



MISSIONS, OBJECTIVES, STRATEGIES,
AND TACTICS (MOST) ANALYSIS
REPORT

PREPARED FOR THE COLLEGE OF
EDUCATION AND HUMAN SERVICES
(COEHS) AT VALDOSTA STATE
UNIVERSITY

June 2018



Acknowledgements

The report is an effort of Keith Waugh, PhD., Leon Pate, PhD., Kate Warner, PhD., Jeremy Bauer, PhD., and the following members of Azalea Consulting Services: Jacob Highsmith, Natalie Evans, Kennedy Drury, Nicolas Cecchini, Joseph Jones, and David Daniel.

Comments about this report can be sent to Dr. Jeremy Bauer, Program Coordinator for Industrial/Organization Psychology, 2103 Converse Hall, Valdosta State University, Valdosta, Ga 31698; telephone 229.333.5440; or email jabauer@valdosta.edu.

Table of Contents

Acknowledgements.....	2
Executive Summary.....	4
Table 1.....	8
Appendix A.....	9

Executive Summary

This report summarizes the results from the recent Missions, Objectives, Strategies, and Tactics (MOST) survey distributed to the Dewar College of Education and Human Services (COEHS) at Valdosta State University (VSU). The MOST analysis is designed to help us identify potential strategic goals and subsequent initiatives that may help us to achieve our strategic goals. This report should be considered a supplement to the previous SWOT analysis document.

The MOST analysis was conducted in an identical fashion to the SWOT analysis. The survey was available from April 23, 2018 until May 15, 2018. After data collection the statements were thematically coded by members of Azalea Consulting Services. The thematic coding sought to identify themes within each component of the MOST. The total number of completed or partially completed surveys was 65. Participants were instructed to report at least three responses to within component. However, the survey was designed to obtain up to 10 responses per component of the MOST. Each participant could generate up to 40 pieces of information. Furthermore, responses broad in scope were often coded multiple times. Thus, the weight of a participant's comments may appear larger when discussing the frequencies of remarks. This is especially true as the overall frequencies of remarks toward the end of the survey decreases. Therefore, we should be careful when interpreting the results presented here as the overall weight of a participant's responses are strongly correlated with the amount of information that they generate. Additionally, the distinction between objectives, strategies, and tactics is often perceived as ambiguous. There was a great deal of variance in what participants classified into each component and we maintained their original classifications. Thus, frequencies should also be interpreted with caution as there is contamination among the components of the MOST.

The frequencies of each MOST category can be found in *Table 1*. The frequency data allows for comparisons to be made between themes within each MOST component. In regard to the perceived mission of the COEHS, eleven major themes emerged from the data. A majority of respondents indicated that education and/or human services were important components of COEHS. (n = 32). References to issues pertaining to education and human services spanned multiple domains (e.g., community, career, and program development). Although human services are mentioned frequently as a perceived component of our mission, several responses (n = 9) indicated that there may be attentional or structural issues that need to be addressed when discussing COEHS. Outreach, partnerships, and service-based learning opportunities also emerged as a major theme of our mission (n = 21). Participants indicated that we should strive to embed our students into service based positions. There is general consensus that a connection with the community and region is important and a few comments indicated that we should also be striving to make our students competitive at the state and global level. Comments associated with ethics, social justice, and diversity were also relatively common (n = 21). Participants identified professionalism, transparency, and ethical decision making as an important part of our mission. Additionally, several participants indicated that our mission should reflect the diverse population that we serve (e.g., both our students and the communities that they will be working in). Furthermore, social equity as a more general concept was also frequently reported as relevant to the goals of COEHS. Finally, innovation was an emerging theme in relation to our mission (n = 11). Participants indicated that we should continue to expand our curriculum and resources to

offer a cutting edge in regard to transformative learning experiences (e.g., applied learning experiences and research) and technological resources.

Objectives were defined as actions that would aid in the attainment of our mission. Objectives should be specific, measurable, achievable, realistic, and timely (SMART). Eleven themes emerged from the analysis. Participants reported that the obtainment of resources (n = 25) would be critical to our goals. More specifically, participants indicated that funding for faculty lines, course releases, graduate assistantships, professional development, and salary adjustments are necessary. Recruitment and Marketing also emerged as a major theme (n = 20). Recruitment initiatives geared towards students in high school, dual enrollment students, diverse populations, and high quality students/faculty should be developed. Additionally, increasing the visibility of COEHS overall could be enhanced by a concerted marketing campaign. Participants also identified the need for initiatives related to diversity and social equity (n = 20). Some potential initiatives include specific faculty recruitment goals, promotional campaigns, and the creation of a diversity taskforce. Although not specifically mentioned, collaboration with the office of social equity may yield additional resources for these initiatives. Outreach, partnerships, and service-based learning experiences (n = 19) were also identified as an important objective. Reported initiatives included adding a volunteer requirement for students, conducting a needs analysis to identify regional deficiencies, developing better partnerships with schools and organizations, and creating multi-disciplinary outreach based teams. Participants frequently indicated the need for initiatives related to leadership and strategic planning (n = 19). Recommended initiatives include conducting department level analyses (e.g., SWOT and Needs Analyses), conducting a salary survey, increasing graduate student enrollment, improving our ability to attract and retain our off-campus non-traditional students, creation and documentation of departmental marketing operations, and creation of annual data metric reports (e.g., enrollment, retention, etc.). The need for additional attention to human services and research productivity was also mentioned.

Initiatives related to technology emerged as a theme (n = 16). Participants indicated that moving to electronic forms, creating student success webpages, providing faculty with technological training, and supporting graduate school electronic processing of applications may aid in the achievement of our goals. Initiatives related to programs and curriculum were also popular (n = 16). For example, participants identified several potential initiatives, such as, enhancing our course offerings, supporting dual enrollment students, evaluating the current curriculum, testing future educators, adding accelerated programs and online programs, and providing more HIPs for our students. Participants also had many recommendations in regard to our policies and procedures (n = 16). Participants recommended that we re-align our tenure and promotion policies, incentivize program coordinators (e.g., salary adjustment or course releases), evaluate instruction based on technology, add a research requirement to students, revisit office hour policies for online classes, reduce meetings and paperwork, and shift to open source education materials. A full review of our policies and procedures was also recommended. The need for professional development was frequently discussed for faculty and students (n = 16). Participants recommended providing continuing education, supporting faculty research and scholarly activities, and supporting the creation of more professional development opportunities overall. Finally, participants indicated a need for initiatives that address our culture (n = 10) and structure (n = 9). To enhance our culture, participants recommended assessing the current level

of collaboration, creating or supporting current collaborative environments, creating multi-disciplinary opportunities. In regard to structure, participants recommended investigating the utility of the current structure especially in relation to the elementary education programs and integrating human service programs to serve the region,

Strategies were defined as options currently available to COEHS that may help us to reach our objectives. Although strategies overlapped significantly with objectives, some unique comments were reported. Strategies related to resources were frequently discussed (n = 25). Participants recommended earmarking GOML funds to support the modification of programs, acquiring grant monies and additional funding sources, and providing scholarships to minority students. Policies and procedures were frequently mentioned (n = 24) with comments addressing specific procedures such as improving the funding requesting process, raising the standards for admission, clarifying and reviewing policies related to course loads, and revisiting how programs are evaluated. Leadership and strategic planning was also frequently discussed (n = 22). Comments were largely redundant with the data on objectives and focused on general strategic planning and leadership recommendations such as rebuilding trust, giving more attention to human services, and create a specific vision that spans each level of the organization. In regard to outreach, partnerships, and service-based learning (n = 20), participants indicated the need for a task force to meet with representatives from the DOE and for more internships and service-based opportunities. The rest of the themes that emerged within the component of strategies were redundant with the objectives section and did not yield a greater level of specificity. The theme of culture was one exception with participants recommending the creation of specific collaborations across campus (e.g., office of sponsored research and small business development office).

