February 8 Event

Question 1: What specific units in the university, whether in the same division or in different divisions, need to work together better to improve the success of incoming first-year students?
- Admissions needs to provide all incoming students with a clear path to registrations
- Financial aid needs better student customer service and communications
- We need an all-out meeting to explain who does what
- All these areas must list together: business office and advisors, housing/residence life, and orientation, SFA 101 and AARC, student success center and jack camp, financial aid and enrollment management, PPD and all building managers, student involvement center and campus rec, GenJacks testing, parking and all departments
- Advising and financial aid
- Faculty and housing
- Faculty and advising
- Faculty and scholarship committees
- Center for career and professional development and academic affairs to integrate career opportunities early
- Student success and student life
- Advising and AARC
- Admissions, financial aid, housing, academic advising and student success center
- Student success center and academic departments
- Align assignments in multiple/x-department courses in this core curriculum
- Library and academic departments and colleges
- Orientation better alignment between academic affairs and student affairs
- Center for teaching and learning and academic advising
- Coordination between housing and academic units to increase/enhance residence learning communities
- Centralization of academic advising
- Develop a list of FAQ that different offices can all answer relating to financial aid, business office, registrar, housing, etc. make a point to have the answer so we don't transfer the calls of students to other offices
- Clear communication between professional advisor and faculty of the major/program in terms of degree requirements
- Academic and student affairs divisions could plan programming around a central educational theme
- Beyond individual areas, have an overall goal or message
- SFA 101 should be mandatory for all first year students
- Advisors, financial aid, academic admissions, need to all meet to become acquainted for future reference for each other and to be able to assist students with other departments on campus
- Advisors also need to be aware of each other's policies, at least on a general level

Question 2: What specific units in the university, whether in the same division or in different divisions, need to work together better to improve the success of incoming transfer students?
- Career services/transfer orientation
- Academic departments and advising units
- Division and student success that deals with transfers enrollment management

- Advising and orientation
- Financial aid and the business office
- Better alignments between two years and SFA advising
- Facilities or programs to improve transfer "sense of belonging" at SFA
- Academic courses in the core should align assignments more closely to reinforce common learning experience
- Ensure student financial aid is available before classes begin
- Financial aid working with admissions and student advising
- An "SFA 101" for transfer students
- Internships and faculty
- Have a true common core to allow for a better transfer of coursework to SFA
- Deans office, department office, and program offices
- Advisors-academic admissions, financial aid, registrar's office, working with academic advisors to work with students on transfer credits, making sure there is complete understand of what hours/classes transfer from another college into SFA
- Academic department and financial aid when financial aid has difficulty contacting students
- Academic clubs and engagement office in 4A
- Have business office, financial aid, housing, registration office, admissions office, develop list of FAQ so all staff and respond and not have to forward so many calls to each other
- Admissions and advisors to create a more seamless application to classroom transition
- Need a clear communication between professional advisor and faculty in terms of degree requirement
- Orientation and campus engagement

Question 3: How can we more successfully align academic affairs and university affairs at SFA?
- Internships/course credit for working on campus in areas that meet specific academic department requirements (i.e. kinesiology working in fitness, business working with business)
- Share resources
- Continue book clubs so we can have more opportunities to engage with each other and share ideas
- Community
- Align admissions with administrative processes
- We can't see forests for trees (organizations mishaps)
- Align associates degrees with other degrees
- Get list of transfer students
- Advising loads need to be balanced
- Align student organization with incoming transfer and graduate students
- Align student needs to peer cohort (mentor)
- Residential learning communities – staff and faculty both investing in the student outside of the classroom
- Hold monthly meeting and have one area present what they do
- More interaction of VP's from all areas (academic attend university affairs and vice versa)
- Identify inconsistencies from one division to another
- Tackle the five largest issues and assign a committee to come up with workable solutions
- Help the university community better understand the vision for the connection between academic affairs and university affairs

- Enable "POD" scheduling of "related" courses to allow for reinforcing student cohorts to remain intact
- To have a better understanding of what each department does
- Faculty and staff collaboration
- Integrate service learning in core curriculum courses to integrate engagement and academics
- Provide professional development that relates to both areas and provides opportunity for collaboration
- University wide customer service training and cooperation
- More transparency on goals
- More support for living, learning communities
- Student research of university affairs topics embedded in curriculum, i.e. GIS analysis
- Include all division in the budget office to prioritize initiatives
- Determine shared initiatives and develop programs that align "in class learning" to programming that applies those skills
- Create events/programs that complement not substitute academics
- Academic affairs need to imitate some proposals
- More events that allow the two divisions to become more acquainted with each other
- Both offices need to support international activities for students that are faculty led and recognize faculty that champion global engagement such as study abroad, etc.
- Talk to each other, share, learn from one another, and together help our students achieve

