SDC Workshop #7 Objectives

- To review the College’s Strategic Directions Process
- To review the College Statements
- To review, refine, and rate the sections, draft goals, objectives, and actions
- To clarify next steps, schedule, and assignments going forward

SDC Workshop #7 Agenda

8:30 a.m. Welcome Remarks and review of SDC Workshop #6 Objectives- Dean Tim Chapin

8:35 Overview of Workshop Guidelines, Roles, and the Strategic Directions Process, and Acceptance of SDC Meeting #5 Summary Report

8:40 Section I. Overview of College Statements (Mission, Vision, Diversity and Inclusion, Core Values)

8:55 Section II. The Pursuit of Programmatic, Faculty, Staff, and Student Excellence (2 goals, 5 objectives, 24 action items)

9:45 Section III. Supporting and Promoting Student Success. (1 goal, 7 objectives, 31 action items)

10:30 Stretch Break

10:40 Section IV. Recruit and Retain Exceptional and Diverse Talent (3 goals, 5 objectives, 25 action items)

11:20 Section V. Promote a Culture of Evidence-Based Policy Analysis, Engagement, Outreach, and Service (2 goal, 5 objectives and 15 actions)

11:45 Rating the Importance of focusing on each Section in terms of making an impact over the next two (2) academic years.

11:55 Next Steps: Schedule, assignments and written meeting evaluation

12:00 p.m. Adjourn
## COSSPP Strategic Direction Committee

<table>
<thead>
<tr>
<th>Name</th>
<th>Core Unit</th>
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<tr>
<td>Joe Calhoun</td>
<td>Economics Department, Gus A. Stavros Center</td>
<td>TT Faculty</td>
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<tr>
<td>Eliza Chase</td>
<td>Student Council</td>
<td>Undergraduate Student</td>
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<td>Katrinell Davis</td>
<td>Sociology, African American Studies</td>
<td>TT Faculty</td>
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<td>Petra Doan</td>
<td>Urban and Regional Planning</td>
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<td>Jerry Fisher</td>
<td>Political Science Department</td>
<td>Staff</td>
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<tr>
<td>Brad Gomez</td>
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<tr>
<td>Shawn Kantor</td>
<td>Economics Department, The Hilton Center</td>
<td>TT Faculty</td>
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<td>Stephanie Pau</td>
<td>Geography</td>
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<td>Tan Perry</td>
<td>Academic Affairs</td>
<td>Staff</td>
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<tr>
<td>Alan Rowan</td>
<td>Master’s of Public Health</td>
<td>Spec. Faculty</td>
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<td>Gary Van LANDINGHAM</td>
<td>Askew School of Public Administration</td>
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<td>Lisa Vera</td>
<td>Interdisciplinary Social Sciences</td>
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<td>Tim Chapin</td>
<td>Dean, COSSPP</td>
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<tr>
<td>Jeff Blair</td>
<td>Facilitator, FSU Consensus Center</td>
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<td>Bob Jones</td>
<td>Facilitator, FSU Consensus Center</td>
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A. SETTING THE COURSE- JUNE-SEPTEMBER 2018

**June-September 2018**
- Meet with Dean and review and refine as needed the proposed process, the planning horizon and conduct a strategic directions questionnaire for COSSPP faculty and staff.
- Compile, analyze, summarize and distribute the questionnaire results and incorporate into a Strategic Directions Committee Meeting #1 agenda packet.
- September appoint and convene the Strategic Directions Committee (SDC) for its first meeting on September 28, 2018.

**November 7, 2018**
- **COSSPP Strategic Directions Committee Meeting #2.**
  - Review and refine the products of Retreat #1 (mission, vision themes). Develop initial goals and review the agenda for proposed Departmental, Interdisciplinary, Staff and Student meetings and assignments.
B. SEEKING INPUT ON STRATEGIC DIRECTIONS- OCT.-DECEMBER 2018

November/December 2018

- **Departmental Strategic Direction Input Meetings** (faculty): Six departmental workshops to review the draft mission, vision themes and draft goals, review alignment with Department plans and FSU plan, identify challenges and opportunities (Economics, Geography, Political Science, Sociology, Urban and Regional Planning, Askew School of Public Administration and Policy).

- **Interdisciplinary Strategic Direction Input Meetings** (faculty) workshops to review the draft mission, vision and goals, to review alignment with Interdisciplinary Program plans, and to identify and challenges and opportunities: African American Studies, Demography, International Studies, Interdisciplinary Social Science & Public Health.

- **College-wide Academic Recruitment, Student Advising Staff Workshop** to review the plan framework and solicit information on operational and implementation issues.

- **College-wide Student Strategic Directions Workshop/Fair** to review and seek feedback through the Student Leadership Council on the plan framework and solicit ideas for improvements.

C. INTEGRATING AND ALIGNING THE CSSPP STRATEGIC DIRECTIONS PLAN- JANUARY-MARCH 2019

February 1, 2019

- **COSSPP Strategic Directions Committee Meeting #3- 8:30 am- 12:00 p.m.**
  - Review input from Fall 2018 input workshops and meetings. Refine, as needed the products based on input (mission, vision, goals, objectives) and identify potential strategic actions. Seek member preferences in terms of goals/objectives drafting groups.

February 15, 2019

- **Strategic Directions Committee Meeting #4.**
  - Review and Refine Meeting #3 outcomes and Identify issues and challenges for each vision/goal area.
  - Convene and charge Committee drafting teams for each vision/goal area. Each drafting team will meet between Committee meetings to develop draft recommendations for goal, objectives, strategic actions and implementation guidance.

March 15, 2019

- **Strategic Directions Committee Meeting #5.**
  - SDC Review, rate and refine and provide feedback to drafting teams on their output and draft recommendations.
  - Drafting Teams refine their drafts based on input and consider implementation issues, measures, milestones and assignments.

March 29, 2019

- **Strategic Directions Committee Meeting #6.**
  - SDC Review, rate and refine drafting team draft goals, objectives and actions.
Review and refine and seek consensus on draft COSSPP Strategic Plan 2019-2029.

