in what we offer graduate and professional students. Our public sector
universities in other states are keeping up much better than we are.
• It is a way to attract good faculty who attract good students, a cycle of virtue.
• Moving forward, we need to figure out the best ways to strategically draw top students,
and developing a postdoc program seems like a very valuable investment for supporting
these efforts. I have no expertise in how we can do these things, but exploring this would
be very important.
• Highly critical.
• Increase stipends of graduate assistants.

C. ENCOURAGE AND PLACE VALUE IN INTERDISCIPLINARY ACTIVITIES THROUGHOUT CAMPUS.

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1. Comments on the College’s Success in Encouraging Interdisciplinary Programs

Summary of comments
Several pointed out this concept appears to be at the heart of the FSU-wide strategic plan and
suggested it should be equally prominent in the College plan. Some pointed to “a 15–20 year
history of benign neglect of interdisciplinary programs and research centers, stripping away
administrative support positions, removing student assistantship funds once under the control
of these units, and shifting all faculty lines and their control back into traditional discipline-
specific departments.” Several pointed to the xs/fs and the MPH interdisciplinary models as
great examples of how an interdisciplinary program can lead to improved research output.

Some suggested that the College has had some success with interdisciplinary initiatives within
it, but seemingly less so with the broader University. One commented, “The tangible
investment the College has made in interdisciplinary programs in the past several years has
made an enormous difference in the ability of these programs to offer new or expanding,
quality opportunities for students.” Many agreed there’s room to grow and improve across
existing programs and some suggested possibly exploring new areas.

Some thought that the College has not been successful at promoting interdisciplinary
programs given that faculty work within their own departments, and more significantly, are
evaluated by their departmental peers. Many suggested that too much activity occurs in
disciplinary silos: “In our College as in most places on campus, disciplinary research is not
usually interdisciplinary.” Another suggested, “This is a reflection of how incentives align in
academia, but there are also not enough regular venues to encourage interdisciplinary work and programs ... faculty within the College don't know each other as there are no social or other gatherings for us to meet and talk with each other.” Finally one suggested, “Contract faculty predominate, with the associated pluses and minuses.”

**Respondent Comments**

- This concept appears to be at the heart of the FSU-wide strategic plan. It should be equally prominent in the College plan. At present the College has a 15–20 year history of benign neglect of interdisciplinary programs and research centers, stripping away administrative support positions, removing student assistantship funds once under the control of these units, and shifting all faculty lines and their control back into traditional discipline-specific departments.
- It does not appear that we have been successful at promoting interdisciplinary programs. People work within their own programs, and more significantly, are evaluated by their peers in their own programs. For example, an economist who published an article in a top sociology journal would not receive much recognition in the economics department for this. For better or worse, people are becoming more specialized and more narrow in their focus, rather than more interdisciplinary.
- The xs/fs Research Group has been a great example of how an interdisciplinary program can lead to improved research output.
- Contract faculty predominate, with the associated pluses and minuses.
- At present, I'm not exactly sure what the College is doing to promote interdisciplinary programs aside from making new faculty hires to support the course offerings of these programs. Having faculty to teach is obviously super important, but the College might want to be more clear about other ways they are supporting these programs. I get the sense from students that I'm teaching in one of these interdisciplinary programs that they don't have a clear idea of what is even being offered.
- Too much activity occurs in disciplinary silos. This is a reflection of how incentives align in academia, but there are also not enough regular venues to encourage interdisciplinary work and programs. Some individual efforts are relatively successful, but there is a general lack of engagement.
- In our College as in most places on campus, disciplinary research is not usually interdisciplinary. I have not seen us move more in doing so.
- The College has had some success with interdisciplinary initiatives within it, but seemingly less so with the broader University.
- Very few faculty do interdisciplinary work; faculty within the College don't know each other as there are no social or other gatherings for us to meet and talk with each other.
- The College has been supportive of interdisciplinary programs.
- The interdisciplinary model used in the MPH program is a rare success among interdisciplinary programs. It's a good fit for the College given our policy capabilities and the policy focus of the MPH program. The revenue generated by the program is important to the College.
- We are really finding the value in interdisciplinary programs with the success of several of them. It seems like a great way to leverage the expertise of current faculty and to increase
the opportunities for students to build a broad and valuable set of skills and abilities using a variety of unique social science perspectives.

- The tangible investment the College has made in interdisciplinary programs in the past several years has made an enormous difference in the ability of these programs to offer new or expanding, quality opportunities for students. No doubt, there's room to grow and improve across existing programs and into new areas. A goal would be to develop our interdisciplinary programs as among the most challenging academic paths for students and develop a culture among students that reflects that.

2. **Comments on the Importance of the College Pursuing Strategies in Encouraging Interdisciplinary Programs**

**Summary of comments**

All agreed the College should clarify with the faculty and in the plan the current and future state of interdisciplinary programs and research centers in terms of promotion strategies and new faculty hires. One suggested, “The best universities, and especially in social sciences, are becoming much more interdisciplinary; and with a global focus, it is even more critical for us to stop being so insular and silo-oriented.” Another commented that the “College's professional programs are inherently interdisciplinary and should be recognized and emphasized as such within the University's interdisciplinary initiatives.”

Many pointed to an organizational dilemma. “If we are thinking about doing work that is relevant to the real world, interdisciplinary activities have much to recommend them. But thinking about one's own academic career, or a department's national and international reputation, not much weight is placed on being interdisciplinary.” Some also suggested that faculty hired to interdisciplinary programs will be vulnerable to conflict or lack of clarity regarding tenure requirements, owing to lack of consensus across departments regarding tenure standards. One commented that interdisciplinary research centers should have a direct voice in recruiting, hiring, promoting, and tenuring faculty and that funds for support of graduate students should be allocated not only to traditional academic departments, but also restored to interdisciplinary research centers (which did have such budgetary support only a generation ago). One suggested that interdisciplinary research is overrated: “How many Nobel prizes have been awarded for interdisciplinary research?”

Some commented that interdisciplinary teaching is very good but that lack of tenure-track/research faculty in this area has resulted in little research output. Others suggested establishing venues for interdisciplinary work, even just in the College, is critical for allowing more and stronger interdisciplinary efforts and programs.

**Respondent Comments**

- We need talks; working groups that include faculty and grads. Create community, based on interest.
- Interdisciplinary research is overrated: How many Nobel prizes have been awarded for interdisciplinary research?
• Expanding interdisciplinary opportunities for undergraduates is fine, though I am concerned that TT faculty hired to interdisciplinary programs will be vulnerable to conflict or lack of clarity regarding tenure requirements, owing to lack of consensus across departments regarding tenure standards.