Tactics were defined as methods to complete the strategies. Overall, the data from this component was largely redundant and offered little specification from the data reported in objectives and strategies. However, there were a few notable exceptions. In regard to resources (n = 29), participants recommended incentivizing the use of technology and hiring more staff and faculty to deal with assessment and evidence-based practices. In regard to leadership and strategic planning (n = 22), participants recommended addressing the administrative structure, assessing outcome data of students, bringing the stakeholders together, and developing a leadership program within the COEHS. The theme of outreach, partnerships, and service-based learning (n = 16) yielded a few unique comments such as partnering with the career center and industry leaders, soliciting graduates for feedback about our services, and focusing on post grad employment. The theme of recruitment and marketing (n = 13) also yielded some unique suggestions, such as using social media, the creation of a COEHS recruiter position, and the creation of recruitment teams. The theme of culture (n = 10) contained relatively low cost recommendations (e.g., COEHS brown bags, retirees and veteran employees can serve as mentors, meeting between education and human services for the purposes of collaboration).

Although there was a great deal of overlap across the domains of interest, several comments recommended specific next steps that should be taken. More specifically, creating a shared vision and conducting additional analyses (e.g., needs analyses) will likely aid us in developing initiatives at the tactic level of specificity. Additionally, we have reported here some relatively specific recommendations that our current incumbents have been able to identify. Thus, this document should serve as the first step in developing a strong strategic plan that will

require future the accumulation of additional information. See Appendix A for a list of all submitted comments.

Table 1
Frequency data for the MOST analysis.

Mission	Frequency
1. Education and Human Services	32
2. Outreach, Partnerships, and Service-Based Learning	21
3. Ethics, Social Justice, and Diversity	21
4. Innovation	11
5. General	1
6. Misclassified	1
Objectives	
1. Resources	25
2. Recruitment and Marketing	20
3. Diversity and Social Equity	20
4. Outreach, Partnerships, and Service-Based Learning	19
5. Leadership and Strategic Planning	19
6. Technology	16
7. Programs and Curriculum	16
8. Policies and Procedures	16
9. Professional Development	16
10. General	12
11. Culture, Climate, and Collaboration	10
12. Structure	9
13. Misclassified	6
Strategies	
1. Resources	25
2. Policies and Procedures	24
3. Leadership and Strategic Planning	22
4. Outreach, Partnerships, and Service-Based Learning	20
5. Recruitment and Marketing	17
6. Culture, Climate, and Collaboration	13
7. Programs and Curriculum	10
8. Professional Development	8
9. Misclassified	8
10. Technology	6
11. Structure	5
12. Diversity and Social Equity	5
13. General	4
Tactics	
1. Resources	29
2. Leadership and Strategic Planning	22
3. Outreach, Partnerships, and Service-Based Learning	16
4. Policies and Procedures	14
5. Recruitment and Marketing	13
6. Technology	11
7. Culture, Climate, and Collaboration	10
8. Diversity and Social Equity	7
9. Misclassified	7
10. Professional Development	4
11. Programs and Curriculum	2

Appendix A. All submitted statements

*Statements were included with originally grammatical errors to maintain the integrity of the data. Additionally, an * next to a statement indicates that it has been coded more than once.*

Mission Statement

I. Education and Human Services

1. The College of Education and Human Services SHOULD BE to prepare students of ALL ages for careers in education and human services.
2. The mission is to offer quality undergraduate and programs to our students in a safe and nurturing environment. We should offer face to face, hybrid and online programs to reach a broad spectrum of students. We should become the educational and human services leader for Georgia. We should serve as a bridge to our communities and or state so our students can become productive citizens for our future. *
3. Preparation of educational and related personnel for 21st century roles in public, private, and higher education.
4. Mission: train educators in the region to make GA public schools the best, make a positive difference in the lives all students with whom we get to work, create a positive work environment where people are appreciated for their strengths and not punished for their weaknesses, encourage creative thinking while teaching, learning, and collaborating*
5. Mission of the COEHS is to provide the possibility to form internal and external relationships that help promote the surrounding regions with improved educational and social opportunities to promote teaching, learning, and technology. COEHS fosters professionalism of faculty, staff, and students to work collaboratively for a common goal that strengthens institutional productivity. Programs offered provide students the chance to explore various areas that pertain to education and human services and receive quality instruction.*
6. providing knowledgeable, capable, and eager professionals (not teachers!!) to serve and support the region, state, and nation.
7. Advance the study and practice of education and to demonstrate relationships. This is accomplished by:
preparation of individuals for a professional role in education, leadership in the evaluation, research, conduct and the advancement of education, conduct research and engage in scholarship for educational concerns, issues, and activities, service and support to local, state, national, and international educational agencies*
8. The Dewar College of Education and Human services prepares skilled and innovative professional educators and human services practitioners to meet the changing demands of the workplace and improve the lives of those they serve. The Dewar COEHS provides students opportunities to work with faculty who are skilled and experienced practitioners, innovative and creative thinkers and cutting edge researchers offering comprehensive academic and skills training for the next generation of professionals.*
9. Preparing and training educators to be leaders and professionals in all educational settings.
10. COEHS's mission should be in sync with VSU's mission and the missions of the COEHS departments--including the Human services programs (Social Work, Family therapy, MLIS, psychology, Communications Sciences and more). COEHS should be an

inclusive and innovative college preparing students for education & the human services, COEHS should be a leader in South Georgia, the state, nation and the world in service and research to support the educational and human development of communities. Our leadership and innovation should involve face to face, hybrid, and online programs, graduate programs and applied research in our disciplines. *

11. I don't know what the mission should be, but the current mission is horribly grandiose. It is so broad that it makes assessment difficult. The lack of a firm stance on diversity is inconceivable given the current societal atmosphere. Have a mission statement that includes ALL departments within the college. I understand COEHS is Education, but you have departments/programs that are not education based. These programs/departments will continue to wither until we get the support/resources we need. I don't know whether this will ever happen. Nothing has changed in the 19 years that I have been here.*
12. I think the COEHS should emphasize the diversity of programs. The current mission on the website emphasizes teacher prep, and Human Services is an afterthought. Honestly, a lot of this survey looks as though it is soliciting information because administrators lack context; they don't really know the current state or direction of the COEHS. Historically, these surveys have come through the COE (and COEHS) several times, a lot of effort goes into the document and creation of the document, and nothing changes.
13. The mission should speak to the local community needs. In spite of having a newly formed online program (for Psychology), there seems to be a disconnect between our actions and the goal of the university to serve the region. A basic mission is to graduate students and encourage our graduates to serve the local community. The mission for the COEHS needs to dually address the the college prepares teachers but that it does more than that (i.e., psychology department)*
14. -address teaching AND human service needs of the area and region (mission needs to include relevant non-teaching depts)
-address diversity and inclusion
-promote broad general education that is transformative
-prepare students for graduate education*
15. The Dewar College of Education & Human Services prepares professionals for multiple roles in educational and human service settings; promotes diversity and inclusion for students and faculty within the college, university, and community through teaching, service, research, and advocacy. *
16. The mission of the VSU College of Education and Human Services is to prepare individuals to contribute to their community through meaningful education and human services.*
17. The College of Education and Human Services seeks to equip educators and human services professionals with the knowledge and skills needed to serve diverse communities by providing classroom, experiential, and service learning opportunities to all students.
18. The mission statement should be more inclusive of the human systems within the college. Also, the mission statement should have more emphasis on promoting diversity within the college.
19. service learning
better articulation of equity, diversity, and inclusion goal that truly reflects practices of

the college
 training scholarship and graduate as well as job-training
 Representative of more than just education*