Early April 2019

- **College-wide Strategic Directions Online Questionnaire #2** - To test acceptability of goals, objectives and actions. Compile, analyze, summarize and distribute the questionnaire results to the Strategic Directions Committee in advance of meeting #7.

April 26, 2019

- **Strategic Directions Committee Meeting #7.**
  - Recommendations to the Dean with implementation recommendations regarding alignment with Department plans for a ten-year College Strategic Plan 2019-2019.
  - Review input from College-wide online questionnaire and refine and seek consensus on recommendations to the Dean on adopting a COSSPP strategic plan with implementation recommendations regarding alignment with Department plans for a ten-year plan 2019-2019.

May 2019

- Facilitators provide the SDC’s Strategic Directions Plan Recommendations to the College Dean based on the input from the 2018-19 Process.
- Dean adopts and disseminates College Strategic 10-Year Plan to CSSPP Faculty, Students, Staff and Alumni.
CONSENSUS AND MEETING GUIDELINES

Consensus Building Procedures
For the COSSPP Strategic Directions Committee consensus recommendations for strategic actions and recommendations shall be defined as any goal, objective and strategic action achieving a 75% or greater number of 4s and 3s in proportion to 2s and 1s based on the results of SDC members present and voting.

The SDC members will seek consensus on their recommendations for Strategic Directions Plan goals, objectives and implementation actions/strategies. General consensus is a participatory process whereby, on matters of substance, the members strive for agreements which all of the SDT members can accept, support, live with or agree not to oppose. In instances where, after vigorously exploring possible ways to enhance the SDT members’ support for the final package of recommendations, and the members finds that 100% acceptance or support is not achievable, final consensus recommendations will require at least 75% favorable vote of all SDT members present and voting. This super majority decision rule underscores the importance of actively developing consensus throughout the process on substantive issues with the participation of all SDT members and which all can live with.

The members will develop their recommendations using consensus-building techniques with the assistance of the facilitator. Techniques such as brainstorming, ranking and prioritizing approaches will be utilized. The strategic directions process will be conducted as a facilitated consensus-building process.

The Facilitators will seek to:
• Propose the structure and sequence & facilitate the meeting process.
• Keep all informed of established parameters for time and tasks.
• Support and facilitate large group in plenary discussions.
• Keep us focused and on track.
• Accurately capture the ideas, themes and comments.
• Start and stop on time.

Retreat Participants will:
• Participate actively and share opinions in the conversation – engage fully in this process.
• Tell stories, provide information, and make meaning.
• Manage own small groups.
• Experiment & take risks to share, while engaging in conversation with others.
• Actively contribute to the creation of the shared vision.
• Listen actively, attentively, respectfully. Listen to understand, not contradict. Check your understanding by asking questions.
• Take responsibility . . . for the conversation and the ideas developed here.
• Be here while you’re here.

Rules of the Road for a Successful Meeting
• Everyone participates and everyone is responsible for the success of the meeting.
• Respect the views of others. Varying perspectives and points of view are welcomed and
honored and needed for an effective team.

- Speak from your own experience instead of generalizing ("I" instead of "they," "we," and "you").
- Stay on task, no side conversations during the sessions.
- A “Parking lot” will be kept for ideas or issues that are “off topic” for possible review later.
- Raise name tents when you want to speak. The facilitator will call on people who have raised their tents and will make a running list and keep to that order. Occasionally, it may be necessary to temporarily “suspend” the existing speakers’ list, if the group hits a particular topic that requires a more intensive discussion. In these cases, the existing speakers list may be put on hold to allow the specific sub-discussion to come to a conclusion.
- Please don’t interrupt another person while they are speaking. Only one person speaks at a time.
- Challenge the ideas, not the speakers: i.e. challenge opinions you don’t agree with without attacking the individual who expresses them. No personal attacks, no blaming ("mud thrown is ground lost").
- Let others have a chance to speak on the same issue: i.e. share the airtime so all have a chance to participate.
- Feelings may be expressed. Humor is welcome, but not at anyone’s expense.
- Turn off or on vibrate or otherwise silence cell phones and check emails/texts at breaks.
- If you must take a call, take it out of the room.
COSSPP STRATEGIC DIRECTIONS INPUT WORKSHOP ONLINE INPUT

Overall, how effective do you believe this Plan will be in serving as a guide for the College in the coming years? (18 responses)

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<th>Extremely Effective</th>
<th>Very Effective</th>
<th>Moderately Effective</th>
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*Online Overall Comments*

- Overall, I think this is an amazing and thoughtful plan full of so many good ideas. I really appreciate all of the work of the SDC!
- Overall, the plan is a good starting point for establishing a strategic direction for the college. This has been a missing element in the college for years.
- I was surprisingly impressed by the quality of the plan and appreciate the hard work that went into producing the draft. Thank you, colleagues.
- I feel like this process is not getting much faculty input. This could be a problem down the road, as the Draft Plan is forcing departments to change tenure/promotion and merit criteria. My fear is that the Plan will feel imposed rather than the result of shared governance. I realize that the Committee worked very hard and I think they came up with some great ideas. But deciding how to implement the changes requires faculty buy-in, which I don't think we have. It's no one's fault, as it is reasonable to want to conclude the process this semester. But it is an incredibly busy time of year, and I suspect few faculty/staff/students even read the document. And the facilitators gave me the sense that they weren't particularly open to hearing criticisms of the existing plan. "Let's move on." A plan roll-out is the kind of forum where you want to hear people complain long and loudly. About faculty buy-in, this article is interesting (although behind a paywall): [https://www.chronicle.com/article/The-Subtle-Art-of-Gaining/240373](https://www.chronicle.com/article/The-Subtle-Art-of-Gaining/240373) This one, too, and no paywall, although less informative: [https://www.eab.com/daily-briefing/2017/06/27/how-seven-presidents-won-buy-in](https://www.eab.com/daily-briefing/2017/06/27/how-seven-presidents-won-buy-in) I'm not sure of the solution. Have the Committee make changes and send it around again for comments, this time with a cover letter that highlights the potentially controversial changes, the ones that people in the meeting raised? It drags out the process, but it might be worth it.
SECTION I: COLLEGE STATEMENTS