• It will require great leadership and determination to reverse this decades-old tide of anti-interdisciplinary reorganization of the College, but this should be a central facet of the new strategic plan. It is crucial for meeting the research challenges of the new century. Interdisciplinary research centers should have a direct voice in recruiting, hiring, promoting, and tenuring faculty. Funds for support of graduate students should be allocated not only to traditional academic departments, but also restored to interdisciplinary research centers (which did have such budgetary support only a generation ago).

• Does this matter? If we are thinking about doing work that is relevant to the real world, interdisciplinary activities have much to recommend them. But thinking about one's own academic career, or a department's national and international reputation, not much weight is placed on being interdisciplinary.

• I am a big believer in interdisciplinary programs and research, We do okay with teaching, but are NOT doing well on the research side because of lack of tenure-track/research faculty in this area.

• Establishing venues for interdisciplinary work, even just in the College, is critical for allowing more and stronger interdisciplinary efforts and programs.

• The College's professional programs are inherently interdisciplinary. There is a need to be recognized and emphasized as such within the University's interdisciplinary initiatives.

• The best universities, and especially in social sciences, are becoming much more interdisciplinary; and with a global focus, it is even more critical for us to stop being so insular and silo-oriented.

• Focus on core programs.

• There is room for development of a few additional interdisciplinary efforts moving forward.

• This is critical.

**Goal III. Diversity and Inclusion**

**A. Build an academic, work, and social environment where a diverse community of scholars from throughout the world and members of historically underrepresented and marginalized populations feel welcomed and included.**

**B. Create and promote a global identity for FSU that reflects our impressive academic strengths and achievements.**

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1. **Comments on the College's Success in Encouraging Diversity and Inclusion**

**Summary of comments**
Many agreed with the following comment: “We can always improve, but FSU, COSSPP, and its departments do a good job of serving a diverse student body and working toward greater diversity and inclusion. Similarly, FSU’s identity is general strong and improving.”

Most expressed support and appreciation of leadership on advancing faculty and student diversity and pointed out some successes. “I am gratified to see many minority students in class who seem to fit in with ease, so I think we are doing good things there.” “The recent wave of hires (that I’m aware of) have been very successful in bringing in new faculty of color to diversify our faculty.” “Recent years have seen a significant increase in faculty of color. This is excellent and needs to continue.” “I see diversity in many foreign-born faculty, and an ethnically diverse faculty, and more female faculty members.”

Others suggested success varies by department. “The College appears to be diverse and inclusive, but my department appears to be exceptional for its lack of diversity.” “We don’t have enough women, or black or Hispanic faculty, and we do a poor job of retaining them.” Some suggested diversity is often framed as a challenge and not an opportunity to be celebrated: “Although there is College support for diversity and inclusion, it appears superficial. Hiring faculty of color is meaningless if those faculty feel the culture of the College is not supportive.” “This is a major way that we serve our community and our world, and it increases the utility and validity of our work.”

**Respondent Comments**
- I appreciate the emphasis placed on this by leadership. I also appreciate the diversity I often see in the classroom, and creating a welcoming and inclusive environment is a high priority for me. We can continue to ensure that faculty, staff, speakers, etc. reflect the growing diversity of our student population.
- Have made some hires, which is good; University investment in this is good.
- I am gratified to see many minority students in class who seem to fit in with ease, so I think we are doing good things there. As far as faculty, I see diversity in many foreign-born faculty, and an ethnically diverse faculty, and more female faculty members.
- Recent years have seen a significant increase in faculty of color. This is excellent and needs to continue.
- The recent wave of hires (that I’m aware of) has been very successful in bringing in new faculty of color to diversify our faculty.
- You can seek diversity in a lot of things. A faculty member who comes from New Zealand or Chile or Tibet or is a religious minority or whose parents worked on a factory floor in Ohio can bring significant diversity of experience to our students, but I’m not sure that any of these examples would "check the boxes" that our diversity office desires.
- A weakness in the past but glad to see serious efforts in this area.
• We can always improve, but FSU, COSSPP, and its departments do a good job of serving a diverse student body and working toward greater diversity and inclusion. Similarly, FSU's identity is general strong and improving.
• I am not seeing what "B" has to do with diversity and inclusion. But we have been very good in recruiting a diverse faculty lately.
• It has been very hard to do. Among some 50 applicants in our field a couple of years ago for an assistant professor position, only 3 were American minority applicants. On the other hand, half of the applicants were international students (mostly from Asia) with doctorates from American universities and seeking careers in the US. From that perspective, we have been somewhat successful in our unit.
• We don't have enough women, or black or Hispanic faculty, and we do a poor job of retaining them.
• Some good work has been done overall.
• OLLI at FSU is invested in promoting inclusion and diversity. We have professors teaching for us from FSU, TCC, and FAMU. We have a very active inclusivity committee and hold classes around the city as well as at FAMU and at Keiser. A black history tour is planned for next February.
• The College appears to be diverse and inclusive; my department appears to be exceptional for its lack of diversity.
• Although there is College support for diversity and inclusion, it appears superficial. Hiring faculty of color is meaningless if those faculty feel the culture of the College is not supportive. I believe we need more programs that highlight and celebrate diversity (not only outwardly visible diversity). It seems as if the programs offered by the College view diversity as a challenge rather than an opportunity that should be celebrated.
• I think success has varied by department.

2. COMMENTS ON THE IMPORTANCE OF THE COLLEGE PURSUING STRATEGIES IN ENCOURAGING DIVERSITY AND INCLUSION

Summary of comments
All agreed that efforts to recruit faculty have been undertaken but there remains room for improvement. One commented, “While the College has clearly put in an effort to recruit a more racially diverse faculty, there are definitely areas for improvement. For instance, there are no more than 15 women of color faculty across all departments, only four of whom are Black. It is unclear how many of our faculty are Hispanic/Latinx identified. With over 100 faculty members in the College, this is not ideal.” Others suggested, “When we lack diversity, it makes diverse faculty leave early, and they are highly recruited by other places.” “This is especially critical in the current political and social climate. If diverse faculty and students do not feel supported in the College, they will look elsewhere.”

Suggestions for improving the diversity of faculty included: signal the importance of diversity, and inclusion, and incorporate diverse views and perspectives in the College mission statement; recruit more diverse tenure-track faculty; provide more money for salaries to hire faculty of color who will be competitive; dedicate more resources to marketing to improve
recognition of the quality programs at FSU/COSSPP; include diverse faculty in decision-making, and increase their significance in the department; support the building of an environment and networks for LGBTQ faculty and students to connect; and in some fields consider 'growing our own' future faculty members.

