

STEPHEN F. AUSTIN STATE UNIVERSITY  
NACOGDOCHES, TEXAS

Strategic Plan Update Meeting  
April 7, 2017



[sfasu.edu](http://sfasu.edu)

# SFA ★ ENVISIONED



# SFA ★ ENVISIONED



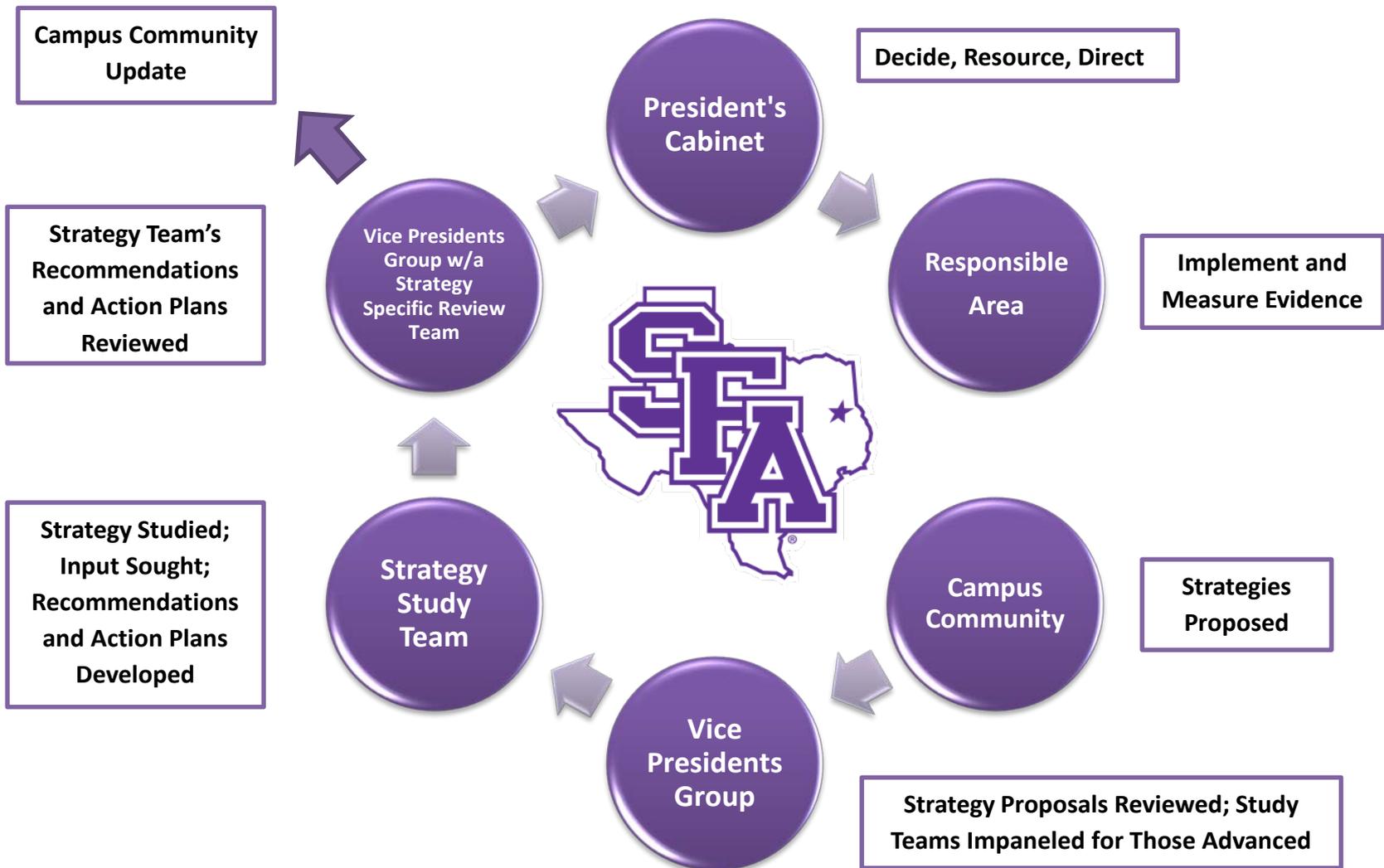
14 teams

154 team members

1,818 survey responses

# SFA ★ ENVISIONED

Strategy Identification, Study, Decision and Implementation





# Co-Curricular Innovations Team

Dr. Nina Ellis-Hervey & Rob McDermand

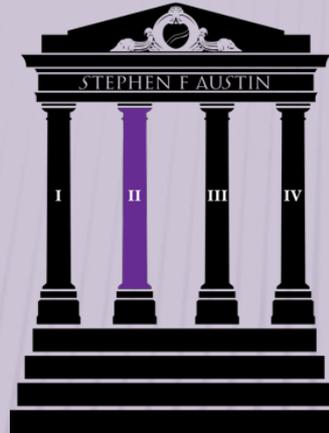


# COMMITTEE MEMBERS

---

- Hollie Smith, Chair, Student Affairs Programs
- Amanda Windham, Student Engagement
- Anjum Najmi, R.W. Steen Library
- Jamal Smith, Orientation
- Emily Payne, Agriculture (The Arthur Temple College of Forestry and Agriculture)
- Jason Reese, Management, Marketing & Intl. Business (The Nelson Rusche College of Business)
- Nicholas Long, Mathematics and Statistics (The College of Science and Mathematics)
- Nina Ellis-Hervey, Human Services (The James I. Perkins College of Education)
- Tamey Anglley, Music (The College of Fine Arts)
- Rob McDermand, Athletics
- Ty Spradley, Communication/Leadership (The College of Liberal and Applied Arts)
- Veronica Weaver, Multicultural Affairs

# COMMITTEE CHARGE



## Fostering Academic & Co-Curricular Innovation

The Co-curricular Innovation Committee will recommend innovative strategies for:

- improving the integration of the student co-curricular experience with their curricular experience,
- increasing student engagement with co-curricular programs, and
- increasing partnerships between academic and student affairs.

# STRATEGY 1

Increase student engagement with co-curricular programs.