20. the current mission says that the college prepares teachers. Then it tacks on some words about human services. It is impossible to write a sensible mission statement that captures the wide mission differences between a college of education and human services. These need to be two different colleges with two different colleges.
 Psychology should go to the College of Arts and Sciences, join sociology, criminal justice, anthropology. Then form a new Human Services college.
21. Promote success and professionalism of all majors in both Education and Human Services as expected in their different respective fields. That we respect diversity and not just use it in a phrase of a mission statement. Graduates of our programs are well prepared for career success and represent our college and university into their future employment and communities. *
22. The mission is to be prepare the next generation of teachers and the future leaders of education. These educators will be prepared to face a learning environment that requires superior skills in technology; an awareness and ability to work with diverse populations of students and colleagues; and a workload that has not been as demanding as it will be. Students should be very familiar with the requirements of this age of Accountability. *
23. The Dewar College of Education & Human Services prepares professionals for multiple roles in educational settings and community agencies; fosters a culture of reflective, evidence-based practice and inquiry within a diverse community of students, faculty, and staff; provides leadership in the improvement of the education, health, and well-being of citizens in this region, the nation, and the world; and develops effective, responsive scholars and practitioners who use theory, research, and collaboration to enhance their work in a global, diverse, and technological society.*
24. The Dewar College of Education & Human Services prepares professionals to work and lead in, educational settings, community agencies and anchor institutions, and private organizations; fosters a culture of reflective, evidence-based practice and inquiry within a diverse community of students, faculty, and staff; provides leadership in the improvement of the education, health, knowledge-seeking, and well-being of citizens in this region, the nation, and the world; and supports effective, responsive scholars and practitioners who use theory, research, and collaboration to enhance their work in a global, diverse, and technological society.*
25. Prepare future educators to teach all children using assessment data evidence-based practices within their instruction.
26. To produce the best teachers and human services personnel in the entire SE region of the country.
27. The Dewar College of Education & Human Services embodies a mission that:
 - prepares professionals for multiple roles in educational settings, human services, and community agencies
 - ensure that issues of diversity are woven throughout the educational environment to foster a culture of reflection, openness, and equity within a diverse community of students, faculty, and staff
 - provides experiential and transformative learning experiences to help develop effective, responsive scholars and practitioners*

28. when you look at enrollment in programs, education needs to not ALWAYS be first - we have some of the most respected and in demand programs in the college and they are all lumped under "human services" - maybe we can get rid of education as well as human services and come up with a title that represents all of us*
29. The mission of VSU-COEHS should be very simple: to offer students the best education, and make them the qualified teachers from PreK - 12.
30. To ensure that students meet the criteria necessary to be a successful educator.
31. To develop graduates who are prepared to improve the success of schools and other agencies- to improve the human enterprise.
32. The mission of the Valdosta State University College of Education and Human Services is to staff the schools and service providers where our graduates will be employed with highly qualified professionals who can and will continue to learn and grow.

II. **Outreach, Partnerships, and Service-Based Learning**

1. The mission is to offer quality undergraduate and programs to our students in a safe and nurturing environment. We should offer face to face, hybrid and online programs to reach a broad spectrum of students. We should become the educational and human services leader for Georgia. We should serve as a bridge to our communities and or state so our students can become productive citizens for our future*
2. Mission of the COEHS is to provide the possibility to form internal and external relationships that help promote the surrounding regions with improved educational and social opportunities to promote teaching, learning, and technology. COEHS fosters professionalism of faculty, staff, and students to work collaboratively for a common goal that strengthens institutional productivity. Programs offered provide students the chance to explore various areas that pertain to education and human services and receive quality instruction.*
3. The Dewar College of Education exists to support economic growth in the local and extended area and to offer up-to-date programs that provided skills and knowledge necessary to make our country stronger and more competitive on the global front.*
4. Advance the study and practice of education and to demonstrate relationships. This is accomplished by:
 - preparation of individuals for a professional role in education, leadership in the evaluation, research, conduct and the advancement of education, conduct research and engage in scholarship for educational concerns, issues, and activities, service and support to local, state, national, and international educational agencies*
5. to provide a quality, thorough education through academic and field work in order to prepare future educators, counselors and leaders in our community.
6. The mission should speak to the local community needs. In spite of having a newly formed online program (for Psychology), there seems to be a disconnect between our actions and the goal of the university to serve the region. A basic mission is to graduate students and encourage our graduates to serve the local community.
The mission for the COEHS needs to dually address the the college prepares teachers but that it does more than that (i.e., psychology department)
7. service learning
better articulation of equity, diversity, and inclusion goal that truly reflects practices of the college

- training scholarship and graduate as well as job-training
 Representative of more than just education*
8. Things to include:
 - Service learning and experiential hands on learning to assist students with job acquirement
 - Diversity and Inclusion beyond mention but resources, support/policies
 - Scholarship and Quality of learning due to low student faculty ratio
 - Links between university and community promote
 9. Greater emphasis on interactive learning community service to complement classroom education - to better enable graduates to perform at the professional level.
 10. To teach and prepare students for a successful career as well as well trained in resaerch. Also to prepare students for graduate programs. Have students involved with communities and student organiuzations.
 11. The Dewar College of Education & Human Services prepares professionals for multiple roles in educational settings and community agencies; fosters a culture of reflective, evidence-based practice and inquiry within a diverse community of students, faculty, and staff; provides leadership in the improvement of the education, health, and well-being of citizens in this region, the nation, and the world; and develops effective, responsive scholars and practitioners who use theory, research, and collaboration to enhance their work in a global, diverse, and technological society.*
 12. Diversity, inclusion, social justice
 - Meeting the needs of undeserved children, students, families in our region
 - developing excellent teachers and social service practitioners*
 13. Although the current mission statement encompasses a great deal. I think something more parsimonious might be more manageable and measurable. I have included the mission statement from the University of South Florida's College of Ed. It is succinct and can be broken down into observable outcomes. Of course, we can add more detail or alter depending on our regional needs. For instance, I am not sure if our goals should be global.
 - "The Mission of the College of Education is to promote transformative education and social justice through rigorous research, innovative teaching, as well as locally and globally engaged partnerships"*
 14. Instead of a comprehensive statement let me just add points of mention
 1. Be a comprehensive service to our constituents and community - both as our job as well as outreach and other services
 2. Develop cutting edge and impact programs and degrees comparable to any other teaching college
 3. Meet the needs of our objectives across all our counties
 4. Be an oasis of knowledge, professionalism, critical thinking, understanding for South Georgians - we need to help these counties move forward into the 21st century*
 15. VSU should broaden its scope to include programming for all students in our region. We should look for ways to put theory into practice and reach out and establish learning environments that mirror best practice whereby our students can grow professionally and within their specific fields of study.
 16. Impact on Regional needs.

17. The Dewar College of Education & Human Services prepares professionals to work and lead in, educational settings, community agencies and anchor institutions, and private organizations; fosters a culture of reflective, evidence-based practice and inquiry within a diverse community of students, faculty, and staff; provides leadership in the improvement of the education, health, knowledge-seeking, and well-being of citizens in this region, the nation, and the world; and supports effective, responsive scholars and practitioners who use theory, research, and collaboration to enhance their work in a global, diverse, and technological society.*
18. The Dewar College of Education & Human Services embodies a mission that:
 - prepares professionals for multiple roles in educational settings, human services, and community agencies
 - ensure that issues of diversity are woven throughout the educational environment to foster a culture of reflection, openness, and equity within a diverse community of students, faculty, and staff
 - provides experiential and transformative learning experiences to help develop effective, responsive scholars and practitioners*
19. Mission: train educators in the region to make GA public schools the best, make a positive difference in the lives all students with whom we get to work, create a positive work environment where people are appreciated for their strengths and not punished for their weaknesses, encourage creative thinking while teaching, learning, and collaborating*
20. The mission of the VSU College of Education and Human Services is to prepare individuals to contribute to their community through meaningful education and human services.
21. More emphasis on community integration and service

III. **Ethics, Social Justice, and Diversity**

1. We have a moral obligation to provide the best possible faculty to our students, who will impact the success of this region. The College must reflect transparency, openness in soliciting professional opinions of faculty, value those opinions, and discuss those opinions of all faculty to improve the quality of services and teaching, practicum experiences, and life lessons for our students. In turn, students' must also have a voice without fear of retribution from faculty for expressing their opinions and concerns. All faculty should be held to high expectations and moral and ethical behavior, truly representing the Blazer Creed. The COEHS should be the leaders of this university in pedagogical and ethical behavior. The College should serve as a model for all departments and colleges and serve as a resource for those seeking the best in teaching skills and knowledge.
2. To transform the individual lives of students, clients, and colleagues within our service domains. To embrace diversity and include all learners in our services. To serve as social justice advocates through our teaching, service, and research.
3. I don't know what the mission should be, but the current mission is horribly grandiose. It is so broad that it makes assessment difficult. The lack of a firm stance on diversity is inconceivable given the current societal atmosphere. Have a mission statement that includes ALL departments within the college. I understand COEHS is Education, but you have departments/programs that are not education based. These

programs/departments will continue to wither until we get the support/resources we need. I don't know whether this will ever happen. Nothing has changed in the 19 years that I have been here.*