Others suggested that “diversity should not be a box to check. Hire the highest-quality candidate irrespective of race/gender/orientation, etc. It should only enter into the decision when there are two equally-high-quality candidates.” Others commented, “Creating a faculty of different viewpoints requires more than just selecting on observable race and gender characteristics. Department search committees should try to hire outside the box and bring in scholars who have views that differ from the prevailing views in the department.” “Shouldn't we, as an academic institution, be more concerned about diversity of ideas than other types of diversity?”

Respondent Comments

- Need more money for salaries, startups to hire faculty of color who will be competitive.
- To be successful in this area I think the mission needs to be adjusted to signal the importance we place on incorporating diverse views and perspectives into the very heart of the College.
- We can continue to improve representation in faculty by recruiting more diverse tenure-track faculty. We also need to dedicate more resources to marketing to improve recognition of the quality programs at FSU/COSSPP.
- Given current market dynamics, underrepresented groups are difficult to hire; there is a wage premium or a placement premium in lieu of salary adjustments. My view is that in hiring, we should hire the highest-quality candidate irrespective of race/gender/orientation, etc. We should never sacrifice quality to check a box; it should only enter into the decision when there are two equally-high-quality candidates.
- While the College has clearly put in an effort to recruit a more racially diverse faculty, there definitely areas for improvement. For instance, there are no more than 15 women of color faculty across all departments, only four of whom are Black. It is unclear how many of our faculty are Hispanic/Latinx identified. With over 100 faculty members in the College, this is not ideal. Further, I don't get a real sense (if any) of the representation of LGBTQ people among our faculty. Granted, many people may not want to be out in their workplace but I certainly think it is important for queer students to know that there are faculty they can look up to not only as allies (indicated by the 101 training door signs) but also as mentors. This may be less about recruiting "out" queer faculty and more about building up networks for queer faculty to connect.
- In some fields it is probably appropriate to consider 'growing our own' future faculty members.
- This is obvious and hardly needs an explanation. When we lack diversity, it makes diverse faculty leave early, and they are highly recruited from other places.
- Inclusion is perhaps best realized by including those persons in decision-making and increasing their significance in the department. This relates to my earlier comments about decentralization of informal (e.g., not the chair, who indeed should have authority) solo
decision-makers who can handpick desired/important vs. unimportant faculty. Make sure that everyone's opinion is heard and taken into account. There are fair ways of aggregating information and decisions via faculty governance institutions. Collect, analyze, and form a decision from objective statistics on diversity.

- Diversity is important since different people bring different viewpoints to the table. But we should be careful about lumping together everyone of a particular race, ethnicity, or gender. Creating a faculty of different viewpoints requires more than just selecting on observable race and gender characteristics. Department search committees should try to hire outside the box and bring in scholars who have views that differ from the prevailing views in the department.
- This is a major way that we serve our community and our world. It also increases the utility and validity of our work.
- This is especially critical in the current political and social climate. If diverse faculty and students do not feel supported in the College, they will look elsewhere. I believe the College should also work with local communities to make Tallahassee a more inclusive environment.
- In the above rating, I would choose "very successful but not critical."
- Shouldn’t we, as an academic institution, be more concerned about diversity of ideas than other types of diversity?

**GOALS IV AND V. STUDENT SUCCESS AND POST-GRADUATION OUTCOMES**

**ENSURE STUDENT SUCCESS ON CAMPUS AND BEYOND BY PREPARING OUR GRADUATES FOR 21ST CENTURY CAREERS.**

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1. **COMMENTS ON THE COLLEGE’S SUCCESS IN ENSURING STUDENT SUCCESS ON CAMPUS AND BEYOND**

**Summary of comments**

Many suggested the College’s programs, especially the graduate professional schools, do an effective job of providing skills and placement following graduation. Helping to place and support graduates who are successful should add to the reputation of the College. However, many suggested that College data on undergraduate job placement and communication with alumni are not systematically gathered or analyzed. “My department does not systematically track students after they graduate.” Several thought the staffing services for career help in job placement is good in the early years, especially for undergrads, “but in the out-years, assistance is bare bones.” “Regrettably, the best thing we likely give our graduates is a credential. College degrees are worth something. I’d like to think we also help them to engage
in critical reasoning, which helps in any occupation.” “What the heck is a 21st century career? Does anyone know?”

**Respondent Comments**

- Gathering more data would be helpful, although I realize this is very difficult to track.
- Regrettably, the best thing we likely give our graduates is a credential. College degrees are worth something. I’d like to think we also help them to engage in critical reasoning, which helps in any occupation. In economics, our master’s program does an excellent job giving graduates the skills their employers want. Our PhD program in economics also gives students the skills employers (mostly, academic employers) want. As far as giving students more than just a credential, I think we are more successful at the graduate level than at the undergraduate level.
- As stated before, jobs ... jobs ... jobs if you want to avoid the outcry over loans. The goal specifically states "21st century careers."
- Professional degree students do very well beyond campus, undergraduates do well on campus (though I have less of a feel for their post-graduate outcomes), but doctoral students have mixed outcomes. This last is significantly impacted by trends in academia.
- I know almost nothing about the success of placement in other units. This is especially true of undergrad placements as my unit has no bachelor’s majors. In our grad programs, the placement rates are very high. Our professional master’s program is in the high-nineties and nearly all domestic doctoral students who seek academic careers are placed. Placing international doctoral grads who seek careers in the US can be problematic. We have placed several successfully.
- In our program (public health) our students have a high employment rate after graduation.
- Supporting graduates should be important. Helping place and supporting graduates who are successful should add to the reputation of the College. As a manager who would hire individuals from a handful of graduate programs around the country, there was more than one conversation among my peers about certain programs and the quality of their graduates. Producing and supporting quality people will enhance the College.
- Our College has such poor staffing services for career help in job placement and linkages with alumni. We do a good job on advising in the early years, especially for undergrads, but in the out years, assistance is bare bones.
- What the heck is a 21st century career? Does anyone know?

2. **COMMENTS ON THE IMPORTANCE OF THE COLLEGE PURSUITING STRATEGIES IN ENSURING STUDENT SUCCESS ON CAMPUS AND BEYOND**

**Summary of comments**

Several agreed that defining and measuring success will be problematic and may be the source of the most rancorous disagreements among otherwise well-intentioned faculty, administrators, and public officials. “Can such ‘success’ be measured reliably by how much money the student is making three to five years after graduation?” “The question is whether you measure this short term by looking at the first job or whether you look at it over time. Personally, I think we serve our students best if we give them transferrable skills.” “Should we
look for a more holistic and comprehensive measure of ‘success’ such as what a graduate has contributed to society 30 to 40 years after graduation?” “Student ‘success’ is a water balloon filled with nitroglycerin. Handle with care!”