Question 4: How can assessment be done in a way that more directly results in improving the undergraduate experience?
- Make it link to high impacts
- Mystery shoppers?
- Share success stories, make change
- Involve everyone in the process of making change
- Assessment to better student experience and not personal gain
- Stay focused on student's first
- Involve students in assessment
- Utilize easements to identify areas that can be improved upon for professional development to better reach targeted goals as a co-learning opportunity for faculty/staff
- Believe it or not – more assessment, especially early and late in each student's career… to measure improvement
- Mystery shoppers for areas with areas of high student contact to evaluate performance
- Be willing to change assessment goals when they don't make sense
- Mobile suggestion app for students and parents
- Set goals and asses quarterly and university wide
- Publish TRACDAT and/or other assessments
- Application counts/service learning competency based assessment; consider creative assessment, REAL tangible work for REAL tangible assessments
- Allow individual academic units the flexibility to design and implement meaningful and relevant criteria and matrices for their programs
- Develop assessment methods that do not drain so much time from instructors who are trying to teach
- University assessment if needed be carried out by university affairs

- Involve students in the assessment activity
- Begin any assessment by determining what is it that we want to know
- Avoid assessing all activity/experiences, students are not able to articulate their experience without refection
- Don't overload students with assessments (survey fatigue=inaccurate results)
- Review findings and implement actual changes (don't collect data for the sake of collecting – use it)

Question 5: Improvement requires regularly questioning institutional assumptions and standard operating procedures. How could we do this at SFA (positive restlessness)?
- Business process analysis on all current business processes
- Reevaluate existing policies that make operating functions difficult (purchasing travel, etc.)
- Include this area in performance reviews, promotions, and tenure processes
- Mystery shoppers keep people on their toes
- Incorporate policy review process into student projects (i.e. auditing)
- Support culture of safety in questioning
- Reward open-mindedness
- Stop apologizing for the quality of our students…and ask more of them not less
- Be open minded to change
- Simplify the official course design/approval process to promote newer, more relevant options to evolve
- Judge deans and senior admins on levels of student learning/improvement
- Being willing to invest in technologies that will improve efficiencies
- Don't be penalized for asking why and even disagreeing with the answer
- Be willing to let go of things when we can show they aren't working
- Require SOPs to be justified every x-amounts of years publicly
- Break procedures down completely, them rebuild them with student success in mind
- Have regular assessments of departments that result in attainable goals that lead to better service for our students
- Establish a program for faculty development and provide support for faculty endeavors
- Allow faculty and staff to audit a course each semester to promote ongoing lifelong learning culture
- Create a system for faculty, staff, or students to report inefficiencies in any aspect of university work/life
- Develop a forum that allows faculty and staff to develop topics that might be considered "the elephant in the room" without repercussions, have administrators address these topics in an open forum
- Make mission statement direct and simple
- Develop a "secrete shopper" to address our service areas

Question 6: People can only do so much. If new things are to be enthusiastically adopted, what tasks need to be lightened or simply stopped?
- Move from doing misunderstood and non-aligned core assessments to generate authentic assessment that are aligned to the university's mission statement goals and strategic plan to make data driven decisions
- Stop assessment that do not have clear objectives

- Review programs that require lots of resources and may not be effective, make hard decisions
- Compliance training, not annually (property, IT security, PCard EEO conflict of interest)
- Streamline/collaborate in reporting (more centralized and less duplication)
- If we are to adopt new student success software's and initiatives, we need to look at how to strategically implement these while not overloading those using them
- Going electronic/no paper forms (stipends)
- Stop having faculty advise students intensively during the "university core" stage – basically programmatic, could be centralized at student success center
- Reduce/eliminate paper forms and go electronic when possible
- Look at tasks that are out of alignment or out of the mission of student success and analyze those first; next determine if tasks should be lightened or stopped in lieu of new adoptions
- Reevaluate faculty workload (sixty percent teach, 20 percent scholarship, 20 percent service) in ways that align strengths with new initiatives
- Every time you add a task, delete one
- Evaluate where we can reduce administrative tasks to maximize student contact (new software, etc.)
- Reduce service loads for faculty and staff
- No meetings about meetings
- Review the committee assignments of certain faculty/staff, assign those that want to be included in committees and limit the number of committee's persons are assigned to
- Evaluate effectiveness of programs/actions being taken – stop with those that can't prove effectiveness
- Shorten regular testing EEOC, it wastes too much time
- Develop student buy-in data before adding
- Evaluations need to be conducted in every department to determine if current workload is still valid or obsolete – would then be able to determine what can be removed to allow for updated, valid workload and new innovations
- Streamline assessment