4. '-address teaching AND human service needs of the area and region (mission needs to include relevant non-teaching depts)
 - address diversity and inclusion
 - promote broad general education that is transformative
 - prepare students for graduate education
5. The Dewar College of Education & Human Services prepares professionals for multiple roles in educational and human service settings; promotes diversity and inclusion for students and faculty within the college, university, and community through teaching, service, research, and advocacy.
6. The College of Education and Human Services seeks to equip educators and human services professionals with the knowledge and skills needed to serve diverse communities by providing classroom, experiential, and service learning opportunities to all students.
7. service learning
 - better articulation of equity, diversity, and inclusion goal that truly reflects practices of the college
 - training scholarship and graduate as well as job-training
 - Representative of more than just education*
8. Things to include:
 - Service learning and experiential hands on learning to assist students with job acquirement
 - Diversity and Inclusion beyond mention but resources, support/policies
 - Scholarship and Quality of learning due to low student faculty ratio
 - Links between university and community
 - promote *
9. Promote success and professionalism of all majors in both Education and Human Services as expected in their different respective fields. That we respect diversity and not just use it in a phrase of a mission statement. Graduates of our programs are well prepared for career success and represent our college and university into their future employment and communities. *
10. The mission is to be prepare the next generation of teachers and the future leaders of education. These educators will be prepared to face a learning environment that requires superior skills in technology; an awareness and ability to work with diverse populations of students and colleagues; and a workload that has not been as demanding as it will be. Students should be very familiar with the requirements of this age of Accountability. *
11. Diverse students, diverse faculty and online learning must be a focus for 21st Century teaching and learning.*
12. Diverse students
 - Diverse faculty
 - Online programs (e-learning)*
13. Diverse students, diverse faculty and online learning must be a focus for 21st Century teaching and learning.*

14. Diverse students*
 Diverse faculty
 Online programs (e-learning)
15. The Dewar College of Education & Human Services prepares professionals for multiple roles in educational settings and community agencies; fosters a culture of reflective, evidence-based practice and inquiry within a diverse community of students, faculty, and staff; provides leadership in the improvement of the education, health, and well-being of citizens in this region, the nation, and the world; and develops effective, responsive scholars and practitioners who use theory, research, and collaboration to enhance their work in a global, diverse, and technological society.*
16. Diversity, inclusion, social justice
 Meeting the needs of undeserved children, students, families in our region
 developing excellent teachers and social service practitioners*
17. Although the current mission statement encompasses a great deal. I think something more parsimonious might be more manageable and measurable. I have included the mission statement from the University of South Florida's College of Ed. It is succinct and can be broken down into observable outcomes. Of course, we can add more detail or alter depending on our regional needs. For instance, I am not sure if our goals should be global.
 "The Mission of the College of Education is to promote transformative education and social justice through rigorous research, innovative teaching, as well as locally and globally engaged partnerships"*
18. An increasingly competitive higher education environment is not going away. To remain competitive we need to constantly adopt (both in terms of the curricula and technology) to meet the needs of the current multi-modal and increasingly diverse generation of students as the learners. These adoptions should however not compromise the programs quality and their integrity.
 More needs to be done to recruit and retain the student population.
 More needs to be done to recruit and retain the faculty population, including the diversity of the faculty.*
19. The Dewar College of Education & Human Services prepares professionals to work and lead in, educational settings, community agencies and anchor institutions, and private organizations; fosters a culture of reflective, evidence-based practice and inquiry within a diverse community of students, faculty, and staff; provides leadership in the improvement of the education, health, knowledge-seeking, and well-being of citizens in this region, the nation, and the world; and supports effective, responsive scholars and practitioners who use theory, research, and collaboration to enhance their work in a global, diverse, and technological society.*
20. A DIVERSE REGIONAL UNIVERSITY THAT PROMOTES EQUAL LEARNING OPPORTUNITIES FOR ALL
21. The Dewar College of Education & Human Services embodies a mission that:
- prepares professionals for multiple roles in educational settings, human services, and community agencies
 - ensure that issues of diversity are woven throughout the educational environment to foster a culture of reflection, openness, and equity within a diverse community of students, faculty, and staff

- provides experiential and transformative learning experiences to help develop effective, responsive scholars and practitioners*

IV. Innovation

1. The mission is to offer quality undergraduate and programs to our students in a safe and nurturing environment. We should offer face to face, hybrid and online programs to reach a broad spectrum of students. We should become the educational and human services leader for Georgia. We should serve as a bridge to our communities and or state so our students can become productive citizens for our future. *
2. Mission of the COEHS is to provide the possibility to form internal and external relationships that help promote the surrounding regions with improved educational and social opportunities to promote teaching, learning, and technology. COEHS fosters professionalism of faculty, staff, and students to work collaboratively for a common goal that strengthens institutional productivity. Programs offered provide students the chance to explore various areas that pertain to education and human services and receive quality instruction.*
3. The Dewar College of Education exists to support economic growth in the local and extended area and to offer up-to-date programs that provided skills and knowledge necessary to make our country stronger and more competitive on the global front.*
4. To prepare our students with the best opportunities to succeed in classes and in their profession buy providing the most up to date learning environment and techniques.
5. Deliver programs and services that employ highly innovative ideas, operations, and technologies that inspire emulation by peer institutions and result in personnel and graduates that are leaders and exceptional performers in their fields.
6. The Dewar College of Education and Human services prepares skilled and innovative professional educators and human services practitioners to meet the changing demands of the workplace and improve the lives of those they serve. The Dewar COEHS provides students opportunities to work with faculty who are skilled and experienced practitioners, innovative and creative thinkers and cutting edge researchers offering comprehensive academic and skills training for the next generation of professionals.*
7. COEHS's mission should be in sync with VSU's mission and the missions of the COEHS departments--including the Human services programs (Social Work, Family therapy, MLIS, psychology, Communications Sciences and more). COEHS should be an inclusive and innovative college preparing students for education & the human services, COEHS should be a leader in South Georgia, the state, nation and the world in service and research to support the educational and human development of communities. Our leadership and innovation should involve face to face, hybrid, and online programs, graduate programs and applied research in our disciplines. *
8. The Dewar College of Education & Human Services prepares professionals for multiple roles in educational settings and community agencies; fosters a culture of reflective, evidence-based practice and inquiry within a diverse community of students, faculty, and staff; provides leadership in the improvement of the education, health, and well-being of citizens in this region, the nation, and the world; and develops effective, responsive scholars and practitioners who use theory, research, and collaboration to enhance their work in a global, diverse, and technological society.*

9. An increasingly competitive higher education environment is not going away. To remain competitive we need to constantly adopt (both in terms of the curricula and technology) to meet the needs of the current multi-modal and increasingly diverse generation of students as the learners. These adoptions should however not compromise the programs quality and their integrity. *
10. Instead of a comprehensive statement let me just add points of mention
 1. Be a comprehensive service to our constituents and community - both as our job as well as outreach and other services
 2. Develop cutting edge and impact programs and degrees comparable to any other teaching college
 3. Meet the needs of our objectives across all our counties
 4. Be an oasis of knowledge, professionalism, critical thinking, understanding for South Georgians - we need to help these counties move forward into the 21st century*
11. The Dewar College of Education & Human Services prepares professionals to work and lead in, educational settings, community agencies and anchor institutions, and private organizations; fosters a culture of reflective, evidence-based practice and inquiry within a diverse community of students, faculty, and staff; provides leadership in the improvement of the education, health, knowledge-seeking, and well-being of citizens in this region, the nation, and the world; and supports effective, responsive scholars and practitioners who use theory, research, and collaboration to enhance their work in a global, diverse, and technological society.*