Many suggested the College should continue to support strong advising, strong mentoring, and initiatives such as Get More Than a Degree that continue to inspire and challenge students. Some thought there should be more collaboration with resources across campus (from CARE, the Center for Leadership & Social Change, and mental health services) which are all important to helping ensure student success. Several suggested the College should develop active alumni lists, encourage all departments to develop mentoring, internship, and job placement networks for current and recent graduates, and possibly create a centralized career resource center for graduate student career counseling and placement. Some suggested that greater attention and support for career development and job searches by doctoral students is necessary as this group is often overlooked.

Respondent Comments

- The great danger in this feature of the strategic plan process is that "success" will be poorly-defined (either in the basic conceptualization of what constitutes "success" for a graduate, or in the inappropriate measurement of whatever definition is selected). Can such "success" be measured reliably by how much money the student is making three to five years after graduation? Or should we be looking for a more holistic and comprehensive measure of "success," such as what a graduate has contributed to society 30 to 40 years after graduation? This will always be the most problematic aspect of program evaluation and probably the source of the most rancorous disagreements among otherwise well-intentioned faculty, administrators, and public officials. Student "success" is a water balloon filled with nitroglycerin. Handle with care!
- Continuing to build local, state, national, and international ties with alumni and others to help with student professional development and career placement is important.
- Greater attention and support for career development and job searches by doctoral students is necessary. This group often feels most overlooked.
- Extremely critical to demonstrate our value, but also to receive alumni resources.
- My department does not systematically track students after they graduate.
- We could and should develop active alumni lists and encourage all departments to develop mentoring, internship, and job placement networks for current and recent graduates. This would help us in so many ways, and may increase our financial contributions from alumni as well who always seem honored to be contacted but mostly are ignored.
- Are they getting jobs after graduation?
- This is what all universities strive to do. The question is whether you measure this short term by looking at the first job or whether you look at it over time. Personally, I think we serve our students best if we give them transferrable skills.
- The College should create a centralized career resource center for graduate student career counseling and placement.
- Strong advising, strong mentoring, initiatives such as Get More Than a Degree, continuing to inspire and challenge students, and collaboration with resources across campus (from
CARE to the Center for Leadership & Social Change to mental health) are all important to helping ensure student success.

- One thing that hampers us is that many students are more interested in the credential of a college degree than in learning something. That is the case at the undergraduate level but not really at the graduate level, where students are more interested in learning something. So we ought to be thinking about how to get our undergraduates to want to learn in addition to just wanting to get a degree.

**Goal VI. Excellence and Reputation**

**Build and promote a public identity for FSU that reflects our preeminence as a major public research institution of high rank and distinguished quality by:**

- Investing strategically in our institution and reputation
- Strengthening the University’s financial foundation
- Providing an up-to-date and adaptable information infrastructure
- Fostering a culture of service, problem solving, and teamwork among all FSU employees, and
- Incorporating sustainable living practices into all FSU activities.

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1. **Comments on the College’s Success in Contributing to FSU’s Excellence and Reputation**

**Summary of comments**

Many agreed that COSSPP and its centers and institutes are sound contributors to this goal. Many viewed the College’s success as the success of its individual departments. “Some units are solidly successful and the College’s reputation benefits accordingly.” Other units are struggling with lack of faculty, resources, and staffing and with governance issues.

In contrast, some suggested that “without funding for faculty members and staffing that are needed to cover the basics of our fields, we cannot compete as well as the strength of individual faculty members might suggest we can.” Others viewed the College as falling short on preeminence: “At present mediocrity wins out over preeminence within the College. This culture must change!” Others commented on the disconnect between the goal and the bullets that follow.

**Respondent Comments**

- I looked at the bullet points under this goal, and none of them seem to be related to the goal. The first bullet point simply restates the goal of excellence and reputation. The second one, strengthening the financial foundation, might help, if more money enables us
to buy a better reputation. Our information infrastructure is important, but seems to have a secondary impact on excellence and reputation—necessary, but far from sufficient. Service and teamwork also seem to be of secondary importance. And I don’t see the connection between sustainable living practices and excellence and reputation at all.

- I’ve never understood what this part of the strategic plan meant. There are many administrative areas at FSU where faculty and staff are treated as second-class citizens, if that is what they are getting at.
- We added “public policy” to the name of our College a while ago, but DO we really emphasize public policy?
- Generally, COSSPP is a sound contributor to these goals, although it may be too modest and can get overlooked.
- At present mediocrity wins out over preeminence within the College. This culture must change!
- To be honest, the College’s success is the success of its individual units. Some units are solidly successful and the College’s reputation benefits accordingly.
- Without funding for faculty members and staffing that are needed to cover the basics of our fields, we cannot compete as well as the strength of individual faculty members might suggest we can.
- PA has spent a year in disarray because of our staffing issues and HR has been unhelpful in every decision.
- We may face very soon a situation where no one on the faculty will agree to be the [unit head] because it is untenable from a staffing and financial point of view to take this job on. The School does not have the resources to attract good students, it has too few faculty, and the staffing is a disaster.
- OLLI at FSU is considered one of the elite OLLIs in the nation (120 in total).
- I think we have been successful in our academic departments, but I believe the College must be rebranded as FSU is currently rebranding itself. We don’t have a true identity that stakeholders can use as a shortcut.

2. **Comments on the Importance of the College Pursuing Strategies in Contributing to FSU’s Excellence and Reputation**

*Summary of comments*

There was general support for the need to continue efforts within the College to bolster its reputation and help others across campus and beyond become aware of, or better understand, the strong work in the College in alignment with the FSU strategic plan. “The College and its departments need to be more vocal (and have more marketing resources) in order to ensure that their quality is recognized by peers and within FSU.” Another suggested, “Branding is critical for all public organizations. External stakeholders must have an emotional connection with the College based on our value.”

Some suggested that becoming the center for state/national policy-relevant research can yield positive attention for the University and the College’s reputation. “These goals are aligned and, I believe, will flow from increasing the quality of research and faculty.” “Is helping to craft
better state and local policy essential to achieving this objective? What will it take to re-center the College on public policy as opposed to private entrepreneurship?”