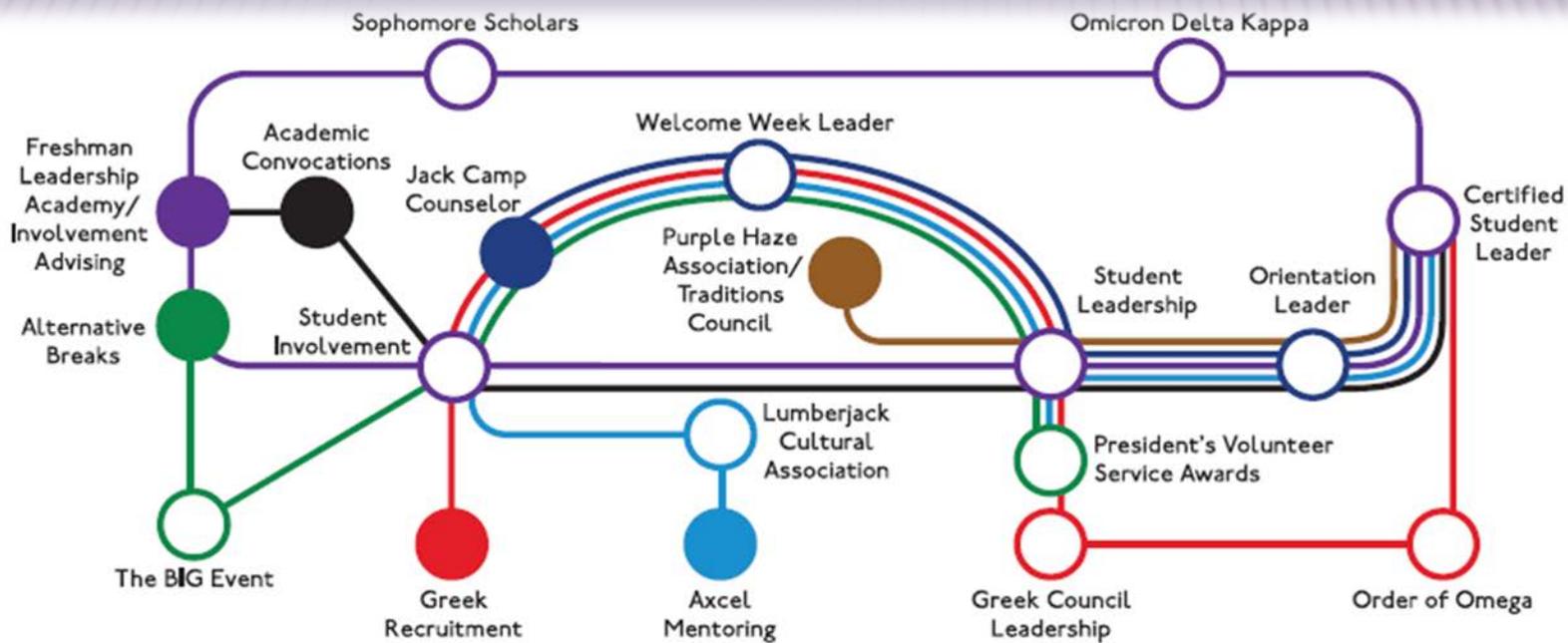
STUDENTS WHO GET INVOLVED **SUCCEED**



# Action Step 1. Create student engagement co-curricular maps

Jacks Track created fall 2016.  
Involvement Centers  
and Freshman  
Leadership Academy  
currently using as a  
model.





LEADERSHIP

GREEK LIFE

SPIRIT & TRADITION

FIRST-YEAR

SERVICE

MULTICULTURAL

ACADEMIC

## TRACKING YOUR EXPERIENCE

### GREEK LIFE TRACK



The Greek Life track focuses on building relationships and learning to leverage the strengths of a community in order to serve others.

### SPIRIT & TRADITION TRACK



The Spirit and Tradition track focuses on creating feelings of connection and engagement using the history and tradition of an organization (such as SFA).

### FIRST-YEAR TRACK



The First-Year Leader track focuses on helping students make the transition to college, creating conditions that help them succeed.

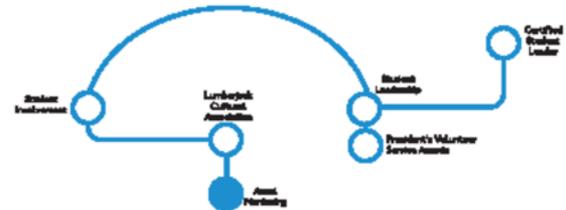
## TRACKING YOUR EXPERIENCE

### SERVICE TRACK



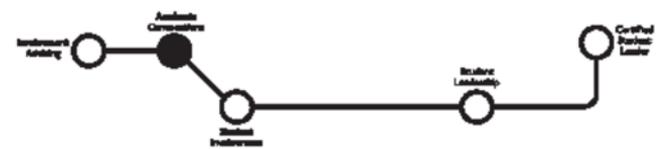
The Service track provides students with the opportunity to learn by serving others.

### MULTICULTURAL TRACK



The Multicultural track gives students the opportunity to learn about their own cultures, the cultures of others and how to bridge the differences between the two.

### ACADEMIC TRACK



The Academic track gives students the opportunity to develop and refine skills connected to an academic discipline, and, in most cases, connect with faculty outside of the classroom.

## **Action Step 2: Assign programming committee, to evaluate student learning from co-curricular programs.**

Review completed spring 2017, and will continue to be reviewed each semester.



## Action Step 2 (continued): Assign programming committee to evaluate student learning from co-curricular programs.

- Completed Spring 2017
  - Student Affairs Programs (SAP) staff to promote usage of NACA and to increase promotion of Certified Student Leader (CSL) endorsements



## Decision Making and Problem Solving(2 of 10)

Choosing between different options to best help the group to meet their goals; finding solutions to issues that threaten the ability of the group to meet their goals.

	<b>Expert</b> People look to me to teach this skill	<b>Advanced</b> I am above average at this skill	<b>Competent</b> I do this pretty well	<b>Developing</b> I am improving in this area	<b>Beginner</b> I am just now beginning to acquire this skill	<b>Not Applicable</b> I have not yet acquired this skill
Rate your ability to make effective decisions and solve problems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Rate your ability to choose between different options to best help a group meet its goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Rate your ability to find solutions to issues that threaten the ability of the group to meet their goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Rate your willingness to explore creative solutions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Rate your ability to apply personal and group values to guide decisions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Please provide an example of when this skill was put into practice.	<input type="text"/>					

[Previous](#)
[Save and Next](#)

At the right under the Individual Score column, you will find the results of your students' evaluations based on their responses. The Comparative Benchmark column contains the average score of all students who have taken the evaluation to date. This provides you with a gauge of how your students' scores compare with the scores of your peers from around the country. The final column shows the difference between your score and the comparative benchmark.