Question 7: How can student learning be made to factor more into the determination of SFA's priorities?
- Link it to performance evaluations, promotions, tenure
- Keep student learning front and center in all communications
- Employer service
- Collect data that measure student learning objective mastery, and use that instead of just student evaluations
- Make it a priority – every process and priority should be asked how it contributes to student learning
- Ask the students: What are their priorities? Where are the two (SFA and student priorities) in agreement, blend somewhat or are totally out of focus with each other
- Carve on the boardroom wall: "every decision made here should have one priority: student learning"
- Put student learning into every job description on campus
- Develop methods to enable cultural divides to identify compatible visions
- Tie compensation of deans and senior staff to changes in student learning outcomes

- Emphasize academic rigor in recruitment messaging; programming, in course descriptions, and syllabi
- Have high and specific expectations for student academic effort and consistently communicate them
- All funding decisions should hinge on if/to what extent the expenditure should impact student success
- Make student learning the highest priority of the university

Question 8: How can SFA provide more opportunities for students to learn and practice leadership skills?
- We provide lots of opportunities outside the classroom, look at how to give academic/course credit who utilize those opportunities
- Highlight (give diploma certificate/badge) for accumulated student work that recognizes leadership
- Develop co-curricular transcripts formally to recognize student achievements
- Count volunteer work
- This is already done very well in student affairs, academic affairs need to step up
- Student academic organizations alive and well
- If going to require internships, have some identified for students; a lot of "internships" are being made up
- Institute a student run honor cord
- Support study abroad
- Allow one student on every committee on campus (voting)
- More training for student organization advisors to train their students on leadership skills
- Require each student to enroll as an official member of at least two organizations on campus
- Student led speaker series for leadership
- Expand the idea or definition of leadership so that more students self-identify; marketing campaign to show leadership styles
- Look at departments that already do this successfully (human sciences); create a professional environment that encourages cross campus collaboration to identify these bright spots to be emulated
- Engage our business partners who will be involved in internships to create real time leadership opportunities
- Offer internships with upper management on campus – VP offices, etc.
- Advisors and faculty provide more encouragement for students to join and be active in a student organization
- Have student workers assigned to meaningful takes that will translate to workforce
- Create more academic organizations that teach skills that employers in that field are looking for, including access to alumni and partners
- Emphasize student leadership through certified programs, recognize participates at regions board meetings
- Faculty/staff support student involvement that encourages transferable job ready skills
- Cultivate and expand and support internships with community through academic courses

Question 9: How can SFA better prepare faculty and staff for leadership positions?

- Provide levels of leadership training provided by outside vendors – free to participate

- Provide professional development opportunities and funds for involvement in professional associations
- Evaluate performance, rev. process
- Develop a more formal mentoring program/system for new leaders
- Create our own leadership academy / professional development
- Make funds available for professional development opportunities outside of SFA (professional organizations/conferences)
- Institute a program to enable leader "shadowing" for potential successors
- We have mentoring opportunities for faculty, but there are no mentoring opportunities for staff
- Provide opportunities for professional development for a continuing education program in home for faculty and staff; peer to peer mentoring/skill based learning for employees; credit could earn towards additional pay
- Actively seek opportunities information to train your successors
- Provide leadership opportunities for graduate assistants/students
- Create professional development/leadership tracks
- Create a leadership mentoring program where faculty/staff in leadership roles offer support to those interested in leading
- Host development training for all staff to train them for future expectations and leadership roles
- Provide discounted or free courses/programs for employees, employee scholarship does not go far
- Enhance recognition rewards tangible or intangible, to foster interest in building professional portfolios
- Provide management training for all new managers and leaders
- Develop a mentoring program that pairs experienced staff with potential new leaders
- Provide means of promotion for adjuncts that show dedicated service to the university