**Respondent Comments**

- Our reputation is mostly based on how the University's activities are perceived outside the University, so what we can most directly do is reward those who are making a contribution that is visible and positive to those outside the University.
- Becoming the center for policy-relevant research in the state and region will garner positive attention for the University and College. These goals are aligned and, I believe, will flow from increasing the quality of research and faculty.
- Is helping to craft better state and local policy essential to achieving this objective? What will it take to re-center the College on public policy as opposed to private entrepreneurship?
- The College and its departments need to be more vocal (and have more marketing resources) in order to ensure that their quality is recognized by peers and within FSU.
- Absolutely critical!
- Our College is a credit to FSU. But FSU seems to be taking resources from everywhere to give to STEM, or maybe FSU is restricted overall. The last 3–5 years have been very trying. We need more resources, we need more interdisciplinary efforts to appeal to students and to help with grant funding, and we are already stretched very thin to cover our master's and doctoral students with available faculty.
- Branding is critical for all public organizations. External stakeholders must have an emotional connection with the College based on our value.
- This is a poorly-worded question. It incorporates some elements that are critical (e.g., Investing strategically in our Institution and reputation; Strengthening the University's financial foundation) with other items I find less critical (e.g., Fostering a culture of service, problem solving, and teamwork among all FSU employees; Incorporating sustainable living practices into all FSU activities). The former seem critical for maintaining a "preeminent" research university.
- I appreciate the emphasis and efforts within the College to bolster its reputation and help others across campus and beyond become aware of, or better understand, the strong work in the College. I believe it would be strong if we made more explicit how we model (or could model) what we aim to inform and achieve in our broader communities and the world. We're doing that to varying degrees with an emphasis on diversity (hiring, student supports, etc.), an emphasis on problem-solving, interdisciplinary approaches, service, etc. Another area we might try to model effectively is around sustainability (energy usage, waste management, encouraging sustainable mobility, food, and product choices at events, etc.). The communication of any goals and efforts in these areas is as important as the actual progress so that it might become an integral part of the College's culture across all of its stakeholders.
- I'm inspired by how University leadership seems to view FSU's strategic plan as a living, guiding document, and that it both reflects and informs our evolving campus-wide culture. I have no doubt that the College's efforts in reexamining its vision and mission will provide similar inspiration.
V. LOOKING AHEAD – COSSPP VISION OF SUCCESS IN 2030

Strategic visioning requires members of the College to understand the College’s past, its current position, and possible directions it could take towards a positive future. The College’s strategy should be a combination of its desired end goals based on the vision of success and the policies that it will enact to reach those goals. A well-crafted mission and vision can steer the College toward systemic and strategic policies and changes that will help its vision of success become reality.

A. A PICTURE OF FAILURE FOR THE COLLEGE IN 2030

Before thinking about a successful future, respondents were asked to briefly describe what an undesirable potential picture of the College could look like in 2030. Below is an overview and listing of the comments.

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<td>1. Declining faculty / growing adjunct numbers and sagging reputation (12)</td>
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<td>2. Students shortchanged and student quality is mixed (10)</td>
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<td>3. Stagnation (9)</td>
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<td>4. A divisive College without a plan and resources (4)</td>
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<td>No legislative support for College mission (4)</td>
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<td>Facilities decline; parking still an issue (4)</td>
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<td>5. A less interdisciplinary approach (2)</td>
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<td>Innovation tied to money (2)</td>
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<td>Departments diminished and don’t cooperate (2)</td>
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<td>6. Same level of diversity (1)</td>
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<td>We have become a degree mill (1)</td>
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<td>Failing leadership (1)</td>
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Respondent Comments

Declining faculty / growing adjunct numbers and sagging reputation (12)
- Declining faculty numbers and difficulty hiring new faculty due to poor reputation.
- All of the top research scholars are recruited away from our College because of lagging salaries.
- Elite faculty members moving on to more diverse and prominent schools.
- The quality of research is mediocre.
- We have not improved our national reputation.
- Far too many faculty members of our College know little about the state. When they go to the airport, they usually fly north; not many travel south repeatedly.
- FSU is primarily a regional school, maybe not one of the top 2 or 3 universities in Florida, as UF, UCF, and USF have all become better and more attractive to students and faculty. If
doctrinal stipends don't increase, we will have either a very small (3–5) cohort or will have
no doctoral program as we cannot compete for students. PA is not a growing field in terms
of student enrollment, but many schools in other states are funding their PA schools much
better than we are in Florida or at FSU.
• Moderately productive faculty, with the "best and brightest" drawn away by more
competitive offers.
• Unsupported and undervalued teaching faculty.
• More adjuncts, fewer tenure-track faculty.
• No research leaves, no travel money.
• FSU is unable to provide competitive funding to attract the best students and professors.

Students shortchanged and student quality is mixed (10)
• Limited to no funding for graduate students.
• Not offering undergraduate courses that better prepare students for careers or graduate
school.
• Large class sizes that hinder students building relationships with faculty.
• Low-quality graduate students.
• Poor job placement for undergraduates.
• The quality of students is mixed.
• Students getting degrees with low translation to employment prospects while taking on
large amounts of debt. Low graduate student FTEs.
• Students uninterested in our areas of study.
• Fewer students attending.
• FSU continues to lose students to other Florida higher education institutions.

Stagnation (9)
• The College stagnates.
• Worst case: nothing changes.
• The same old departments introspecting in the same old mutually-exclusive jargons about
the same old preoccupations, re-writing the same old articles with new vocabulary words,
and paying no attention to rest of the people in the College—let alone the University, the
state of Florida, or the world.
• The same programs offered today; the same mix of program delivery options.
• Keeping things as they are. We are in good shape in 2018, but if we stagnate and the
College looks the same in 2030, that would be undesirable.
• Despite interest in improving outcomes, nothing has changed.
• A situation in which the College limps along at a steady state is a terrible prospect.
Departments are aimless, excellence is not rewarded and valued, and resources are
squandered. Why would one want to be a part of this picture going forward?
• Given that 2030 is in only 12 years, I do not see a substantial downturn in the College over
that period of time. An undesirable potential picture is the loss of strong faculty and staff
members, a cut in programs, and less funding coming into the College.
• The other catastrophe is a substantial decline in funding which is certainly a possibility.

No legislative support for College mission (5)
• My fear as an employee and alum is that our legislature will continue to hobble the State University System with a focus on austerity and privatization that stifles public education, based on ideology that does not favor publicly-funded schools. This trend is already a reality in other states.

• Continued Koch Brothers funding scandals. Fewer faculty teaching more students undermines the research mission of the College.