V. General

1. I Believe the Mission is good.

VI. Misclassified

1. really... this is the last week of class -- I have papers to grade and students to advise -- and I am supposed to come to clarity on the mission, goals and objectives of the college by the first of next week ... this should be done by commission-- with faculty compensated for an indept study and reflection -- or open forum -- not a form that one has the time to complete

Objectives

I. Resources

1. Support departments with staffing and resources to ensure they can meet the mission.
2. have more staff available for student support
3. align resources with program needs
4. provide support (dollars/reassign time) to make modifications to existing programs
5. Provide opportunities for full-time summer funding for all Graduate Asisstants
6. Hire enough qualified professors
7. Hire highly qualified faculty to be able to teach courses they are best qualified to teach
8. improve teacher ratio
9. Support and grow the faculty ranks with emphasis on current and future needs
10. To provide better support and PD for faculty by the end of year*
11. increase grad assistants
12. COEHS will increase graduate assistantships over the next 5 years
13. offer financial incentives for creativity
14. COEHS will reach external organizations to help in advising and offering resources to improve the education of students.*
15. Increase faculty salary to a competitive level - at this point the only option is to leave if we want to obtain a salary more inline with other faculty in our area of specialization
16. funding
17. Compensate overload teaching equitably with clear guidelines for specific teaching loads as well as correlations between teaching loads and % of faculty contracts dedicated to teaching, research, service.*
18. support students more once they are here
19. Hire more tenure track faculty in areas where the university wants to see growth
20. Assess the number of experiential, transformative learning experiences currently taking place and funnel additional support to maintain and develop these connections
21. Provide support for our faculty to spend time in schools and agencies with exemplary practitioners to move faculty toward reality-based instruction.
22. Aggressively pursue the acquisition of resources and influence
23. Support faculty in teaching and research
24. Each year provide a faculty member from each program the opportunity for additional funding to "rebuild" existing courses
25. COEHS will explore ways to share resources to improve programmatic quality (e.g., faculty, technology, funds).

II. Recruitment and Marketing

1. Recruit strong and motivated students
2. Market and recruit specifically for all COEHS programs directly in high schools and do not limit recruitment to general college showcases and other similar events. Also recruit in the schools for graduate programs by contacting/presenting to teachers while in school recruiting undergrads.
3. Provide incoing freshman or transfers with a introduction to the various degrees and possible teaching positions for each degree.
4. To recruit strong motivated students.
5. Motivate DUAL enrollment students to stay at VSU.

6. Recruit strong and motivated faculty
7. recruit prepared (qualified) students
8. recruit, develop, and maintain appropriately trained faculty*
9. Maintain the quality of programs in the COE so as to attract high potential students.
10. Market our college and our programs widely
11. Build solid marketing plans to take advantage of faculty and programs strengths and address the growing trend toward technical education
12. recruit quality students from outside the region
13. Recruit strong and motivated students and faculty
14. Recruit and strong and motivated students and faculty
15. recruit and retain appropriately qualified students
16. Improve the attractiveness of COE faculty positions for minority applicants and current minority faculty*
17. Mandate every department document its marketing operations at the programmatic level and the effectiveness of their efforts by December 2018. For programs that aren't growing devise new strategies that can be carried out to grow and sustain individual programs.*
18. recruit faculty from outside VSU/USG system
19. Establish a method to target and method to recruit the top dual enrolled students
20. better interactions to funnel dual-enrollment students to VSU

III. Diversity and Social Equity

1. Black and Brown students
2. Black and brown faculty
3. INCREASE MINORITY STUDENT ENROLLMENT
4. promote diversity and advocacy for social justice in the face of inequities
5. diversity and social justice
6. Promote diversity and social justice
7. COEHS should promote diversity and social justice in the face of inequity.
8. COEHS will promote and encourage diversity and advocate for social justice in the face of social inequity.
9. Require teacher candidates to take at least one course in diverse populations before graduation
10. Students will be placed in diverse school settings for field and clinical experiences.
11. Black and Brown faculty
12. Black and brown students
13. Demonstrate 5 percent increase in the faculty diversity to reflect the increasing diverse student body in the schools and communities
14. HIRE MORE MINORITY FACULTY
15. Create a Diversity Taskforce/Committee to attend to issues of diversity and collaborate across disciplines and within the college
16. Promote and encourage diversity and advocate for social justice in the face of social inequity.
17. Improve the attractiveness of COE faculty positions for minority applicants and current minority faculty*
18. PROMOTE CULTURAL COMPETENCY AMONG ALL STAKEHOLDERS

19. To promote diversity and advocate for social justice given community stress
20. promoting diversit and social justice in the face of inequity

IV. **Outreach, Partnerships, and Service-Based Learning**

1. The COEHS should increase the number of service projects that it offers to the community.
2. Provide opportunities for students to prepare as a professional role in education, leadership in the evaluation, research, conduct and the advancement of education*
3. increase the number of volunteer hours by student before entering their student teaching experience.
4. Awareness of community needs
5. Establish and maintain connections with school districts we serve that meet identified needs of both the COE and the districts.
6. Establish a lab school for students who are D/HH
7. Develop more and better relationships with our partners across the state
8. Complete a needs analysis of the communitities in relation to objective one (see Structure Comment 2)
9. COEHS will reach external organizations to help in advising and offering resources to improve the education of students.*
10. To promote the COEHS as-a-whole in the region
11. research for students
12. COEHS will increase the number of community of partnerships over the next 5 years by 15%
13. Develop understanding of human capital needs in our region and the domains that we serve
14. Begin organizing initiatives that faculty across the college can engage in to better serve the region. An emphasis should be placed on multi-disciplinary opportunities*
15. Develop stronger relationships with local businesses to ensure graduates are job-ready
16. increase selectivity for COEHS majors
17. COEHS will increase the number of service learning activities and experimental learning at the graduate and undergraduate level by 15% over the next 3 years
18. developing pipelines to industry and non-VSU graduate schools
19. Develop pipelines with other institutions for our graduates

V. **Leadership and Strategic Planning**

1. Provide leadership for faculty, staff and students in the educartion and human services fields.
2. Develop strategies to help us understand programming needs during the next five years from the local to the global level
3. In 2018 assess the departments and personnel in COEHS to see where the problems are, and develop a plan to address.
4. conduct a salary study
5. COEHS will increase graduate enrollment in 5 years
6. For administration to acknowledge (i.e., courage) aspects of status quo that could be oppression to supportive learning environment during meetings;

7. Conduct a needs analysis based on any potential issues revealed by this survey within the next year.
8. Improve focus on non-teacher education programs
9. Increase off-campus non-traditional student enrollment of
10. Create strategy for research production
11. Increase retention of off-campus non-traditional students
12. To better collect and analyze student data of current students and alumni to improve our services by the end of the year
13. Improve our academic standing within the state
14. Mandate every department document its marketing operations at the programmatic level and the effectiveness of their efforts by December 2018. For programs that aren't growing devise new strategies that can be carried out to grow and sustain individual programs.*
15. Look at USF's COE mission statement...that's concrete and on-point.
16. each year increase the number of successful graduates in each program
17. Demonstrate 10 percent increase in student enrollment.
18. Work with data centers across campus to have educational data sent to administrators regularly.
19. Each year increase the number of new students into programs

VI. Technology

1. improve technology
2. Hire a true visionary as Associate Dean of Technology and Innovation by June 2019. Current efforts are incremental at best and they need to be revolutionary. Sentence Redacted.
3. Move to electronic forms for everything.
4. create a webpage to highlight successes
5. Faculty will engage in professional development in instructional strategies and technology in order to deliver up to date/current/ relevant instruction to students.
6. The COEHS should increase the technological competency of its faculty members
7. graduate school should acquire state of the art application software
8. develop a webpage to highlight faculty/college success
9. incorporate meaningful technology into all programs
10. Provide adequate equipment: My classrooms in the building of Education are not well equipped in technology and lighting
11. The COEHS should invest in technologically enhanced educational opportunities for its students
12. Update the software and programs for the graduate programs
13. Provide targeted professional development for area in need of improvement in preparing highly qualified, globally aware, and technologically astute educators and human service professionals
14. Online learning
15. Double the funding for technology needs for the student and faculty
16. make distribution of software and computer more equitable across departments