## Kate Childress

Skill	Level	Individual Score	Comparative Benchmark	Difference
Computer Skills	Beginner	0	3.3	-3.3
Decision Making and Problem Solving	Beginner	0	3.7	-3.7
Verbal Communication	Beginner	0	3.5	
Analyzing quantitative data	Beginner	0	3	
Planning, organizing and prioritizing work	Beginner	0	3.6	
Career Knowledge	Developing	1.8	3.5	
Writing and Editing	Beginner	0	3.3	
Teamwork	Beginner	0	3.7	
Influencing Others	Beginner	0	3.4	
Obtaining and processing information	Beginner	0	3.6	

## VIRTUAL ADVISOR RECOMMENDATIONS



### Career Knowledge(6 of 10)

Score: 1.8

Your Level: Developing

Beginner

It's never too early to start thinking about preparing yourself for your career. If you haven't settled on one, don't worry. There are professionals on your campus who can help you. They are located in the Office of Career Development, Career Services or similarly named area. Check to see if they have assessments like "Strong Interest Inventory" to help you choose a career. Do they offer any of orientation to the services they offer? Check out their website. Another useful website is "Idealist.org" They have lots of resource that can help.

**Suggested Web Resources:**

- [Idealist.org](#)

Developing

Many students don't think of their student organizations as a way to gain skills for their career but research has shown that getting involved on campus may be as important as having an internship. Think about the careers that interest you. What experiences can you seek out in your involvement outside of the classroom to help you develop these skills? For an interesting take on this topic, read, "Considering the Impact of Participation and Employment of Students in Campus Activities and Collegiate Recreation on the Development of the Skills Employers Desire Most" by Peck et. al.

**Suggested Web Resources:**

- [NIRSA White Paper](#)

Competent

Hopefully you've chosen a career and have some idea how your college major will lead to that career. Sometimes we think we know what this career will be like, but don't test this understanding until after we've graduated. If you know someone who does this job already, ask if you might shadow them for a few days to see it for yourself. It might also be time to ask your academic adviser about internships. Even if your institution does not require one, this is an excellent way to gain skills for the job you want. Are you ready to use your student leadership experience to get a job? Read Marketing Leadership: Developing Your Resume and Preparing for Interviews by Celia Norcross. Are you ready to use your student leadership experience to get a job? Read Marketing Leadership: Developing Your Resume and Preparing for Interviews by Celia Norcross:

**Suggested Web Resources:**

- [Read Marketing Leadership](#)

Advanced

For students who are advanced in this area, make sure you are putting all of the skills you are developing onto a resume. College graduates often have limited work experience and can benefit from making a "skills-based" resume. Read the article, "Is a skills-based resume right for you?" by Forbes Magazine. Another form of resume that is great for student leaders is a Cocurricular Resume. This highlights your achievements as a student leader. Do just list your involvement experiences, think carefully about what skills you've gained and put that in your resume.

**Suggested Web Resources:**

- [Cocurricular Resume](#)
- [Is a skills-based resume right for you](#)

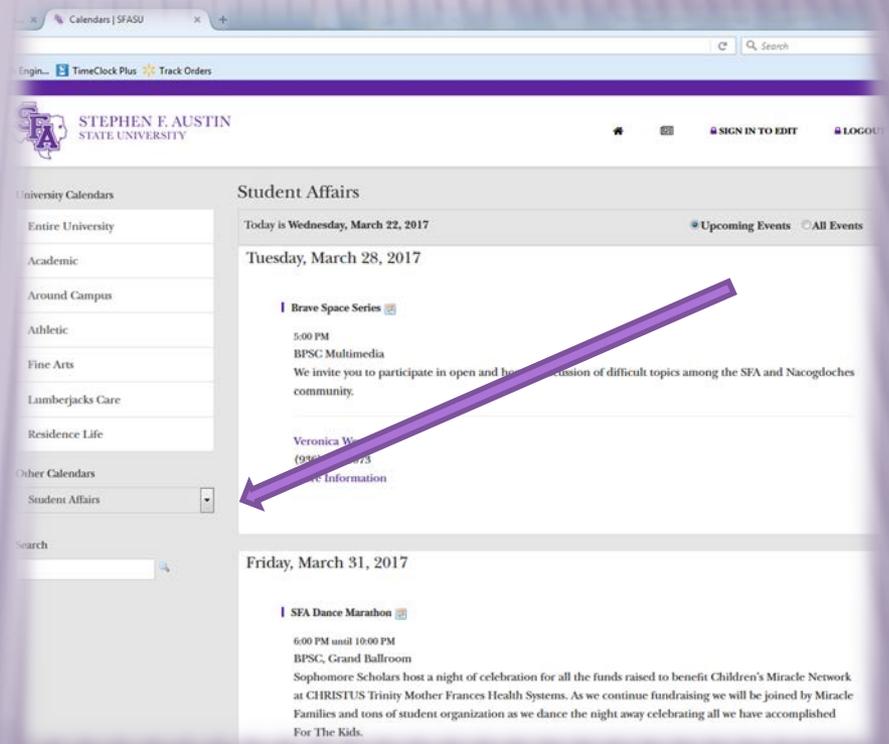
Expert

Check to see if your institution hosts career fairs on campus where students can interact with real employers (most do). See if your career services office offers workshops to prepare you. You don't have to be looking for a job to go. Talk to employers in your field about what they are looking for when they hire recent college graduates and work to develop those skills. Make contacts who you can follow up with later. If your institution does not offer job fairs, look for similar programs offered in your area. Practice your "elevator pitch," a short speech in which you introduce yourself and briefly describe your strengths.

- [Download Report](#)
- [Review Virtual Advisor Recommendations](#)
- [Return to Overview](#)

# Action Step 3: Create a co-curricular/extra-curricular calendar for website.

- Completed Fall 2016
- Student Engagement Programs staff assigned to determining top programs to be added to the new app.