• We live in a time in which anti-intellectual passions and outright denial of empirical research are prevalent in politics. Universities, and their units that challenge such passions, could suffer in the future. It is easy to see how the anti-government sentiments pushing for K–12 education to become privatized could move to universities as well, e.g., just give all students tuition assistance vouchers and stop supporting public universities.

• Our College is not known by the leaders of our state as a place where quality thinking that is relevant to public policy is done. It is, but they do not know it. That makes us vulnerable. And because we are not well known as a place for policy leaders to come for advice and assistance, the University is also vulnerable. We are the college of FSU that is most capable of doing wide ranging policy-relevant research and training.

A divisive College without a plan and resources (4)
• An afterthought at the University; the quiet College that doesn't cause problems but isn't well supported with funding and attention.

• A future where we continue to be the institution that always does more with less.

• A divisive College where units are pitted against each other.

• Continuing with no strategic thought about future goals and opportunities. Relying on organizational inertia to tread water would be very problematic.

Facilities decline; parking still an issue (4)
• Stagnant failing technology.

• Same leaky roof in Bellamy.

• Failed safety measures, with high crime in the community we serve.

• Among faculty and students, the same number of parking spaces and antiquated method of pricing them.

A less interdisciplinary approach (2)
• Investments in interdisciplinary programs prove to be wasteful and students continue to complete their FSU education with little to minimal success on the market.

• An undesirable potential picture would be one where interdisciplinary goals did not get met and the College failed to deliver on its promise of truly being a resource for the state, nation, and world in offering up solutions to some of the world’s most pressing issues.

Innovation tied to money (2)
• We’d have new institutes or centers because folks with enough money wanted them, regardless if they were needed. We only valued innovation if it was tied to someone making money or regulating people.

• Main focus on undergrad throughput; chasing outside money through fee-for-service contracts; small faculty and large classes.

Departments diminished and don’t cooperate (2)
• Siloed research projects that do not address critical social issues.
• Departments becoming smaller and closing.

**Same level of diversity (1)**
• The same level of diversity: lacking in diversity of the student body, faculty, and administrators.

**We have become a degree mill (1)**
• A future where we have sacrificed standards to attract students in a race to the bottom to improve metrics like retention or graduation rates would be a colossal failure. In that world we would become a degree mill like the University of Phoenix Online, which would make the point of being a researcher pointless.

**Failing leadership (1)**
• We are on a good trajectory. One danger is that a future dean could be bad and drive away our best senior faculty. Economics at the University of Arizona provides testimony to the power of bad leadership. This seems unlikely even though it could be possible, depending on who the next dean is.

**No external funding (1)**
• External funding ceasing; raises for everyone would be few and far between.

**Other**
• Left to our own devices, this College should stay strong in the next decade.

**B. A Vision of Success for the College in 2030**

Respondents were asked to envision a successful future for the College in 2030 in which everything is going right by answering the following three vision questions:

1. The year is 2030 and you are describing to an incoming cohort of students the stellar accomplishments of the College over the past decade in advancing towards its vision of success established in 2018. What would you tell them?

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<thead>
<tr>
<th>A Successful Future for COSSPP in 2030</th>
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<tr>
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<tr>
<td>Improved facilities and technology (2)</td>
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<tr>
<td>Quality teaching (2)</td>
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**Respondent Comments**

National recognition of programs and world-class faculty (16)
- Multiple programs are recognized as being top 20 programs in the country.
- The College built a national reputation for cutting-edge policy work by being transparent about opportunities and leveraging existing resources.
- We have world-class faculty and nice facilities, and our graduates get good jobs.
- The College's teaching, research, and service activities impact local, state, national, and international institutions, as evidenced by alumni becoming substantial leaders, faculty conducting research informing policymakers and managers, and departments/centers/institutes serving as critical sources of information.
- We would want to point to the outstanding faculty who are scholarly leaders in their respective fields: they are thought leaders in terms of policy change, and they teach classes that engage students to achieve their best.
- Vibrant faculty who are rewarded for innovation in teaching and research.
- I would want to describe a young diverse faculty, with named fellows/awardees, and be able to list projects with social relevance that students can be a part of.
- I would want to be able to describe how faculty helped students advance to their next steps/new experiences after undergrad (i.e., a project they worked on together that resulted in x, y, z; even a supportive letter of recommendation goes a long way).
- I might mention examples of faculty work being used to help solve particular societal problems ... making real contributions to people's everyday lives.
- Increased standing in the higher education community, which leads to a well-endowed College that breeds success recursively.
- The College (I would recommend a new name as a rebranding campaign) has an international reputation for training future leaders across sectors that tackle society's greatest challenges.
- The faculty receive support from various foundations and governmental agencies because they are experts in their respective fields and the College supports the work they do.
- Our faculty are amazing teachers and top-notch scholars (because they have the time to focus on both).
- The College attracts scholars from around the country as well as world, who engage in groundbreaking research that is community focused.
- We pride ourselves in being able to attract the best of the best faculty, who can capture the attention of and funding from the government for the research that they are most interested in.
- We have been granted funding from our local government to pay our staff and faculty what they should be making for the work they are doing.

**Student and alumni success in the workplace and society (9)**
- More students are finding lucrative and engaging employment after they leave FSU.
- In recruiting students at any level, I think we would be able to point to the outcomes of the cohorts before them and the trajectory of the cohorts moving forward. For undergraduates, this means that students are graduating with the skills to begin working (with wage growth) or be prepared to enter elite professional degree programs, with improving placement records.
- Students getting jobs with the training they receive from us.
• I would also want to be able to name successful undergraduates who have gone on to participate in national/international projects/programs in social justice, public policy, environmental protection, teaching, etc. after graduating and describe their contributions.
• We would want to document the successes of our students—jobs, graduate school placements, professional achievements.
• The graduates of our programs occupy leadership positions in their chosen line of work.
• A reputation that FSU graduates can hit the ground running in the workplace and are able to solve problems with people who they don’t always agree with.
• I would tell them a story of alums who have gone out and done great things and have given back to the College. I would tell them about our contribution to the major debates of the day.
• Your time here will be challenging, but it will provide you with the skills to make a difference in the world.