COSSPP MISSION

“COSSPP is dedicated to excellence in creating and communicating social science and public policy knowledge through leading edge research, interdisciplinary programs, and teaching. We inspire and create opportunities for our diverse student body to become the next generation of leaders, citizens, and innovators to advance scholarship, engage communities, and serve society.” (3.9 of 4 avg.) (2-15-19)

COSSPP VISION OF SUCCESS

COSSPP offers an inclusive and collaborative College culture, welcoming all into a robust and free exchange of ideas. The College recruits and retains exceptional and diverse faculty, graduate and undergraduate students, and staff that supports the College’s mission and core disciplinary and interdisciplinary research, teaching, and service activities. Students are supported in the classroom and campus to become critical thinkers and are prepared through teaching, mentoring, advising, and service to successfully contribute and serve as the next generation of leaders, citizens, and innovators. The College’s reputation for excellence in creating and applying knowledge is reflected in its units and programs that are best in Florida and highly ranked among all public universities. (3.8 of 4 avg.) (2-15-19)

April 18 Input Workshop Comments

- Best in Florida? A: Important to convey to legislators and other leaders of the contributions of COSSPP to Florida. This aids the dean in his advocacy and outreach efforts.
- How does this College rank within the University?

COSSPP Diversity and Inclusion Statement

This Strategic Plan affirms clearly that Diversity and Inclusion are central to the college’s mission and values. The Strategic Plan will align its mission and actions to be inclusive of the mission, actions, and achievements anticipated by the fulfillment of the COSSPP Diversity and Inclusion Action Plan. COSSPP will incorporate diversity and inclusion as a goal with objectives and actions in its Strategic Directions Plan and a follow-on Diversity and Inclusion Action Plan.

COSSPP CORE VALUES

The College is dedicated to achieving our mission by advancing our collective core values that inform the COSSPP culture and programmatic areas. We:

1. Foster a diverse and inclusive College culture, welcoming all into a robust and free exchange of ideas. (4.0 of 4 avg.)
2. Recruit and retain diverse faculty, students, and staff of the highest quality. (3.9 of 4 avg.)
3. Promote and clearly communicate evidence-based social science research and teaching to:
• Inform and shape public policy;
• Empower and engage communities; and
• Contribute to the advancement of social and economic mobility, equal opportunity, and a sustainable world. (4.0 of 4 avg.)

4. Empower students through innovative teaching, mentoring, and advising. (3.7 of 4 avg.)
5. Facilitate critical thinking through a collaborative interdisciplinary approach to solving problems that confront society. (3.7 of 4 avg.)

April 18 Input Workshop Comments
• Does this adequately address disciplinary knowledge and basic research?
• Add building connections and networking within the College?

Core Values- Online Comments
• The core values don't explicitly mention basic research and disciplinary scholarship - this seems like an oversight.

SECTION II. THE PURSUIT OF PROGRAMMATIC, FACULTY, STAFF, AND STUDENT EXCELLENCE

Goal #1. The college will be a preeminent home for social science and public policy research.

Objective 1.1: The college will promote faculty evaluation practices that advance a culture where premier scholarly research is expected and becomes the norm.

Action Items
• Academic departments will identify and list premier journals and academic presses in their discipline, in a way that is consistent with journal and academic press rankings at other preeminent universities.
• Academic departments will review and update, as appropriate, their Bylaws, Promotion Guidelines, and/or Guide to Faculty Expectations to reflect the desire to see publications submitted to and published in premier journals and with premier academic publishers.
• Academic departments will identify practices for tracking and reporting the impact of faculty scholarship, including but not limited to scholarly citations, invitations to give talks, and popular media exposure.
• Academic departments will review and update their Bylaws, Promotion Guidelines, and/or Guide to Faculty Expectations to reflect the desire to see increase the impact of faculty scholarship.

April 18 Input Workshop Comments on Objective and Action Items (5)
• Premier journals- disciplinary and interdisciplinary journals.
• How do departments identify- encourage more homogenous?
• Discourages interdisciplinary work and work on marginalized populations and issues not covered often by disciplinary journals.
• Metrics that faculty are evaluated- evaluation process can be problematic
• In a disciplinary department the journals are understood.
• Departmental decision- traditionally dealt with there. Should remain at the departmental level.
• Sociology has many subfields. Hires have strengthened in sub fields. Often public in specialty journals. Could backfire.
• College goal of having all departments being as highly ranked as possible. Metric for journal. How to have all rise in ranking.
• Better to think of ISI scores? as a journal metric. Impact factor.
• Promotion criteria? Problematic impact on new faculty. May distract.
• Explicit way action item. “Will”- “are encouraged” if consistent with department tenure and promotion guidelines. Look for excellence in publication strategies.
• Academic departments will do this. What about work outside of discipline
• Interdisciplinarity should be explicit in this action. Hired to do public health, does this direct me to do otherwise?
• How much of this will be affected by or dependent on the establishment of the diversity and inclusion action plan next year.
• Dept. can talk about and lay out a plan mandate.
• Why important to have popular media exposure. Women less likely to give prestigious thoughts.
• Popular media exposure- metric tied to promotion and tenure. Some gender and racial biases in terms of expertise.
• Trying to capture impact- that was the purpose. What other ways can we do this?

Objective 1.1- Online Comments
• Obj. 1.1, Action #1: I strongly oppose having departments make a list of specific journals. This creates incentives for more homogenous departments and could devalue interdisciplinary work or work published at the edges of the discipline (or published in more general, higher ranked journals).
• How does the college square its strategic plan objective 1.1 action items related to research, all of which lie within disciplinary silos, with the university's strategic plan goal II initiative to increase interdisciplinary research? Or even with the College's core value number 5? The kinds of journals likely to end up on a discipline's top journals list are not typically the journals known for publishing interdisciplinary work, which is frequently new, innovative, and does not fit within the mainstream of any discipline. This is a very problematic recommendation, particularly in light of the strong dissatisfaction expressed through the COACHE survey with FSU's efforts to support interdisciplinary work and to value it in promotion and tenure. Either we are serious about supporting interdisciplinary work and valuing it in promotion and tenure, or we are not. And apparently we aren't.
• Objective 1.1, as currently written, undermines some of the purposes of the overall strategic plan. By paying attention only to premier journals and academic presses in the
"disciplines" it excludes and dis-incentivizes interdisciplinary research. It does not appear to offer any real advantage over the flawed models of some universities (i.e. ssci-indexed journals only) and adds extra authority to gatekeepers in department leadership roles. A better approach would be to require reports and information about journal quality, rather than pushing creation of limited lists of publication venues.