VII. Programs and Curriculum

1. Expand program offerings designed for non-traditional students
2. New Teacher Preparation
3. keep class sizes reasonable and manageable (20 or under for online)
4. To provide more HIPs for our students across disciplines by the end of next year
5. Support dual enrollment
6. Evaluate curriculum to ensure that we are preparing highly qualified, globally aware, and technologically astute educators and human service professionals
7. Test students on their ability to enter the teaching field by passing a technology exam prior to graduation
8. Increase between five to 10 percent levels of student degree offerings and the number of alternative ways of earning college credit, degrees, and certificates
9. Make a top level recognition in our teaching programs
10. Train students to use reflective, evidence-based practice and inquiry to further the goals of their employers and institutions.
11. Accelerated programs for high schoolers
12. Significantly expand the use of online instruction in our programs (i.e., all departments increase the number of online course offerings by 30% in 2 years. CLT has exploited this approach to build some of the largest programs on campus and generated millions of dollars in revenue for the college.
13. Teacher candidates must be trained in testing protocol and data interpretation prior to graduation, either in a class setting or in the field.
14. Online programs
15. have our student teachers average beyond state and national levels of time (no quitting after three years)
16. Minimum of one project/thesis in scientific research prior to graduation

VIII. Policies and Procedures

1. School support as part of tenure
2. change T&P so that not everyone has to do all things well
3. Standardize compensation for program coordination duties by 2020
4. Evaluate instruction to ensure that we are preparing highly qualified, globally aware, and technologically astute educators and human service professionals
5. Conduct a comprehensive review of the policies and procedures of the college of education and produce major revisions that are tied to the strategic plan within the next two years.
6. Change policy on office hours if all classes are on line
7. Minimum of 30 contact hours in service and support to local, state, national, or international educational agencies
8. Compensate overload teaching equitably with clear guidelines for specific teaching loads as well as correlations between teaching loads and % of faculty contracts dedicated to teaching, research, service.*
9. decrease meeting frequency
10. re-write the missions for a college that promotes teacher prep and one that promotes human service
11. To have a reasonable percentage of students present at most administration meetings; and to help students give voice to our meetings

12. reduce faculty paper work
13. shift to open education resources for all possible courses
14. Mandate every department document its marketing operations at the programmatic level and the effectiveness of their efforts by December 2018. For programs that aren't growing devise new strategies that can be carried out to grow and sustain individual programs.*
15. Rebuild the Secondary Education program
16. Reassign non-teaching duties currently saddled on faculty (e.g., program report writing, student advising, etc) to staff personnel by March 2019. Doing so would enable faculty to be refocused back on infusing innovation and improving the quality of their teaching.

IX. Professional Development

1. Increase the professional development of faculty through continuous training and educational opportunities pertinent to their fields
2. Create more student opportunities related to career and research
3. Faculty will engage in professional development in instructional strategies and technology in order to deliver up to date/current/ relevant instruction to students.*
4. Continuing Education for educators
5. COEHS will create opportunities that foster collaboration and professional development.*
6. To provide better support and PD for faculty by the end of year*
7. Train students for grad school.
8. recruit, develop, and maintain appropriately trained faculty*
9. Meet job acceptance quotas in our community
10. Allow mentor teachers present the teaching opportunities that they were able to offer the student
11. Prepare student for graduate school
12. promote faculty research
13. Promote scholarly activities and dissemination of such products from faculty.
14. Promote faculty scholarship
15. Provide opportunities for students to prepare as a professional role in education, leadership in the evaluation, research, conduct and the advancement of education*
16. Expand our online learning opportunities

X. General

1. Current Objectives are fine
2. promote success in post-COEHS opportunities
3. student success in career post graduation
4. Promote student success post-graduation
5. COEHS should promote student success and career opportunities post-graduation
6. COEHS should promote student success in career and educational opportunities post-graduation
7. Produce exemplary practitioners and scholars
8. Support the VSU mission and vision
9. COEHS should promote career opportunities post graduation for non teacher-ed programs.

10. Prepare student for careers
11. Prepares students to lead in educational and community institutions and in private settings.
12. Seek constructive input from faculty and listen to their professional and experimental opinions

XI. Culture, Climate, and Collaboration

1. COEHS will create opportunities that foster collaboration and professional development.*
2. communicate and understand the professional goals of each department within the college
3. For College of Ed. with students come up with an agreed upon conceptualization of a supportive knowledge culture and come up with an agreed upon method to create this knowledge culture with the dept (instead of admin. culture)
4. Start with the COEHS meeting in May to build collaboration, community and trust (trust may be asking too much) among COEHS faculty.
5. Increase moral of current faculty
6. Begin organizing initiatives that faculty across the college can engage in to better serve the region. An emphasis should be placed on multi-disciplinary opportunities*
7. Treat faculty with respect for their time, experience, suggestions, and contributions.
8. COEHS will maintain collaborative environments between and among different departments.
9. Oops, I don't know if these are Objectives or strategies . . . But, I think we should first assess what is going on in COEHS, and promote collaboration, effective teaching and scholarship.
10. Increase faculty and staff salary annually 3-4 percent

XII. Structure

1. Reorganize ECSE to reinstate the BSEd in special education
2. Integrate education program with the SOWK, MFT, and counselling programs in addressing the needs of regional students
3. Burn down and rebuild the Elementary Education programs from the ground up in 2 years. Put a visionary in charge to ensure new courses, new idea, new methods, and new technologies permeate the entire unit, its personnel, and its graduates.
4. Revive and revitalize the Department of Elementary Education. This segment of public schools is foundational in every school system.
5. Analyze the organizational structures of the departments to maximize productivity in teaching, scholarly activity and service. (Faculty are doing too much service at the dept and COEHS level!). Service like planning awards ceremonies and scheduling.
6. For COEHS: mission does not apply to non-teacher-prep programs. Either address those programs/departments or place them in other colleges.
7. Change internal structure of COEHS so the "stepchild" programs are treated and feel as if they are actually part of COEHS
8. Develop discipline-related schools within the College.
9. re-organize the College of Ed into teacher prep and human services

XIII. Misclassified

1. I don't know...The mission of psychology is not compatible with the mission of the College of Ed and vice-versa.
2. Fewer acronyms. This SWOT, MOST, SMART info is getting out of hand.
3. To graduate trained and employable students
4. This part of the survey makes no sense. Too much to ask.
5. This part of the survey makes no sense. Too much to ask.
6. This part of the survey makes no sense. Too much to ask.

Strategies

I. Resources

1. funding and reallocation of funds
2. Increase funding
3. Hire more staff to meet student' needs
4. Enhance services and support
5. Provide administrative and professional support to departments.*
6. OFFER INCENTIVES TO ATTRACT MORE MINORITY GROUPS
7. earmark GOML funds to support faculty and departments in modifying programs
8. Replace retiring faculty
9. Provide program coordinators with stipends or course releases
10. Ensure quality employees STAY within the College. Provide support and resources--or identify ways to meet goals without the resources.
11. Allocate funds to productive departments to better support their students.
12. Align college resources with growing programs
13. Bring in grant money
14. Additional funding sources should be sought. to meet the curricula and technology needs.
15. Apply resources to mission
16. OFFER SCHOLARSHIPS FOR MINORITY STUDENTS
17. Provide funding for graduate assistants
18. continueing to educate current faculty
19. Need a more current salary study and ways to deal with salary compression for faculty and staff.
20. Establish clinical and publishing lines for faculty
21. Provide greater support structures for our students.
22. consider release time for research intensive faculty
23. data transparency
24. funding for research, time to do research
25. Offer more competitive salaries to faculty and staff