Creative, interdisciplinary researchers and students addressing social challenges (8)
• Here at FSU you will get many chances to work directly with some of the most creative researchers in the country, reaching out to each other across disciplinary boundaries in order to combine their various specialties and strengths (not to denigrate or erode them), as they tackle some of the most difficult problems of political process, economic inequality, social prejudice and misunderstanding, and environmental impacts from all of these issues.
  In the middle of the 21st century, we now recognize that these problems are all posing the most critical threats currently facing our way of life and our futures, both as individuals and as a free, enlightened, and powerful country with enormous influence in the wider world.
  At Florida State you will get your first big chance to be a part of solutions to these problems. All you have to do is search through the incredible diversity of exciting new research projects already going on around you, to find the place where your own interests and your own talents can find their best foundations to be part of this hope for the future.
• A more interdisciplinary approach.
• Support critical perspectives related to interdisciplinary programs.
• Best case: renowned interdisciplinary programs; institutionalized opportunities for interdisciplinary exchange; strong potential for innovative policy work.
• We are producing research that matters critically for politics, businesses, communities.
• I would tell them about our contribution to the major debates of the day.
• The College provides you with a substantial menu of areas of concentration, from first rate disciplinary education to focused interdisciplinary study on important state and national problems. The training you get is rooted in pathbreaking policy research by our distinguished faculty.
• Over the last ten years, the College has established itself as an innovative and leading center for addressing some of the most pressing contemporary social issues.

Dedication to gender and racial diversity (4)
• Our College is made up of a very diverse and culturally different faculty and staff.
• I would want to highlight the College's dedication to gender, racial, and ethnic diversity among the faculty and student body.
• Diversity of the student body has increased.
• We have been willing to make the necessary changes and supported the right initiatives.

**More undergraduate research opportunities (4)**
• Excellent research opportunities for undergraduates to prepare them for graduate schools or research career fields
• It would be nice to see students involved in more independent projects supervised and directed by faculty, so that they would be doing more of their own work and learning in the process, rather than trying to master and repeat back what they've been told in class.
• Our Get More Than a Degree program would be greatly expanded, and students in our applied MS programs are well prepared for important careers.
• Important ideas start here. You'll have opportunities for direct participation in cutting-edge research.

**Graduate students are placed into other R1 universities (4)**
• In recruiting students at any level, I think we would be able to point to the outcomes of the cohorts before them and the trajectory of the cohorts moving forward. For incoming cohorts of graduate students, this vision points to recent successes of faculty acquiring grants, publishing in top general interest journals or top field journals, and placing graduate students into other R1 universities and selective liberal arts colleges.
• Research fields at the graduate level that are highly sought after.
• High-quality grad students who do well on the academic and public/private markets.
• We have top students wanting to study in our departments.

**Dynamic intellectual environment to address public policy issues (4)**
• A dynamic intellectual environment filled with people with a variety of viewpoints discussing pressing public policy issues in a civil way.
• A variety of events and speakers that contribute to national policy conversations.
• Undergraduate students benefit from a diverse faculty body that promotes dynamic and hands-on learning based on the faculty members' content and pedagogical expertise.
• I would give them welcome to one of the best places on the planet to learn about the major problems of Florida and our planet, both social and environmental. I would tell them about the many opportunities to engage in experiential learning with our partners in state agencies and the many associations headquartered in our town. With the knowledge they learn here, we expect them to become change agents (entrepreneurs) in promoting better futures for themselves and their children.

**Student support to excel (2)**
• Relatively strong 4-year graduation rate.
• We have committed resources (tuition support, computing infrastructure, professional opportunities) to support you as a student and let you maximize your potential.

**Research excellence top priority (2)**
• The College made a decision to make research excellence its top priority. Although it was sometimes not easy for the Dean’s Office, the administration steadfastly made the case to University administrators and donors that research excellence was the key to begetting success in our other goals. By putting research first and investing serious financial resources to research, the College has been able to attract and keep prominent scholars and exceptional students.
• Students have been more integrated into the research process, giving them skills and experience that have paid dividends, both in securing desirable post-graduate positions and in finding high-quality jobs.

**Improved facilities and technology (2)**
• The College has invested heavily in technology and human capital to improve programs from top to bottom.
• Facilities are also being improved with building renovations. The improvements are noticeable. However, these efforts are not static and are always ongoing.

**Quality teaching (2)**
• The smaller-class size initiative has revolutionized how faculty and undergraduate students interact, with undergraduates more engaged and developing better critical thinking skills.
• We have continued to advance our delivery of classes, experiential learning.

**Other**
• The questions in this "Looking Ahead" section are outstanding. I need more time to reflect on them. I'll share thoughts on these questions as I engage with the process moving forward.

2. What would the College be doing in 2030 that is different from what it is doing today?

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Respondent Comments

Adaptive, nimble, and responsive to positive change but grounded in ideals of scholarship and teaching (3)
- Adapting. I don't know that any of us know exactly what we will need to be doing, but we know that we will need to change. Our success will be measured by our ability to hold firm to the ideals of scholarship and yet to adapt to the demands of the day.
- Being responsive to the changing technological environment; being nimble, not burdened by bureaucracy.
- Hopefully adopting emerging fields as their own disciplines rather than "incorporating" them into existing broad social science programs. Example: Social media are absolutely dominating everything in our society at this moment and have been trending that way for 10+ years. This is "social" science; how do we not have an interdisciplinary program solely focused on this huge phenomenon rather than a non-unified cursory touch by each COSS department?

Real world training and job placement (3)
- More real world training for our undergrads (we will need to move beyond internships to training in data science, health care admin., etc.). We will just need to keep up with what is coming.
- Providing jobs and careers for our graduates.
- A greater focus on applied research and teaching relevant to the public, nonprofit, and private sectors.

Stable funding (3)
- I would hope that it is better funded and not running at a deficit from year to year.
- Funding students better.
- Create bridges and committed to increased equity in terms of resources/supports across units.

Competing with peer and aspirational institutions (2)
- I think the College needs to stay abreast of current issues and trends in higher education and make significant efforts to compete with not only peer institutions, but aspirational institutions.
- I also believe this means weathering the storm with things that may seem challenging, with the expectation that long-term we are making the right choices to help our students, faculty, and society.

Improve course offerings (2)
- Diversifying online, off-schedule, and off-site (Panama City) course offerings.
- Offering more classes (and smaller class sizes) with a broader range of topics.

Recruiting out-of-state and international graduate students (1)
- Regarding graduate student recruitment, the major weakness is our inability to recruit international and out of state effectively. Without these two groups, grad students will remain inferior compared to peer institutions and will suffer inferior placement and job market outcomes, exacerbating the problem further.

Positive change for the future of Florida (1)
• Using its reputation as a place that is promoting positive change to attract funding from people and organizations that are concerned about the future of Florida, its people, and our environment.