- There is one major element of the plan that is quite problematic to me—establishing a list of "premier" journals for each field. The college is diverse, as acknowledged by the overview provided in the survey. And, therefore, we should have room to find ourselves in this plan. The more we put rigid boundaries around our fields, the more exclusive of a range of perspectives and ideas and contributions we're going to be. This ranking of "premier" journals is problematic for several reasons: It discourages innovative interdisciplinary research by narrowly defining what is acceptable research (often including acceptable methods) in the so called "top" journals. Top journals have a tendency of being relatively conservative in their review and acceptance processes so we risk limiting what is deemed acceptable research among our faculty. This has the potential to negatively impact our recruitment and retention efforts, particularly of younger and more diverse faculty. If we are aiming for diversity, this is a step in the wrong direction. If we're aiming for interdisciplinarity, this is a step in the wrong direction. If we're aiming to be relevant in the 21st century academy, this is the wrong direction. This is a move to the past and we need to be thinking about how to set ourselves up to be moving toward the future. Instead, encourage departments to more clearly define their tenure guidelines in ways that clarify what they mean by impactful scholarship and expectations for levels of productivity by research active faculty members heading toward tenure and in annual review guidelines however those are established and communicated. Impact will still be judged by external reviewers of the record which is only appropriate in each discipline or field based on expectations of that discipline or field. Leave the tenure guidelines to the departments within the college. Those who want to go with this premier journal model should feel free to do so. Those who want to move in more holistic directions should also find support in the college. The point is that we should be aiming to have an impact in our fields and being limited by or feeling pressured to push for a particular set of journals very well may undermine the level of impact our faculty can have. The departments know their fields, know what is important and respected in their fields, and should not have to adhere to a generalized tactic to fit into college standards of uniformity. It is our diversity of applied fields and traditional academic disciplines that makes us stronger. Let's not undermine that strength with this move!

- I strongly disagree with the action item under objective 1.1 (and part of the objective itself): "Academic departments will identify and list premier journals and academic presses in their discipline, in a way that is consistent with journal and academic press rankings at other preeminent universities." This is very elitist and exclusive. For departments that do interdisciplinary work, there are a wide range of outlets that faculty and students publish that are proven to be impactful, one way or another. A narrow list of premier journals would weaken our social impacts and distort the incentives for people to publish only in certain outlets. A narrow list of premier journals would also create a culture of exclusivity, unfairness and bitterness (as not all specializations have the equal opportunity to publish in
some of the so called top journals in their broader field; my field, urban planning, has recently produces several peer-reviewed research articles that attest to this point). This is in contradiction to COSSPP's Core Values.

- Given the trouble that some disciplines that seem to only value publishing scholarly work in a very small number of journals have had getting people promoted and tenured, it is very disappointing to see that now everyone is expected to come up with such lists. This is very, very troubling.

- My concern centers on the plan related to quality of publications, specifically that "Academic departments will identify and list premier journals and academic presses in their discipline." I foresee this being a challenging, imprecise, and contentious task in heterogeneous programs like the Department of Sociology, one that should only be undertaken if the end product is worth the effort. I do not see it being worth the effort, at least in the Department of Sociology. Our bylaws already include a provision for recognizing and rewarding high-risk/high-reward scholarship, which our evaluation committee has operationalized in part as faculty placing their work in top academic journals and presses. It makes more sense, in my view, to continue to let the evaluation committee recognize and reward such activity as is appropriate to the faculty member's specialty area, and by reporting indicators of press selectivity and impact as opposed to generating a list of journals and presses. I'm also concerned this effort would discourage interdisciplinary inquiry and therefore undermine FSU's strategic plan (e.g., "Encourage and incentivize high-impact, interdisciplinary and inter-college initiatives that address pressing societal issues."). How would a workable list include all of the possible high impact journals and presses that our faculty might publish in that span sociology, demography, public health, ethnic studies, education, gerontology, and development? In sum, rather than going through the Procrustean effort to create a list that would accurately and equitably capture the range of top publication outlets for sociologists' scholarship, it seems more productive to identify indicators of selectivity and quality that evaluation committees can use in making their assessments about impact.

- I worry deeply about the action item under Goal #1 Objective 1.1 that requires academic departments to list premier journals in the discipline. This action will discourage interdisciplinary scholarship, something that the College has indicated that it values and that many COSSPP faculty work hard to foster and accomplish.

- If P&T standards are to be ratcheted upward, how do we address faculty that under the new standards would not be tenured? I am also concerned with the notion of using journal lists as the basis of P&T. High quality academics should be able to read the papers and letters and make an evaluation on their own without a list.

- The college contains a lot of different units with different histories, cultures, and norms. I worry that the strategic plan institutes a "one size fits all" approach that could be counterproductive, perhaps undermining some of the very goals of this process. In particular, I have serious reservations about the requirement that departments create lists of "premier journals" in the discipline that would be used in faculty evaluations and P&T decisions. Such decisions have always been in the purview of the department. I'm not seeing the need for this change. Is there a problem that is being addressed? And is there evidence that this is an effective approach to it? I'm just not at all convinced of either -- nor
did the committee present evidence regarding these questions. I also find that the privileging of such disciplinary journals over interdisciplinary ones runs counter to the university’s and college’s interest in promoting interdisciplinary work. I worry what such a major change, as it would be in my department, would do to the workplace culture, which is really pretty supportive at this point (and we produce outstanding disciplinary and interdisciplinary research). In other places in the document, there's a privileging of interdisciplinary work (e.g., in rewarding those who do interdisciplinary work). I'm just not at all clear why such changes are needed. Why would interdisciplinary work call for extra recognition any more than disciplinary work? The messages are in conflict and I'm just not sure of the underlying motive for these changes.