## **Action Step 4: Create more opportunities to engage transfer students early on in co-curricular programs.**

- Offer peer involvement advising during transfer orientation. Planning complete, with implementation to begin May 5, 2017.
- Review transfer ambassador program. Planning in process with participant sign up to begin May 5, 2017.
- Review transfer orientation schedule and dates. Review in progress, start date May 5, 2017.

# **STRATEGY 2**

**Improve the integration of student co-curricular and curricular experiences.**

---

**Action Step 1: Provide a co-curriculum one-sheet summary of co-curricular programs to faculty, SFA 101 and 301 instructors one month prior to each long semester. Summary will highlight events and programs that potentially relate to academic curriculum.**

- Subcommittee appointed, with tentative process to begin Fall 2017.
- SAP team assigned to create an online version to begin tentatively Fall 2017.

## **Action Step 2: Create an involvement learning guide for faculty and academic advisors about co-curricular resources, emphasizing the Certified Student Leader program.**

- JacksTrack created Fall 2016. Currently working on disseminating information. Involvement Centers and Freshman Leadership Academy currently using as a model.



## **Action Step 3: Increase promotion and communication of involvement to students through social media.**

- Involvement Center began offering online involvement advising during Fall 2016.



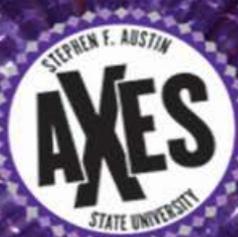
# STRATEGY 3

Increase partnerships between  
Academic and Student Affairs.

---

# **Action Step 1: Increase strategies to help students connect with co-curricular programs and student organizations.**

- Offer involvement tables at academic convocation. Tasked to Lacey Folsom to organize, Fall 2017.

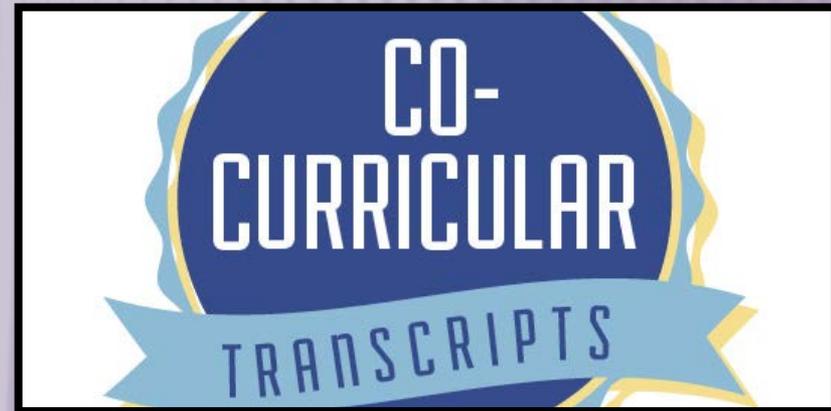


OFFICE OF STUDENT ENGAGEMENT

**CONNECT • LEAD • INVOLVE**

## **Action Step 2: Review process for creating co-curricular transcripts which are infused on traditional academic transcripts and/or zero credit hours.**

- Appointed subcommittee to review process and make recommendations. Timeline not finalized.



## **Action Step 3: Appoint committee to review academic engagement during new student and family orientation program.**

- Appoint committee to conduct an open and transparent evaluation of program and make recommendations.

# STRATEGIES RECAP

---



**Strategy 1:** Increase student engagement with co-curricular programs. **Complete.**



**Strategy 2:** Improve the integration of student co-curricular and curricular experiences. **Two of three complete.**



**Strategy 3:** Increase partnerships between Academic and Student Affairs. **In progress.**

---

**QUESTIONS?**



# Culture: Social Events Team

Ken Morton



[sfasu.edu](http://sfasu.edu)

STEPHEN F. AUSTIN STATE UNIVERSITY  
NACOGDOCHES, TEXAS

# Social Events Team Report

## Our Team

Ken Morton – Director of Campus Recreation

Amy Roquemore – Student Publications

Chay Runnels – Human Sciences

Johnny Sanchez – Physical Plant

Jeff Brewer – Art

Asia Smith – Residence Life

Lacey Folsom – Student Affairs

David Campo – Music

Mary Hawkins – Kinesiology and Health Science

Korbin Pate – Athletics

Taylor Williams – Financial Aid

Pauline Sampson – Secondary Education



[sfasu.edu](http://sfasu.edu)

# Purpose of Social Events Team

- 48% of respondents indicated they spent less than 1 hour per day working with people in other departments. 26% only 1-2 hours.
- 25% of respondents reported some level of dissatisfaction with the employee culture at SFA. 28% more were neutral on it.
- When asked what activities they wanted to see to encourage positive engagement, top answers were “fun” activities and ones by department or networking events.
- SFA Envisioned states “our campus culture will be open, collaborative, and engaged...”. This requires building relationships across departmental lines both inside and outside of the standard workplace.



# What we have done/are doing

- Facebook Group created – **SFA Faculty/Staff Lounge** – 156 likes – please join!
- Faculty/Staff Breakfasts; Feb 1, March 1, April 5, May 3
- Traveling Happy Hours; March 2, March 30, April ?
- Free Faculty/Staff night at Coliseum; Feb 16
- Wellness Fair; Feb 22
- Coming up:
  - Family Fun Night April 21
  - JackWalkers for Faculty/Staff
  - Cooking Class
  - Summer Music Series
  - Art Class
  - Tailgates and cookoffs



Other possibilities are Bowling, Shreveport bus run, Dance lessons, Concerts



# Survey Feedback



# Attendee Feedback

- [https://www.facebook.com/LumberjacksLounge/?hc\\_ref=PAGES\\_TIMELINE&fref=nf](https://www.facebook.com/LumberjacksLounge/?hc_ref=PAGES_TIMELINE&fref=nf)

*All events are appreciated! Thanks!*

*Trivia and Karaoke!!!*

*love the breakfasts.*

*It was a great time. Really enjoyed the company, and the food was good too. Thanks!*

*I enjoy the breakfasts*

*I attended Faculty/Staff night at the coliseum and appreciated it very much.*

*Breakfast together is a great way to start the day! Keep it up!*

*The breakfasts have been really great and easy to attend!*

*Breakfast has been great! I haven't made an evening event yet but hope to soon!*

*Faculty/staff night at the Coliseum gets me to go to more games, and I enjoy going.*

*(Breakfast) was well organized and great to see people from so many different areas of campus participate. Great work so far!*

**The Center for Career and Professional Development staff had a great time! We will definitely return for a future breakfast. Thank you for the opportunity. We enjoyed it.**

*Love the breakfasts.*



# Happy faces!!!



- Thank you to those who have joined us!
- We hope that you help us spread the word and join us for the events.
- More importantly....