II. Policies and Procedures

1. improve funding requesting process
2. Raise standards for student admission
3. examine admission requirements
4. Facilitating access to admissions process.
5. Additional evidence and data should be collected than just the credit production to justify course offerings and faculty positions.
6. improve hiring process
7. Facitating to access to admission process at the graduate level and recurring resources to do this
8. Evaluate admissions requirement
9. Increase time for professors for reserach to help increase student involvement in labs
10. Add a course in divesity or make sure it it is built into a course with evaluaiton attached to it

11. Prioritize improving/maintaining quality of programs above other demands such as accountability reporting
12. Develop an effective method for evaluating both face-to-face and online instruction that could be linked to resources and ideas for professional development
13. Reward faculty who spend a given number of hours in a school or agency working toward one of the COEHS goals.
14. clarify t&p process for non-tenure
15. Focus faculty on revolutionizing their teaching and students' learning
16. Modify policies
17. Clarify teaching loads for all tenure-track faculty each semester with correlations between hours taught and % of time contractually obligated for teaching, research and service.
18. Examine admission requirements to ensure that students admitted have a fair chance of success.
19. Evaluate admissions requirements
20. Add a course in accountability or make sure it is built into a course or field experiences with evaluation attached to it
21. Find ways to reward and encourage service-oriented work of faculty across all levels
22. Employ faculty and staff based on the concept of the best candidates available
23. Re-align our assessment program
24. Develop a strategic method for evaluating curricula

III. Leadership and Strategic Planning

1. For our Dean to articulate and promote a vision and mission for the college
2. Establish an administration of risk-taking and change
3. Discuss long term goals of each department. Identify ways to achieve goals of the departments and overall goals of COEHS.
4. Develop a definition of exemplary practitioner and then create a plan for how to produce them
5. less top-down managerialism
6. perform a needs analysis of our regions school in terms of both education and social services, create and carry out a strategic plan that will address those needs. This might include altering curriculum, creating new programs/services and interaction with area agencies; both governmental and not
7. Create a mission from the bottom up
8. Provide administrative and professional support to departments.*
9. Provide a plan to improve dysfunctional leadership, soliciting confidential discussions with members of the department
10. Modify access, barriers, and opportunities
11. Conduct a salary study and make allocations accordingly
12. more honesty from the administrator about top-down managerialism
13. Develop leadership initiatives for students, faculty, and staff.
14. develop a communications plan for information sharing and marketing
15. Establish continuous planning committees
16. Provide leadership that promote effective learning and working environments
17. Build and repair mistrust and lack of transparency that has occurred.

18. Develop a list of regional industry human capital needs and then identify gaps in our current offering and programs so that we can fill those gaps
19. administration needs to admit that many faculty are not sharing their thoughts and feelings due to their realistic fear based on top-down neoliberal ideology--that I understand is destroying aspect of education system and weakening our democracy;
20. Make mission department specific
21. Solicit suggestions from faculty who have left COEHS because of problems with COEHS leadership
22. provide equal college focus on non-teacher ed - no more meetings where the focus is on those programs - if they want to have programatic meetings, they need to get together elsewhere, not during college meetings - those should be focused on our college as a whole, not predominantly on one area

IV. **Outreach, Partnerships, and Service-Based Learning**

1. Take programs into public schools
2. more internships
3. Dialogue with school district personnel about how to improve connections with COE
4. Outreach to the community
5. Develop a task force to meet with representatives from the DOE
6. To adopt a servant leadership attitude with our partners and our communities
7. Provide more service learning and practical opportunities to students
8. Better understand our region and community.
9. Service learning
10. Conduct research that benefits our region
11. Create venues where community partners and university employees easily begin working together*
12. Work on school partnerships - infinite variety of ways
13. service learning center
14. Make the COEHS more visible in the community
15. What do local businesses want?
16. service learning
17. To better understand our region and community and the social injustice that is currently occurring*
18. More internships
19. Prioritize the marketing of instructional programs and outreach to the community by faculty and staff
20. To locate departments and program who already provide servicelarning and experiential activites that can be multidisciplinary

V. **Recruitment and Marketing**

1. Optimize dual enrollment for recruitment
2. Optimize dual-enrollment for recruitment
3. Optimize dual enrollment for recruitment
4. Recruitment
5. Recruitment
6. high quality student recruited

7. Recruit and KEEP strong faculty
8. optimize dual enrollment for recruitment
9. Retention
10. Retention
11. Implement a marketing strategy to adult populations
12. Develop marketing teams
13. Increase information from career services so students are aware of career info and opportunities
14. recruit faculty candidates aggressively and on multiple platforms
15. Find a better way to market
16. Work with administrators to determine what metrics we will need to more effectively advocate with ourselves. This will require political skill and working with agents outside the university. However, university advocacy would, hopefully, trickle down to benefit individual colleges.
17. Have a recruiter for COEHS who establishes a relationship with schools and agencies to recruit for our particular programs. This need is more important than folks realize.

VI. Culture, Climate, and Collaboration

1. Create a common center
2. Develop research teams
3. Promote collaboration through the meeting in May, and bringing faculty together for research in their disciplines.
4. Task teams comprised of faculty, staff, and policy makers to investigate and implement initiatives. This could be anything from conducting focus groups to providing formal reports that would help us advocate for the college of education. This could span all of the objectives.
5. Set-up activities that allow people to share and communicate
6. Create a culture of innovation
7. Create venues where community partners and university employees easily begin working together*
8. partner more closely with Office of Sponsored Research
9. Encourage cross-department and cross-college teaching collaborations
10. Encourage collaboration among faculty across departments, colleges, and universities.
11. Graduation rates
12. partner with Small Business Development Office to assist with entrepreneurial activities appropriate for our college
13. Improve culture of COEHS to align with mission

VII. Programs and Curriculum

1. Conduct an immediate and thorough investigation of ECSE/ELEM
2. Have students perform teaching activities on campus for assessment
3. look for redundancies across programs
4. Survey working professionals to determine their needs for online programming
5. Teach evidence-based practice methods.
6. Bolster concurrent enrollment offerings to have students who are possible "feeders" into VSU programs.

7. Prevention of transfer students
8. Prevention of transfer students
9. Intervention to prevent student transfer out of VSU
10. Intervention of transfer students

VIII. Professional Development

1. Increase the number of professional development opportunities for COEHS specific faculty with faculty input
2. Formal mentoring programs with and without the community
3. Professional development
4. Hold a faculty workshop in Fall 2018 on promoting the growth/academic mindset both in students and in ourselves.
5. Requiring mentor teachers to go through a meeting or training of expectations.
6. PD for and by the college
7. professional development
8. Connect professional development opportunities to identified needs

IX. Misclassified

1. No idea. I have no training/expertise regarding what a COE should be doing.
2. Explain concepts clearly without use of jargon. Jargon is a barrier to student success.
3. This part of the survey makes no sense. Too much to ask.
4. other strategies not possible until re-organization is achieved
5. This part of the survey makes no sense. Too much to ask.
6. I'm not really sure who thought this could only take 10 minutes - a survey like this requires a much greater level of consideration and reflection than I am able to provide in the midst of grading the last week of the semester
7. This part of the survey makes no sense. Too much to ask.
8. so - another strategy is to consider scheduling things like this during periods when faculty is not otherwise swamped!

X. Technology

1. Add a course in technology or make sure it is built into a course with evaluation attached to it
2. Build a webpage for success
3. Please invite the technicians to check the classrooms if the equipment like computers, lights are ready for the new semester. Every semester I feel embarrassing that students complain that the equipments are not appropriate for class activities.
4. Develop alternative delivery systems
5. update our software in a timely manner
6. update our computers in a timely manner

XI. Structure

1. Create an Associate Dean position to coordinate all off-campus/online delivery
2. re-organize itself as suggested above (See Objectives, Structure, statement 9).
3. Reorganize our college to better meet the needs of students and our community partners.

4. Establish an admissions and advisement center to specifically focus and meet the needs of non-traditional students
5. Support the revival of Secondary Education housed in the COEHS.