**Objective 1.2:** The college will make investments and seek funding to provide faculty and doctoral students with the tools and resources necessary to produce research in premier outlets.

**Action Items (6)**

- The college and units will increase the number and amount of summer research grants available to research active faculty.
- The college will increase the number of semester-long research sabbaticals to research active faculty.
- The college will work with centers and institutes to secure resources, computing infrastructure, data, and space to promote and support faculty and doctoral student research.
- The college will continue to fundraise aggressively to secure professorships and research chairs to support highly active research faculty.
- The college will work to secure and provide resources to offer doctoral student, (and when appropriate, master student) stipends and other support that compare favorably with peer and aspirant universities.
- The college and units will continue to work to provide core infrastructure to support world-class social science research, which may include the development of a Public Policy Institute that supports a variety of research methods, including quantitative analysis, qualitative analysis, experimental design, survey research, GIS, data management, data science, and data visualization.

**April 18 Input Workshop Comments on Objective and Action Items (6)**

- Last bullet- College Social Science Public policy institute? “Big ideas”- collaboration, learning, assistance throughout the college.
- Other premier colleges have that. Great idea.
- Sabbatical is university program. Who will determine who will get these. Not determined yet the “how”
- Junior faculty- often need this assistance the most. Pre tenue sabbatical.
- Silent on tenured vs. untenured.
- Recognition that university has a stingy sabbatical policy.
Objective 1.3: The college will seek resources and make investments to enhance the college’s visibility and reputation for scholarly excellence.

Action Items (6)
- The college and units will increase the number of visiting scholars to present research and take part in scholarly events.
- The college and units will make available resources to support greater numbers of research symposia and other scholarly events.
- The college and units will increase support for faculty and doctoral student travel to premier scholarly conferences.
- The college and units will increase support for faculty who take on editorial roles at premier scholarly journals or who play key leadership roles in high profile research conferences and scholarly associations.
- The college and units will provide support to faculty in their pursuit of national and international awards and honors.
- The Dean, or the Associate Dean for Research, will work to support activities that yield an increase the number of doctoral students who receive National Science Foundation Graduate Fellowships, Dissertation Enhancement Grants, or other prestigious fellowships.

Goal #2: The college will pursue investments and strategies that help to secure the financial resources necessary to be a preeminent place for social science and public policy research.

Objective 2.1: The college will work to increase the number and annual amount of financial gifts from alumni and friends.

Action Items (4)
- The Dean, working with the college leadership, will develop and disseminate a vision for the college as a preeminent place for social science and public policy research.
- The Dean will work with college leadership, unit leadership, and faculty to share the college’s vision in an effort to strengthen connections with alumni and friends.
- The Dean, working with the Assistant Dean for Development, the Chief of Staff, and leadership/staff in individual units, will develop strategies and pursue investments for better engaging alumni, which may include the creation of Alumni Boards, incentives for encouraging alumni and students to give back to the college.
- The Dean, working with the Assistant Dean for Development, the Chief of Staff, and leadership/staff in individual units, will develop strategies and actions to better track alumni to foster future opportunities for collaboration, giving back, and celebrate accomplishments of our graduates.

Objective 2.1- Online Comments
• Objective 2.1 and the broader university fundraising apparatus is missing substantial opportunities by only discussing alumni-engagement and fundraising as college level activities. Many alum have far closer relationships with their department of study than college. Intentionally identifying, encouraging, and supporting department-level efforts to engage in both would significantly help the college in achieving its goals. Such efforts may also serve as useful alternative service activities for faculty; especially those who are effective at engaging with alum, potential donors, and the community.

**Objective 2.2: The college will make investments and pursue strategies that yield annual increases in external research funding.**

**Action Items (4)**

- The Dean, through the Associate Dean for Research, will undertake a scan to identify appropriate and external funding opportunities that can support scholarly research.
- The Dean, through the Associate Dean for Research, will develop and disseminate best practices for securing funding from federal, state, local, industry, and foundation sources.
- The Dean, through the Associate Dean for Research and unit leadership, will develop an incentive system to encourage faculty and doctoral students to pursue funded research opportunities.
- Academic departments will review and update their Bylaws, Promotion Guidelines, and/or Guide to Faculty Expectations, as appropriate, to reflect the desire to award appropriate credit to faculty who secure outside funding.

**SECTION III. SUPPORTING AND PROMOTING STUDENT SUCCESS**

**Goal #3: The college will provide undergraduate and graduate students with exceptional learning experiences and meaningful preparation for a wide range of careers.**

**Objective 3.1: The college will support quality educational programming that provides for timely graduation of undergraduate and graduate students.**

**Action Items (5)**

- The college’s Academic Affairs office will track student graduation rates by undergraduate major and annually assess its performance in comparison to other large, diverse colleges in the university.
- The college’s graduate programs will track student graduation rates and annually assess its performance in comparison to other peer programs as they are able.
- The college will seek and obtain resources to support the Academic Affairs office to ensure adequate advising services are available to undergraduates in every major in the college.
- The college’s Academic Affairs office will expand programming aimed at
incoming freshman and transfer students to better orient them to the college’s programs and majors.

- The college will seek and obtain resources to provide for Academic Program Specialists to serve all graduate programs in the college.

April 18 Input Workshop Comments

- Concern with quality and graduation in timely fashion for graduate students. Time to publish and be competitive in the effort to be a preeminent. Not too much emphasis on hurrying up.
- Student success- Take into account that transfer students didn’t have opportunity before coming to COSSPP. Lots of students don’t have experience in the field and in their final semesters. Try to accommodate these students. Transfer students. Only get for a short period of time.
- Provide service and internship opportunities for transfer student.

Objective 3.1- Online Comments

- "The college’s graduate programs will track student graduation rates and annually assess its performance in comparison to other peer programs as they are able." Has anyone determined how the peer data would be collected? Not too many peers happily share these data outside accreditation/assessment schedules.