Questions???





# Enrollment Actions Team

Dr. Monique Nunn



[sfasu.edu](http://sfasu.edu)

# Team

Janet Tareilo (Chair)

Amanda Horne

Bobby Williams

Brian Murphy

Dana Cooper

Hans Williams

Rachele Garrett

Jamal Smith

Kevin Langford

John Calahan

Jonathan Helmke

Judy Abbott

Lisa Stone

Megan Weatherly

Meredith Baily

Monique Cossich

Monique Nunn

Ric Berry

Scott Shattuck

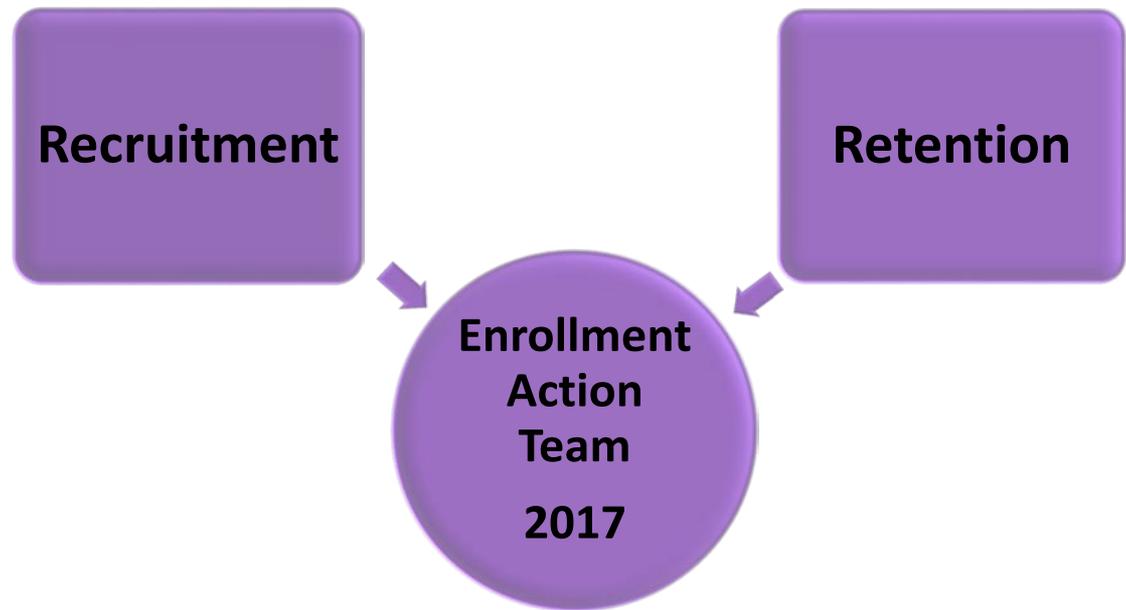
Shirley Luna

Winston Baker



# The Why

**Recruitment and retention  
remain important issues for SFA**



**This team will focus on possible strategies and  
action steps to increase student recruitment, admissions,  
and retention.**



# Key Topics of Discussion

- Early program outreach (Forestry and FFA days)
- Reduce times of “missed” opportunities/be intentional
- Use data sources to determine reasons for student choices
- Support academic reputation of SFA
- Commit to growing programs



# Connections

## Discussion Topics

- Finding ways to recognize faculty and staff academic contributions
- Recognize and support successful academic program across the university
- Academic Affairs added to this 2017 Orientation programs
- SFA 101 curriculum under review to add more academic focus
- SFA 301 extended offerings
- Planning for unified calendar of university events
- Meetings conducted with Financial Aid, Business Office, and Admissions

## *The Undergraduate Experience*

Message for students that emphasizes academics (Table 5a/b proposal)

- Focus on SFA brand
- Academic focus during Orientation
- Academic focus in SFA 101
- Increase availability of SFA 301

Student services across campus will work collaboratively to assist first-year students (Table 7 proposal)

- Develop a common communications platform
- Process business analysis between departments



# Connections

Discussion Topics	<i>The Undergraduate Experience</i>
<ul style="list-style-type: none"><li data-bbox="421 354 1122 449">• Transfer Coordinator named in Student Success Center</li><li data-bbox="421 525 1078 796">• Transfer Coordinator and Admissions working collaboratively to host Community College Advisors Workshops</li><li data-bbox="421 868 1116 963">• Additional transfer orientation being provided</li><li data-bbox="421 1039 1116 1135">• Extended outreach with community and junior colleges</li></ul>	<p data-bbox="1205 354 1889 796">Admissions office will work to raise awareness among advisors and stakeholders of the existing university processes for making students aware of what hours and classes transfer to SFA, and how those hours/classes transfer. (Table 8 proposal)</p>



# Future Points

- Building Community across the University
- Financial Aid/Scholarships/Alumni
- Addressing Retention and Recruitment Efforts within Colleges





# Teaching & Learning Advancement Team

Mary Smith & Dr. Cala Coats



# Team

Mary Smith (CTL)

Lauren Brewer (Psychology)

Cala Coats (Art)

Randi Cox (History)

Jennifer Gumm (Biology)

Shelby Laird (Forestry)

Anjum Najmi (Library)

Heather Olson-Beal (Secondary Ed)

Nikki Shoemaker (Accounting)

Megan Weatherly (CTL)



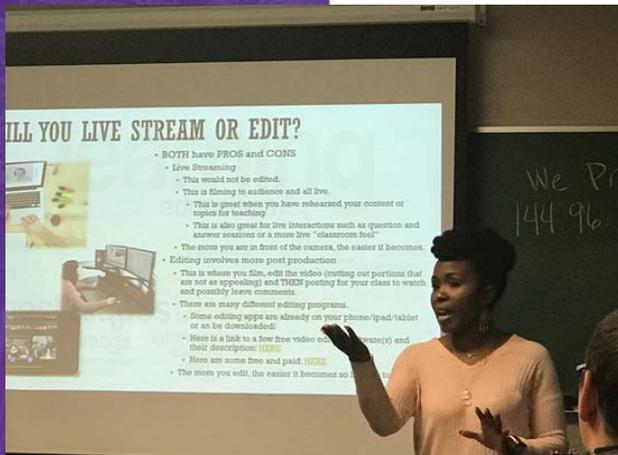
# Educator Development Strategy 2

Enhance effective instruction by :