**Increase diversity of faculty (1)**
• More focus on recruiting female and Latinx faculty.

**Greater outreach to the community (1)**
• Outreach to the community to share our ideas and research.

**Centers and departments working together (1)**
• To achieve this "dream future," the most important thing that FSU could do is to move decisively and quickly towards reversing the decades-old (and nationwide) trend of "dissolving" interdisciplinary research centers working on focused, concrete problems at the frontiers where traditional academic disciplines meet. At least some direct voice should be returned to these research units with respect to recruitment, hiring, promotion, and tenuring of university faculty—perhaps in collaboration with departments or, as in the "golden age" of research, with exclusive control of some lines. University resources for the support of graduate students should be apportioned among these research centers as well as traditional academic departments, as once was the rule at FSU and elsewhere. Research activity should be recognized as a legitimate basis for assignment of administrative support staff and other resources, along with teaching. Such staff support for research units should be considered "seed money," since research (unlike teaching activities) can generate additional resources of its own in this regard.

**Student learning; small classes (1)**
• Classes that are more oriented toward student learning through research and producing their own work would produce more thoughtful students who are better critical thinkers. One problem with this is that supervising that type of work is time-consuming, so you can't do it with big classes. I'd like to do more of that—having students do the work and telling me what they have learned, rather than lecturing them and asking them to repeat back to me what I've told them—but it takes more time than I have. I already assign research papers in all of my classes, and I give only essay or short answer exams. Everything my students are graded on is work they have written themselves. I feel like more of those types of assignments would be beneficial, but realistically, I can't find the time to do more grading and reading student papers.

**Focus on research quality (1)**
• To get to this vision, I think the College needs to increase its focus on research quality rather than research quantity. This means making hard decisions when granting tenure or promotion, and ensuring that the best job candidates are hired on the front end.

**Faculty hiring and retention (1)**
• Given the natural constraints of being in Tallahassee, a point of strength in hiring can be superior conditions for research. Peer institutions offer lower teaching loads, so this seems the most obvious direction to move in.

**Culture change in seeking excellence (1)**
Shifting the culture from one that tolerates status quo mediocrity to one that demands excellence and outstanding results. I'm sick of hearing in faculty meetings, "In the past, this was OK." I find such thinking reprehensible.

**Greater collaboration with centers and department (1)**
- I'd like to see more collaboration between centers and departments incentivized. Forcing centers and departments to hire collaboratively would advance both objectives: disciplinary excellence and relevant research that matters to ordinary human beings.

**Interdisciplinary connections among faculty and students (1)**
- Emphasizing and incubating interdisciplinary connections between faculty, and between faculty and students.

**Exploring organizational structures to bring more synergy in College departments/programs (1)**
- Experimenting with various organizational structures to allow more synergy across departments/programs. I think this means thinking long term and not focusing on the current trends.

**Other**
- Decorating the atrium so it doesn't look like a prison!
- More of the same, but better
- Not sure, but asking faculty is a great start.

3. What themes do you think characterize and encompass the desired future for the College in 2030?

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| 3. Promoting teaching innovation and excellence (5)
  - Building on the College’s reputation and strengths and addressing challenges through shared leadership, collaboration, and teamwork (5)
  - Recruiting quality and diverse undergraduate and graduate students and ensuring their success on campus and beyond (5) |
| 4. Recruiting and retaining quality faculty (4)
  - Engaging with policy stakeholders, the community, and College alumni (4) |

**Respondent Vision Themes**

**Fostering exceptional policy scholarship (11)**
- Growing interdisciplinary scholarship on critical social issues that improve the quality of life.
- Valuing research.
- Fostering exceptional scholarship.
- Relevant research.
- Exceptional scholarship.
• Fostering exceptional scholarship.
• Excellence in research and teaching.
• I think the key theme in everything I have written revolves around promoting outstanding research and encouraging people to be more ambitious in their research.
• Promoting research designed to solve the pressing policy questions of our day.
• Research: Creating an environment of support of exceptional scholarship and academic respect.
• Producing research that informs public policy for the 21st century.

**College with a reputation as the focal point for the interdisciplinary study of and teaching about Florida’s public policy challenges (8)**

• My overriding vision theme would be for our College to learn to see itself as the focal point for studying and teaching about the problems faced by Florida's people and their leaders. If that becomes central to our vision, we will be much better at securing funding to make our other related visions come to pass.
• Top education available, with the University ranked in the top 20.
• It all comes back to money at some point. More public and private investment in the College to develop the faculty, staff, and facilities into a first-rate institution.
• Societal impact.
• Being modern and relevant.
• Interdisciplinary.
• Interdisciplinary engagement.
• Interdisciplinarity; research focus; student participation.

**Promoting teaching innovation and excellence (5)**

• Promoting teaching innovation and excellence.
• Innovative teaching.
• My vision would be smaller classrooms with students doing their own work and presenting it in writing and in class discussions. My classes are too big to do that. It would also be nice to have more special topics classes that cover areas of faculty research interest, rather than the same course offerings year after year.
• Promote teaching innovation and excellence.
• Teaching: promoting academic excellence and academic rigor in ways accessible to students and stimulating their future career.

**Building on the College’s reputation and strengths and addressing challenges through shared leadership, collaboration, and teamwork (5)**

• Promoting collaborative work between departments and centers.
• Reorganizing resource allocation to achieve the goals.
• Promote a vibrant intellectual culture.
• Becoming an exemplar of academic culture in all its diversity and excellence.
• Flourishing, diverse staff.

**Recruiting quality and diverse undergraduate and graduate students and ensuring their success on campus and beyond (5)**

• Flourishing, diverse student body, faculty, and staff.
• Preparing students for leadership in a fast changing world.
• Preparing students for success in a fast changing world.
• Student success.
• Flourishing, diverse student body.

**Recruiting and retaining quality faculty (4)**
• Promote career longevity among faculty.
• Faculty success.
• Supporting faculty for exceptional scholarship that informs undergraduate teaching.
• Flourishing, diverse faculty.

**Engaging with policy stakeholders, the community, and College alumni (4)**
• A city enhanced by the University's presence and outreach (service).
• Exceptional public engagement.
• Community outreach.
• Emotional connection.

### VI. OTHER ISSUES AND SUGGESTIONS

The respondents were asked to identify any other issues they believe should be considered in the development of the College’s strategic directions plan.

**Respondent Comments**
• "In every chain of reasoning, the evidence of the last conclusion can be no greater than that of the weakest link of the chain, whatever may be the strength of the rest." -- Thomas Reid, 1786. We must work together for the greater good of the College.
• The Department of History should be relocated outside of the Bellamy Building. The COSSPP should occupy the entire building.