Objective 3.2: The college will make investments that aid in the recruitment and retention of excellent students.

Action Items (3)

- The COSSPP Academic Affairs office will oversee the development of graduate student recruitment and retention plans for each graduate program.
- The college’s Academic Affairs office will expand programming aimed at incoming freshman and transfer students to showcase the college’s Get More Than a Degree programming.
- The college will support faculty in providing culturally relevant and inclusive curricular and pedagogical approaches to teaching and research.

Objective 3.2- Online Comments

- Objective 3.2 is a good start, but would also benefit from real dedication of resources to support recruitment and retention efforts.

Objective 3.3: The college will support and expand the number of innovative, engaging, and rigorous learning experiences at all levels.

Action Items (4)
The college will seek funding for students to apply knowledge and learned skills to the “outside world” through field trips, conferences, research, volunteering, internships and other opportunities.

The college and units will seek to minimize the number of upper-division classes with 40 or more students.

The college will support the creation of a range of Research Intensive Bachelors Certificate programs, which provides undergraduate students with opportunities to receive intensive research training, develop research skills, and work with faculty as research assistants.

**Objective 3.3- Online Comments**

- Objective 3.3 should involve collaboration with centers and institutes throughout the university that are doing similar activities, such as UROP.

**Objective 3.4: The college will foster a culture where teaching excellence is expected, measured and rewarded.**

**Action Items (5)**

- The college Dean will create an Ad Hoc Teaching Evaluation Committee whose charge will be to develop strategies for better evaluating teaching excellence independent of teaching evaluations, as they have been shown to be biased.
- The college and units will develop a Teaching Excellence speaker series for faculty and graduate students on advances in teaching and learning.
- The college and its units will actively encourage and support faculty and teaching assistants to work with the university’s Center for Teaching Excellence.
- The college and units will work to advance nominations and develop supporting materials that can yield an increase in the number of college, university, and national teaching awards won by faculty and teaching assistants.
- The college Dean will create a “COSSPP Teacher of the Year” program that recognizes one tenure track faculty member and one specialized faculty member for their teaching excellence each academic year.

**April 18 Input Workshop Comments on Objective and Action Items (5)**

- 3.4 Language around curriculum building and rewards. Rewards for specialty faculty would be helpful.
- 3.4 Teaching evaluation- faculty senate working on this. The college should have a voice there.
- Faculty senate has an initiative on this.
- Leave in the plan in case the Faculty Senate doesn’t act on teacher evaluations.
- Faculty are reviewed in terms of syllabi and other factors not just the student reviews. Something other than teaching evaluations. Union.
- This was here because of the bias. What we come up is still be determined.
**Objective 3.4 Online Comments**
- Objective 3.4 is a good idea. It may be worth encouraging departments to offer their own teaching awards as well.

**Objective 3.5: The college will make investments and pursue strategies that support interdisciplinary learning experiences and activities.**

**Action Items (4)**
- The college and units will work to increase the number of permanent faculty that teach in interdisciplinary undergraduate and graduate programs.
- The college and units will seek to increase the number of research opportunities available to students enrolled in the interdisciplinary programs, including travel to interdisciplinary conferences.
- The Dean will oversee the creation of a college-level prize that recognizes exemplary interdisciplinary social science research conducted at the undergraduate and graduate levels.
- Academic departments will review and update their Bylaws, Promotion Guidelines, and/or Guide to Faculty Expectations, as appropriate, to reflect the desire to award appropriate credit to faculty who undertake interdisciplinary work in their research or in the classroom.

**April 18 Input Workshop Comments on Objective and Action Items (4)**
- Relates back to Objective 1.1. Listing journals as disciplinary reconciled with encouragement of interdisciplinary journals.
- Journals draw from multiple fields.
- Strike the research part in this section? Or clarify that this is focused on encouraging opportunities for student research?
- Interdisciplinary classrooms‐ reward drawing people from outside the college.

**Objective 3.5- Online Comments**
- Objective 3.5 is most undermined by the current draft of objective 1.1. There already are no incentives to engage in this type of work (especially pre-tenure). A useful action item may also be establishing venues and events that allow for this type of work, like the university's

**Objective 3.6: The college will pursue strategies to enhance student connections to government, industry, non-profit, community leaders, successful alumni, and high profile academic leaders.**

**Action Items**
- The college and units will seek to increase the number of alumni, government officials, and public policy leaders who speak in courses and at events.
The college and units will seek to increase the number of high profile academic leaders who visit campus, give research presentations, and career advice.

The college and units will track and seek to increase the number of professional internships performed by students.

April 18 Input Workshop Comments on Objective and Action Items (3)

- Internship classes- consider and recognize the limited opportunities.

Objective 3.7: The college will expand opportunities for students to seek and secure employment or continued study upon graduation.

Action Items (8)

- The college and units will work the Career Center to increase the number of internship opportunities for students.
- The college and units will work with the Career Center to network with local alumni, state agencies, lobbying groups, and non-profits to expand Tallahassee internship opportunities for students.
- The college will work with The Washington Center, the Washington Internship Student Experience program, and other groups to expand internship opportunities in the Washington, DC area.
- The college will work with the International Affairs program and International Programs office to expand internship opportunities abroad.
- The college’s Academic Affairs office and units will work with the Career Center to better track job placements, average salaries, and job satisfaction over time for alumni.
- The college’s Academic Affairs office and units will work with the Career Center to augment and improve career counseling services and job fairs for undergraduate students.
- Doctoral granting units in the college will track the placement of PhD graduates in academic positions, with a preference for those who achieve placements at peer or aspirant universities or programs.
- The college will work with units to strengthen interdepartmental coordination, including the more regular sharing of information on electives for applied master’s programs and doctoral programs.