- Offering programming
- Providing resources
- Fostering faculty communities
- Developing repositories of resources



# Educator Development



- Programming utilizing professional staff, faculty and invited guests.
  - Survey results
  - Experts in the field
  - Communicate opportunities effectively





# Educator Development

- Teaching as a scholarly endeavor (SoTL):
  - Time for research (course/service)
  - Funding (conference/projects)
  - Technical resources (journals)
  - Human resources (students)





# Educator Development

- Foster faculty communities who are engaged in teaching:
  - Faculty-led workshops
  - Teaching fellows program
  - Interdisciplinary collaboration



# CTL Educator Development Events

FEBRUARY JANUARY

- 18 D2L #1 - Content & Communication Tools  
2-4 pm | CTL Faculty Lab
- 20 D2L #1 - Managing Grades  
2-4 pm | CTL Faculty Lab
- 23 D2L #3 - Discussions, Dropboxes, and Groups  
2-4 pm | CTL Faculty Lab
- 25 D2L #4 - Managing Quizzes  
2-4 pm | CTL Faculty Lab
- 27 Assignment Charrette  
1-3 pm | McKibben 258
- 31 Teaching Circle Session #1  
1:30 - 3 pm | CTL Seminar Rm

- 06 10 Techniques to Make Your Class More Active  
2:30 - 3:30 pm | CTL Seminar Rm
- 10 Mentoring Conversation Circle #1  
12:30 - 1:30 pm | McKibben 258
- 14 Getting Started with Microsoft OneDrive and Office 365  
1:30 - 2:30 pm | CTL Seminar Rm
- 14 Teaching Circle Session #7  
1:30 - 3 pm | CTL Seminar Rm
- 15 Teaching Showcase  
2 - 3 pm | BPSC Multimedia Rm
- 17 Perspectives Panel on Universal Design for Learning  
2 - 3 pm | CTL Seminar Rm
- 17 Closed Captioning in YouTube  
3 - 4 pm | CTL Seminar Rm
- 23 Introduction to Collaborate Ultra  
3 - 4 pm | CTL Seminar Rm
- 24 D2L #1 - Content & Communication Tools  
10 am - noon | CTL Faculty Lab
- 28 Teaching Circle Session #3  
1:30 - 3 pm | CTL Seminar Rm
- 28 Safe Space Ally Training  
2 - 3:30 pm | Wyatt Rm, Steen Lib

MARCH  
APRIL  
MAY

## SPRING 2017

- 01 Panel & Roundtable: Group Projects  
2:30 - 3:30 pm | Wyatt Rm, Steen Lib
- 02 Advanced Panopto Workshop  
3 - 4 pm | CTL Seminar Rm
- 03 D2L #2 - Managing Grades  
1 - 3 pm | CTL Faculty Lab
- 22 Mentoring Conversation Circle #7  
12:30 - 1:30 pm | McKibben 258
- 22 Using D2L to Improve Student Success: 15 Tips and Techniques  
2:30 - 4 pm | CTL Faculty Lab
- 24 D2L #3 - Discussions, Dropboxes, and Groups  
10 am - noon | CTL Faculty Lab
- 28 Introduction to the Virtual Reality Lab  
2 - 3:30 pm | CTL Seminar Rm
- 29 Teaching Circle Session #4  
1:30 - 3 pm | CTL Seminar Rm
- 31 Safe Space Ally Training  
1 - 2:30 pm | Wyatt Rm, Steen Lib
- 05 Introduction to Creating & Distributing Surveys with Quizzes  
2 - 3:30 pm | Wyatt Rm, Steen Lib
- 05 FAR (Faculty Activity Report) Workshop  
3 - 4 pm | CTL Faculty Lab
- 06 Make and Take: Instructional Video  
2 - 3:30 pm | CTL Seminar Rm
- 07 D2L #4 - Managing Quizzes  
10 am - noon | CTL Faculty Lab
- 11 Mentoring Conversation Circle #3  
12:30 - 1:30 pm | McKibben 258
- 28 Closed Captioning in YouTube  
3 - 4 pm | CTL Seminar Rm
- 11 Teaching Circle Session #5  
1:30 - 3 pm | CTL Seminar Rm
- 04 D2L Special Topics: Calculating and Releasing Final Grades  
10 - 11 am | CTL Faculty Lab
- 12 D2L Special Topics: Calculating and Releasing Final Grades  
3 - 4 pm | CTL Faculty Lab
- 12 D2L Express: Parts 1 & 2  
8:30 - 11:30 am & 1 - 4 pm | CTL Faculty Lab

See back for details →

# Educator Development

- Develop and curate a resource repository
  - Editorial team for blog
  - Faculty submission
  - Listserv for idea exchange
  - Calendar of events





# Student Research Strategy 3

- Provide support to faculty who are engaged or interested in:
  - Scholarship of teaching and learning (SOTL)
  - Scholarly teaching
  - Mentored undergraduate research



# Student Research



- Support for SoTL:
  - Professional development series
  - Faculty consultants
  - Graduate assistants
  - Recognition in FAR
  - Funding
  - Library Resources





# Student Research

- Support for scholarly teaching:
  - Professional Development series
  - Library resources
  - Graduate assistants
  - Awards/Recognition
  - Funding
  - Update FAR
  - Attract new faculty who engage in scholarly teaching





# Student Research

- Support for Mentored Undergraduate Research
  - Select coordinator
  - Develop advisory council
  - Professional development series
  - Recognition





# Student Research

- Support for Mentored Undergraduate Research
  - Funding to support students in research
  - “RI” (Research Intensive) course designation
  - Library resources





# Affordability & Student Debt: Instructional Materials Team

Edward Iglesias



[sfasu.edu](http://sfasu.edu)