XII. Diversity and Social Equity

1. Increase visibility of diverse members of the university community.
2. To better understand our region and community and the social injustice that is currently occurring*
3. Improve mentoring and career opportunities for minority faculty
4. Black and brown graduates
5. HIRE MORE MINORITY FACULTY

XIII. General

1. Strategic plan is fine.
2. support students
3. Consult faculty members within the college
4. support faculty

Tactics

I. Resources

1. Provide funding to fill vacant faculty lines
2. fund raise
3. Determine current services and support gaps*
4. Allow course release for reaserch with undergraduate
5. Work with University administration to add new tenure track faculty lines.
6. Pay more - all levels of faculty
7. Departments identify internal resources to meet their goals and identify areas of support needed from COEHS and VSU as a whole.
8. Increase funding for research and travel
9. look for unallocated funds and transfer as needed
10. Grant writing
11. Additional funding sources should be sought. to meet the curricula and teachnology needs.
12. Time release
13. give staff access to resources
14. MORE FACULTY RESOURCES
15. Support more - students and faculty - distance and face to face
16. Provide necessary funding for marketing materials
17. Support faculty and staff
18. provide stipends to all program coordinators
19. Increase pay and perks for valued faculty
20. align available faculty positions with growing departments
21. simple perks - even just recognition for all the staff and faculty does
22. have staff participate in budget process
23. Add staff to support departments in developing evidence-based practices.
24. SCHOLARSHIP MONEY FOR STUDENTS TO ATTEND CONFERENCES
25. Hire a permanent department head for Elementary Education and revitalize the faculty.
This department should be one of the most vibrant in the COEHS.
26. provide course releases to all program coordinators
27. Hire, or reassign, staff to take over program reporting and advising operations from faculty
28. Incentivize (stick and carrot) to infuse more technology and more innovative strategies into their teaching*
29. acknowledge informal course overloads and additional teaching expectations financially

II. Leadership and Strategic Planning

1. Survey LEA needs
2. Generate buy-in from Provost and President for endeavors that require greater risk taking (e.g., Hiring an Associate Dean for Technology and Innovation, razing and rebuilding Elementary Education)
3. Determine current services and support gaps*
4. This survey is a great start. Engage, assess, intervene and evaluate. I think we are still assessing. Lots of secrets/problems in COEHS. Lots of distrust.

5. Short-term and long-term goals and objectives of each department clearly defined with plans for how to achieve them.
6. faculty retreats with dept heads
7. Administrative bloat should be addressed. Reduce the number of administrators and directors with high salaries, distribute salary to address salary compression.
8. obtain outcome data on student success/failures after graduation, share or distribute this information
9. Survey school and partents and students regarding their needs; both academic and social/economic
10. Bring the stakeholders to the table
11. move students from some A&S faculty - especially science
12. Find and book an excellent presenter for university level faculty on growth/academic mindset with specific action steps we can take. Plan next steps to follow that training, and use followup sessions and maybe small groups to keep up with implementation.
13. Establish Faculty Action Committees
14. Identify the innovators (in technology, teaching methods, program operations, etc.) and mine them for ideas and leadership
15. Determine barriers that impact students success
16. Perform in-house needs analyses for program improvement in each department, not as an exercise for accountability reporting but as a way to define and establish program improvement priorities
17. Conduct surveys
18. Develop a leadership program within the College.
19. focus groups and surveys
20. Strategies committee
21. Take steps, starting with the Provost, to begin revival of the Secondary Education program within the COEHS.
22. Graduation rates

III. Outreach, Partnerships, and Service-Based Learning

1. increase service learning opportunities
2. Rrecruit more community organizations
3. Establish regular and collaborative sessions with school district staff for program improvements
4. Reach out to local businesses
5. Find out what community organization view as ideal skills for employment
6. Determine community needs
7. Create stronger ties with the employers of our graduates (e.g., district superintendents) to find out how our programs can better serve their needs, so they in turn hire more of our graduates.
8. Community outreach for concurrent enrollment students.
9. To promote and advertise service opportunities.
10. Partner with the VSU career center
11. Partner with relevant educational and industry leaders in the region
12. Improve follow-up of graduates to identify success or lack of it and how the student's time at COE related to his/her outcomes.

13. Connect and collaborate with the office of Student Diversity and Inclusion
14. Develop a strong community advisory group.
15. Encourage integration of faculty and staff in community beyond "service"
16. Post grad employment

IV. **Policies and Procedures**

1. Define exemplary practitioner and develop a way to measure
2. Additional evidence and data should be collected than just the credit production to justify course offerings and faculty positions.
3. Work Load!
4. link professor actions to tenure
5. institutional data analysis
6. Spend more time/money/effort recruiting quality students, rather than lowering admission standards.
7. Raise admission standards.
8. Have each department establish a method/plan for all faculty to complete field experience/clinical in schools or agencies to promote reality-informed instruction and course activities.
9. higher admission standards
10. Review and remove archaic policy that hinder student individual needs
11. reduce process and reporting, focus more on products
12. Clarify whether faculty are actually 3/4 load
13. Work more effectively with dual enrollment students
14. give % of time expectations for teaching, research, service

V. **Recruitment and Marketing**

1. Visitation for recruitment
2. COEHS Advertisement via TV, radio, internet
3. Market widely and regularly
4. Social media
5. COEHS advertisement
6. COEHS Visitation swag for recruitment
7. Create visibility of graduate students
8. Solicit volunteers for marketing teams
9. Create recruitment teams that are representative of the college and community from which we are recruiting.
10. Marketing
11. TV, radio, Internet coverage
12. Hire a recruiter specifically for the COEHS. Sports teams recruit for their sport and have people who specialize in that work. They don't use a general sports recruiter for all sports.
13. Revise assessments

VI. **Technology**

1. Electronic application
2. making it easier to fill out forms (electronic forms)

3. Acquire electronic admissions software
4. Moving application process to fully online.
5. Graduate school go fully to an online application process
6. Utilize more electronic forms for admissions and advising/registration
7. Technology
8. Make sure that the 3 computer system in each classroom is in good condition
9. establish faculty groups to promote OER and technology integration
10. Incentivize (stick and carrot) to infuse more technology and more innovative strategies into their teaching*
11. Establish an Online Teaching Academy within the college to train faculty to the best practices to design (i.e., Quality Matters) and deliver courses online

VII. Culture, Climate, and Collaboration

1. Communicate clearly and often
2. COEHS brown bags
3. Solicit volunteers for research teams
4. I think this is for someone higher than my pay grade to figure out, but should involve faculty input so it is a collaborative process and not a top-down approach
5. Employ faculty members in their strategies
6. Utilize retirees and veteran faculty as mentors for new faculty
7. Create shared values based on mission
8. Meetings between the faculty and students "education" and "non-education" programs so we know what each other actually does, and how we might cooperate. For example if SOWK has a student intern in a school where other COEHS students are interning, they should talk..
9. Become a collegial group again
10. COEHS research center

VIII. Diversity and Social Equity

1. CULTURAL COMPETENCY TRAINING
2. Develop and implement a college-wide strategic plan, under the direction of the new associate dean, to recruit non-traditional students
3. Identify university programs and faculty who are equipped to facilitate addressing social injustice.
4. To identify university programs and faculty who can partner with the community to help address these social injustices such as providing services they cannot access like FamilyWorks
5. Clubs and programs for support of Black and Brown
6. Diversity Prof Dev and Learning
7. Create a mechanism for tracking minority faculty mentoring and career opportunities

IX. Misclassified

1. No idea. I have no training/expertise regarding what a COE should be doing. I could make something up, but I don't feel comfortable doing that.
2. this is too specific to address
3. This part of the survey makes no sense. Too much to ask.

4. please read above comments;
5. Once these surveys are completed, you should ask this last page again. Too much is ambiguous until some policies and directions are provided. This is formative not summative, and you are asking us to summarize without full knowledge or information.
6. This part of the survey makes no sense. Too much to ask.
7. This part of the survey makes no sense. Too much to ask.

X. Professional Development

1. Survey COEHS faculty for professional development requests
2. C.E.U. for faculty
3. Provide funding for faculty to select their own professional development opportunities
4. professional development

XI. Programs and Curriculum

1. compare curricula across related programs for redundancies
2. Revise and/or add academic programs to meet the unique needs and desires of non-traditional students