April 18 Input Workshop Comments on Objective and Action Items (8)

- “career advising” vs. career counseling.
- More related to sharing information.
- Tracking graduates in getting positions in other than academic units?
- Didn’t intend to exclude.
- Internship and funding? Address the ability to take internships with some support.
- Increasing the funded internship work with org that can’t afford to pay.
- Going over credit limit and doing internships for credit. Career center certificate. Recognition. Make more aware.
SECTION IV. RECRUIT AND RETAIN EXCEPTIONAL AND DIVERSE TALENT

Section IV Online Comments

- All of section IV is important and well designed.
- There is a large focus in the plan on diversity, yet, diversity might come at a cost and could potentially result in reverse discrimination. Indeed, this has been a recent issue at Microsoft that has come to light in the press.
- There is a laundry list of objectives, better faculty, smaller classes, more research grants, more research leaves, etc., but very little in the way of how it will be funded. To achieve many of these goals, it would seem like (i) a large hiring initiative needs to take place (ii) and early retirement incentive needs to be in place.

Goal #4: The College will provide an environment and promote a culture that ensures the recruitment and retention of exceptional and diverse faculty.

Objective 4.1: The college will make investments and promote hiring practices that ensure the recruitment and retention of excellent tenure-track and specialized faculty.

Action Items (4)

- The Dean will require units to review and update their Promotion Guidelines and/or Guide to Faculty Expectations that more clearly establish the types, amounts, and examples of excellent scholarship, teaching, and service expected of faculty.
- The Dean will seek resources to fund a competitive program of annual one-semester research leaves for highly productive tenure-track faculty.
- The Dean, or a designated Associate Dean, will work with units to update and improve annual evaluation processes to ensure that faculty are accurately rated each year.
- The Dean, or a designated Associate Dean, will develop better measures of faculty service loads in an effort to spread student advising, department/college/university service loads more equally across the faculty.

April 18 Input Workshop Comments on Objective and Action Items (4)

- Bullet 1- specific? Telling departments what to do.
- Janet Kistner- Vice President for Faculty Development and Advancement; Professor, https://faculty.fsu.edu/coache-survey-results
- Coache survey results- faculty satisfaction broken down. Faculty of color more satisfied here at FSU than other peer institutions.
- More inclusive vs. restrictive. E.g. what is engaged scholarship, how valued etc. and reward.
- Specific “amounts”? e.g. of an amount statement. This may be hard and not helpful to faculty. Tried not to be too prescriptive
- Faculty-robbed of offering their best professional judgment. Trust your colleagues.
- Let Dept. work on this.
- Useful framework to think about how to approach.
- Encourage to development ways to encourage diverse scholars in improves.
- Give junior faculty more guidance on expectations.
- Clearer on what was expected to move forward. Give roadmap for success.
- Is the language not accomplishing this?
- This is an evaluation vs. a bylaws issue?
- Annual letters specifying progress to promotion.

**Objective 4.2: The college will make investments and pursue strategies that ensure the recruitment and retention of diverse tenure-track and specialized faculty.**

**Action Items**
- The Dean will oversee the completion of a *COSSPP Diversity and Inclusion Action Plan* by the end of the 2019-2020 academic year.
- The college will appoint a Diversity and Inclusion Committee to review and recommend any necessary changes to the College’s recruitment, search, promotion and tenure procedures, and training and orientation programs consistent with best practices.
- The college and its units will make ongoing investments that advance the faculty diversity goals and objectives as established in the *COSSPP Diversity and Inclusion Action Plan*.
- The Dean, or a designated Associate Dean, will review unit-level recruitment strategies, position descriptions, and hiring plans with an eye towards ensuring unbiased, competitive, and open faculty searches.
- The college will create and support affinity groups for faculty from traditionally underrepresented groups.
- The Dean, or a designated Associate Dean, will develop measures of faculty service loads to ensure that women faculty and faculty of color are not overburdened by service demands.
- The Dean, or a designated Associate Dean, will work with units to identify and pursue strategies for reducing, and ultimately eliminating, gender, racial, and others biases in teaching and annual evaluations.
- The Dean will seek resources to support a 1-2 year Diversity Post-Doctoral Fellowship for recruiting faculty with research and/or teaching interests in marginalized communities.
- The Dean, or a designated Associate Dean, will work with unit leadership to ensure that student advising, department/college/university service loads are spread equally across the faculty.

**April 18 Input Workshop Comments on Objective and Action Items (9)**
- Specialized faculty having opportunity to work on projects. Not spelled out how to support professional development for specialized faculty.

**Section IV Online Comments**
• There is a laundry list of objectives, better faculty, smaller classes, more research grants, more research leaves, etc., but very little in the way of how it will be funded. To achieve many of these goals, it would seem like (i) a large hiring initiative needs to take place (ii) and early retirement incentive needs to be in place.

SECTION V. PROMOTE A CULTURE OF EVIDENCE-BASED POLICY ANALYSIS, ENGAGEMENT, OUTREACH, AND SERVICE

Section V Online Comments
• Section V is framed too narrowly. "Evidence-Based Policy Analysis" is a subset of engagement, outreach, and service. At most it could be one objective rather than the leading item for this category of work. The entire section reads as if written to advance a small group's activities rather than identifying and encouraging a broad range of ways those in the college support communities.

Goal #5: The college will provide an environment and promote a culture that ensure the recruitment and retention of exceptional and diverse staff.

Objective 5.1: The college will make investments and promote hiring practices that ensure the recruitment and retention of excellent staff.

Action Items
• The Dean will create and appoint a Staff Advisory Committee to hear concerns, generate ideas, and receive feedback from staff across the college.
• The Dean, COSSPP Chief of Staff, and the Staff Advisory Committee will work with supervisors to update and improve annual evaluation processes to ensure that staff are accurately rated and evaluated each year.
• The Dean will set aside funds each year for staff professional development activities, which may include online trainings, in-person trainings, and attendance at professional conferences/events.

Objective 5.1 Online Comments
• I am expressing my concern for implementation of Goal #5. As a staff member, I am pleased to see we have a place within the strategic plan. However, seeing there will be a Staff Advisory Committee created to judge my work is slightly concerning. Who will be on the committee and will they have any background knowledge to the ins and outs of my tasks? Seeing the people who represented staff on the Strategic Direction Committee I am concerned because only academic staff were represented and not administrative staff. I am excited to so there is a Human Resource Development initiative taking place to help staff members grow within their positions. How will these needs be met? Will someone analyze the skills needed to perform tasks and provide proper resources or will someone just send out a link to FSU training sessions? For example the general ledger training through FSU is a great overview but if an employee
does not have great excel knowledge then they will struggle (this could be a Lynda.com training to take before the general ledger training). Overall I am glad to see we are part of the strategic plan, but am concerned when the time comes to implement we will not see any productive change.