# Team Members

- Committee Co-Chairs:  
**Dr. Lauren Burrow**, *Elementary Education*  
**Edward Iglesias**, *Web Services Librarian*
- Committee Members: Esther Campbell,  
Janet Kamps, Herbert Midgley, Courtney  
Wooten, Olga Minich, Louise E. Stoehr,  
Ashley Hall, Paul T. Henley, Dana Cooper,  
Joey L. Bray, and Kimberly Verhines

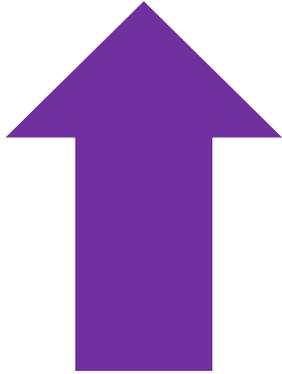


# Charge

In September 2016, the **Instructional Materials Affordability Team** was charged with:

*investigating strategies to reduce the cost of instructional materials for SFA students. The team will study the relevant issues, seek campus input, develop proposed action plans and costs, and report these proposals out for further review and decisions regarding implementation.*





*Actionable steps  
taken, to date, to  
improve the  
affordability of  
instructional  
materials for  
SFASU students*



- March 2017: New email address for Barnes & Noble: [bookstore@sfasu.edu](mailto:bookstore@sfasu.edu)
- February 2017: met with OER providers
- Ongoing: Informing Departments/Colleges about Savings associated with **on-time textbook adoption**
- December 2016: Committee members self-selected into **four (4) Special Interest Teams:**
  1. Book Rental Awareness
  2. Research of Current Status of Textbook Costs
  3. Administration, Faculty Survey Design
  4. Administration, Faculty Survey Analysis (*To Be Completed*)

# NEXT STEPS

Ongoing:  
Continue to inform faculty of cost-savings for students when **on-time adoption** occurs;  
move forward with making textbook adoption accessible through mySFA

April 2017:  
Distribute Survey in collaboration with the Vice Presidents;  
**faculty response appreciated**

May 2017:  
**Analyze Survey results** to pinpoint actions for support of faculty transition to increased OER;  
**collaboration with CTL and others anticipated**

Ongoing:  
continue **evaluation of OER providers and other options**

Ongoing:  
**Analyze S.B. 810** to determine SFASU's place in this emerging practice in higher education

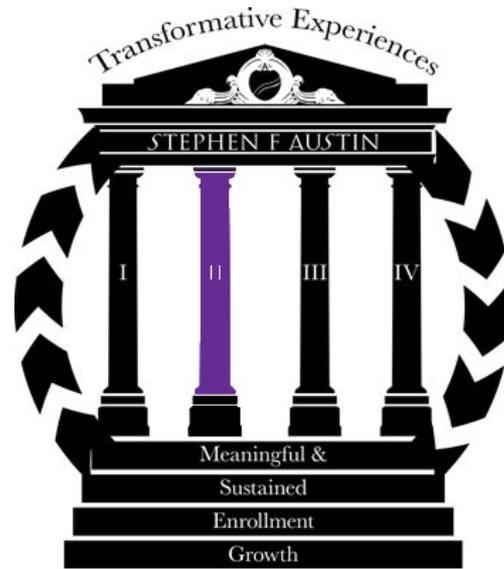


# Affordability & Student Debt: Financial Literacy Team

Dr. Todd Brown



# FINANCIAL LITERACY TEAM



Brandi Derouen

Lacey Folsom

Steve Kosovich

Mi-Kayla Lemon

Gloria Montes

Kristan Smith

Todd Brown

Career and Professional Development

Student Affairs

Economics & Finance

Student Representative

SFA 101

Financial Aid

Rusche College of Business



# FINANCIAL LITERACY

- A general definition of “financial literacy”:  
“The ability to use knowledge and skills to manage financial resources effectively for a lifetime of financial wellbeing.”
- THECB 60x30TX plan:  
*“By 2030, undergraduate student loan debt will not exceed 60 percent of first-year wages for graduates of Texas public institutions.”*



# SALARY DATA

- **Recommendation #1**: Use an already developed data source from the Coordinating Board to share earnings/borrowing information with students (<http://launchmycareertx.org/>).
- **Recommendation #2**: Develop an easy to use, student friendly summary for these earnings data.
- **Recommendation #3**: Develop mechanisms to disseminate this information consistently.
  - Student Affairs
  - Financial Aid Counselors
  - Center for Career and Professional Development
  - Academic Advisors
  - Etc...



# OUTREACH

- **Marleta Chadwick Student Financial Advisors**
- **Recommendation #4:** Hire a full-time staff member to coordinate the salary data and financial literacy activities of student affairs, financial aid, career and academic advisors, etc.



# MARLETA CHADWICK

## Student Financial Advisors

### **Recruitment**

- High school workshops
- Showcase Saturday information
- Provide guidance through the Financial Aid process

### **Retention**

- Talk to trained peer financial planners about personal finances
- Workshops for SFA101 classes
- Learn how to establish and manage credit
- Create a financial survival plan for college
- Plan for tuition and fee payments
- Budgeting and planning
- Financial rehabilitation
- Preventing identity theft
- Saving money
- Setting financial goals

### **Graduating Students and Alumni**

- Compare employer salary and benefits packages
- Understand credit report and credit score
- Graduate with a plan for repaying your debt
- Insurance analysis

### **Experiential Learning for Advisors**

- Provide financial awareness through outreach-based planning, training, and coaching
- Evaluate client needs and provide confidential advice
- Empower clients through financial education
- Provide professional leadership experience



QUESTIONS?



# Culture: Employee Leadership Development Team

Jessica DeWitt & Jamie Derrick



# Employee Leadership Program Team

## TEAM ROSTER

- **Jessica DeWitt**, Physical Plant (Co-Team Leader)
- **Jamie Derrick**, Human Resources (Co-Team Leader)
- **Angela Bacarisse**, Theatre
- **Jamie Bouldin**, Center for Career and Professional Development
- **Ken Collier**, Government
- **Carol Gilliland**, Nelson Rusche College of Business
- **Reginal Gossett**, Library
- **Jennifer Hanlon**, Office of Research & Sponsored Programs
- **Paul Henley**, Office of Student Learning and Institutional Assessment
- **Jeremy Higgins**, Environmental Health & Safety
- **I-Kuai Hung**, Forestry and Agriculture/Faculty Senate
- **Olegario Madera**, Secondary Education & Educational Leadership
- **LTC Paul Pfeiffer**, Military Science
- **Janet Tareilo**, Associate Provost



# Employee Leadership Program Team

## TEAM CHARGE

- Research leadership development programs from other institutions, communities/municipalities, corporations, etc.
- Develop recommendations tailored to SFA
- Identify resources and costs
- Create an action plan



# Employee Leadership Program Team

## PROGRESS TO DATE

- Initial meeting December 2016
- Developed collaborative team website using Office365 apps
- Breakout into Research Knots (subgroups)
  - Internal analysis
  - Municipal/Corporate
  - Higher Education



# Employee Leadership Program Team

## PROGRESS TO DATE

### Research Knot Findings

#### Internal Analysis (identified needs)

- Professional development opportunities for all
- Improved communication for a more positive work environment
- Opportunities to apply talents and expertise to make a difference

#### Municipal / Corporate

- Mixed delivery types: 1n1, online, in person, groups, etc.
- New manager workshops (soft skills development)
- Workshop graduates round table

#### Higher Education

- Extensive list of program examples with various areas of focus and delivery methods



Employee Leadership Program Team  
**UPCOMING RECOMMENDATIONS**  
**Strategy**

**Establish a comprehensive and collaboratively-developed leadership development program for faculty and staff using professional expertise, best practices, and campus input to guide the program.**



# Employee Leadership Program Team

## UPCOMING RECOMMENDATIONS

### Action Steps

1. Establish a dedicated full-time position to manage this program
2. Establish a Leadership Development Advisory Board to guide campus initiatives
3. Enhance the new employee experience (onboarding and orientation) to include university culture and leadership values
4. Develop a University-funded leadership development program for current and prospective leaders
5. Create general leadership competency & skills development opportunities accessible to all faculty and staff



# SFA ★ ENVISIONED

## Strategic Plan 2015-2023



## REDEFINE UNIVERSITY CULTURE: Employee Leadership Program

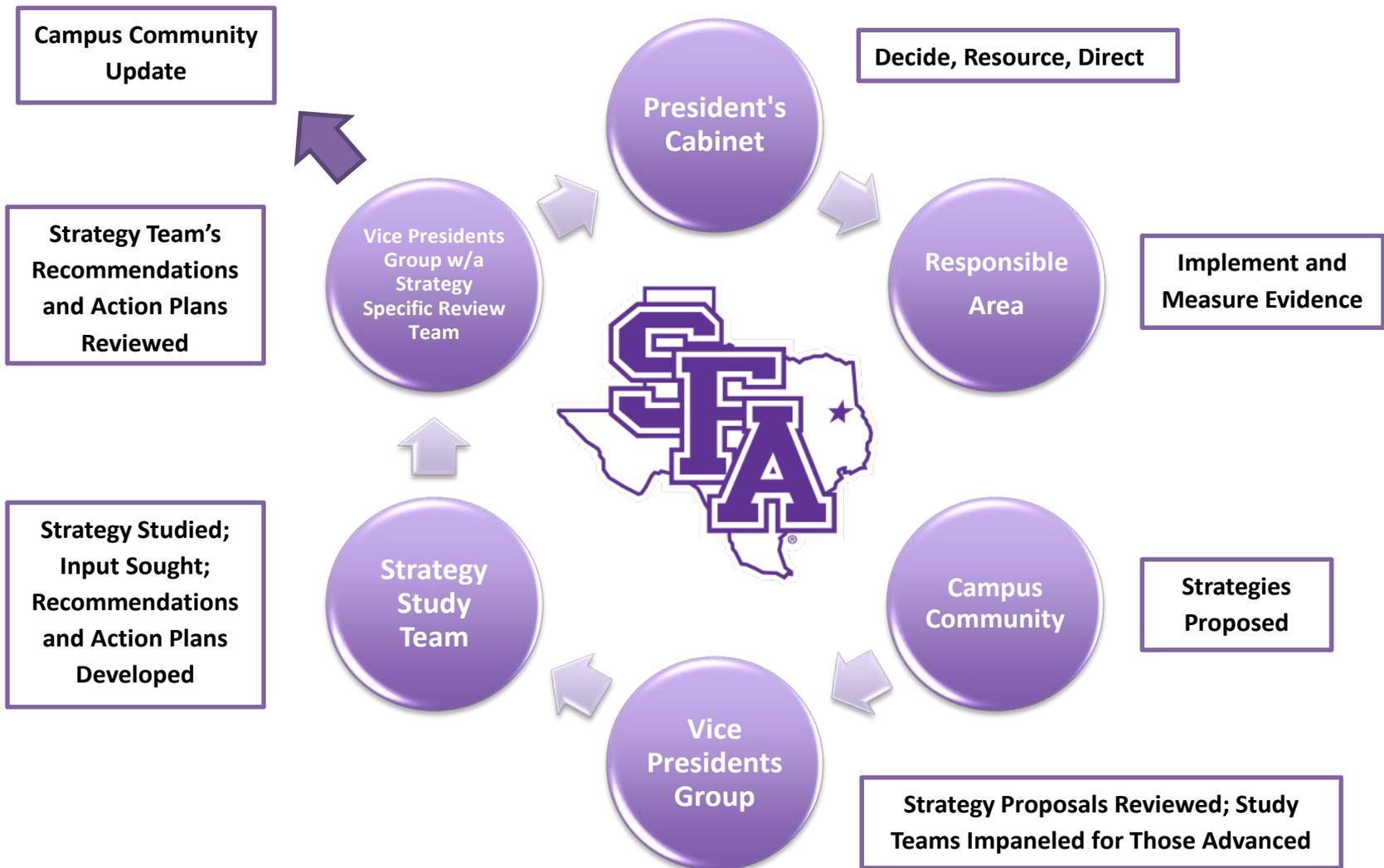
Visit [www.sfasu.edu/strategicplan](http://www.sfasu.edu/strategicplan) to stay informed or submit an idea

Contact Jessica ([jdewitt@sfasu.edu](mailto:jdewitt@sfasu.edu)) or Jamie ([jnderrick@sfasu.edu](mailto:jnderrick@sfasu.edu)) directly if you want to get involved in this team!



# SFA ★ ENVISIONED

Strategy Identification, Study, Decision and Implementation



# SFA ★ ENVISIONED



14 teams

154 team members

1,818 survey responses