- Who will be on the Staff Advisory Committee. I do not think it should be people that do not have admin experience or the knowledge of what admin does and in my opinion it should not be people who could possibly be underperforming in their current position

- "Objective 5.1: The college will make investments and promote hiring practices that ensures the recruitment and retention of excellent staff." The college needs to work with Westcott to develop some systematic approach to providing excellent staff with the opportunity to develop and advance while remaining in units and the college instead of being lured away to somewhere else on campus where the pay scale is better.

- Who will be on the Staff Advisory Committee. I do not think it should be people that do not have admin experience or the knowledge of what admin does and in my opinion it should not be people who could possibly be underperforming in their current position

**Objective 5.2: The college will make investments and pursue strategies that ensure the recruitment and retention of diverse staff.**

**Action Items (3)**

- The Dean will oversee the completion of a COSSPP Diversity and Inclusion Action Plan by the end of the 2019-2020 academic year.

- The college and its units will make ongoing investments that advance of the staff diversity goals and objectives as established in the COSSPP Diversity and Inclusion Action Plan.

- The Dean, COSSPP Chief of Staff, or a designated Associate Dean, will review unit-level recruitment strategies, position descriptions, and hiring plans with an eye towards ensuring unbiased, competitive, and open staff searches.

**Goal #6: The college will provide an environment and promote a culture that ensure the recruitment, retention, timely graduation and successful careers of exceptional and diverse students.**

**April 18 Input Workshop Comments**

- Encourage to consider diversity in terms of international students. Made offer to international students but getting full funding offers to PhD students

- Find a way to change residency requirement. Help recruitment at graduate and under grad level. International a student for 1st year and then treated as a domestic student.

- College could support. Currently advocating for this.

**Objective 6.1: The college will make investments and pursue strategies that aid in the recruitment and retention of diverse students.**

**Action Items (6)**
• The Dean will oversee the completion of a COSSPP Diversity and Inclusion Action Plan by the end of the 2019-2020 academic year.
• The college and its units will make ongoing investments that advance the student and program diversity goals and objectives as established in the COSSPP Diversity and Inclusion Action Plan.
• The college Dean, or a designated Associate Dean, will create and support affinity groups for students from traditionally underrepresented groups.
• The college will support inclusive and culturally relevant communication and learning strategies.
• The college’s Academic Affairs office will expand and improve orientation activities for students from traditionally underrepresented groups.
• The college and units will support the creation of learning experiences that emphasize respect for differences and awareness of unexamined biases, as well as provide training for faculty to incorporate these topics in the classroom.

Goal #7: The college’s Centers, Institutes, and Departments will serve as a leading source for evidence-based policy analysis, community engagement, outreach, and service.

April 18 Input Workshop Comments
• Is this in the category of service? Where does policy analysis fit? More translational services for policy. This is challenging to accomplish.
• DURP- creative research activity vs. service? Community engagement and policy analysis as creative research.
• Centers and institutes- this is the only place they show up. Some good research that goes on in centers. Not brought in elsewhere in the plan.
• Role and support needed or interface with departments. Looks like only translational research.
• Bringing and retaining faculty. Make more specific on interdisciplinary references.
• Agreements between centers and departments. Service loads of Centers.

Objective 7.1: Each of the college’s Centers and Institutes and Departments will clarify and advance their policy analysis, community engagement, outreach, and service missions.

Action Items
• Drawing from their guiding documents (e.g. mission statements, bylaws, etc.) and engagement with relevant stakeholders, each Center, Institute, and Department will undertake an assessment of their role(s), their geographic scope, and their constituencies in providing policy analysis, community engagement, outreach, and service activities.
• Each Center, Institute, and Department will evaluate if and how they incentivize, penalize, and/or reward policy analysis, community engagement, outreach, and service in their annual evaluations of faculty and staff.
• Each Center, Institute, and Department will update its Mission Statement, Bylaws, Promotion Guidelines, and/or Guide to Faculty Expectations to reflect the expectations and mission of the unit in regards to the provision of policy analysis, community engagement, outreach, and service activities.

**Objective 7.2: The college will grow its reputation as a leading source for evidence-based policy analysis, community engagement, and service relative to each unit’s mission.**

**Action Items (3)**

• The Dean will oversee the completion of a scan and assessment of the ways units currently provides expert service, analysis, and advice to the FSU Campus, the regional North Florida and South Georgia community, the State of Florida and communities across the state, and outside the state and country.

• The Dean will form an Engagement, Outreach, and Service Committee to assess and provide advice on advancement of this goal and objective.

• The college and units will identify ways and seek resources to incentivize and reward policy analysis, community engagement, and service activities by faculty, staff, and students.
COSSPP STRATEGIC PLAN FINAL REVIEW AND RATING AS REFINED

In terms of making a difference and impact, how important is it for the College to focus on each section of the plan over the next two Academic years (2019-2021)?

SECTION I. COLLEGE STATEMENTS (MISSION, VISION, DIVERSITY AND INCLUSION, CORE VALUES

SECTION II. THE PURSUIT OF PROGRAMMATIC, FACULTY, STAFF, AND STUDENT EXCELLENCE
(2 goals, 5 objectives, 24 action items)

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SECTION III. SUPPORTING AND PROMOTING STUDENT SUCCESS.
(1 goal, 7 objectives, 31 action items)

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SECTION IV. RECRUIT AND RETAIN EXCEPTIONAL AND DIVERSE TALENT
(3 goals, 5 objectives, 25 action items)

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SECTION V. PROMOTE A CULTURE OF EVIDENCE-BASED POLICY ANALYSIS, ENGAGEMENT, OUTREACH, AND SERVICE
(2 goal, 5 objectives and 15 actions)

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