

Round 1 Questions

Question 1: What is the one student relationship initiative (whether it's in chapter 3 or not) which you believe if started, broadened, or improved at SFA would yield the greatest improvement in the undergraduate experience?

- Create a network of faculty/staff success coaches for each student
- Linked courses – interdisciplinary
- GenJacks for all incoming students
- From Chapter 3 – FLNUCH (students have lunch with faculty or staff)
- Dinner with a professor/faculty student meals
- Global field trip
- Include some evaluation of faculty-student involvement beyond the classroom in annual review/promotion and tenure, and merit process and review
- Require certain number of experiential learning/relationship building experiences for graduation (1 per year)
- SFA 401 (Career/life skill course for seniors)
- Study abroad/service learning (experiential learning)
- Internships
- Curricular changes: including adding a diversity requirement/4 year grad programs/learning outcomes
- SI and other AARC tutoring programs
- Research team participation
- Required SFA 101 course (can't it count somewhere?)
- Mentors: each exempt employee gets 2 incoming freshman, then 2 more the next fall. Max of 8
- Project community service – Charrette – for entire program (one day) then perhaps with other programs
- Ensure that every student with a professional adviser also has a faculty member
- Put freshman in a mentor relationship with an upperclassman
- Encourage cultivating relationships, particularly in the first year
- Create pathways to lead students into relationships
- ResLife learning communities with faculty members
- Increase on-campus internship opportunities during early years on campus
- Open time during a morning time – with no classes or office hours – so everyone can collaborate
- Ensure that every student is engaged in at least one co-curricular or extra-curricular activity
- Use of immediate feedback system in lecture to facilitate interaction (ex: clickers)
- Linked classes and cohorts that take classes together for 2-3 entry level courses from the time they arrive at SFA
- Be understanding with non-traditional students (ex: students with children)
- University recognition for faculty/staff who build relationships via simple student nomination for excellence
- Encourage and promote programs and activities campus-wide that seed opportunities for students to interact with others who are different than they are
- On campus pub
- Community projects

- Weekly “college coffee hour”
- Meals with faculty
- Expand the Generation Jacks success coaching model for more undergraduates
- Redesign academic advising
- Standardize the advising process across all colleges or hire enough professors to meet recommended 300:1

Question 2: How can the divisions (Academic Affairs, Finance and Administration, University Advancement, University Affairs) work together to increase and enhance student-student, student-staff, and student-faculty working relationships?

- Fund faculty/student dinners
- Better communication between divisions – meetings with votes from each
- Cooperation within divisions
- Fund initiatives so that they can be fully staffed
- Get rid of me/us versus them attitude
- Create more common areas to facilitate interactions
- Have administrators be present and approachable in common areas
- Students spend 75% of time in Residence Halls...create common space (new facilities which open up space for faculty/staff/student interactions)
- Encourage faculty/staff to spend time in common spaces through enhanced workspaces, meeting places, etc.
- Funded undergraduate research
- Reinforce core objectives (teamwork, social responsibility, and personal responsibility through increased student affairs and academic affairs interactions)
- Monthly pizza with the president or provost for students
- Combined state of the student body/university address each fall (Dr. Pattillo and SGA president)
- Other way than email to contact students (students don’t think in email)
- Cohorts with commonalities (i.e. majors, hobbies, marital status, first gen., etc.)
- Reward and recognize faculty who use engaging pedagogy (such as high impact practices)
- Consistent mentorships at departmental level for students to go throughout their entirety of education; similar to GenJack program but for all students)
- More communication among the divisions concerning what divisions do to help students
- Create more learning communities (non-residential) and make first year students participate
- Focus on labs and design classrooms: physical, technology, etc. to encourage collaboration
- Use SSC campus to collaborate across divisions on student success
- Joint university affairs/academic affairs initiatives for students
- Remember our distance students
- Develop a financial plan that will work continuously on reducing adjunct population to full time positions
- Develop mentored undergraduate research all the way to posters, presentations, and publications
- Increase HIP and interactive teaching research
- Be nice and honest with feedback
- Change the “I am too busy with task functions” to engage/interact

- New team member mentor program across divisions
- Each exempt employee assigned two mentees
- Give constructive feedback
- Effective advising, teaching, UG research, mentoring, HIP, and collaborations that positively impact students must count more in the promotion, tenure, and annual review processes
- Establish internships within non-academic areas for students
 - And assign a staff member to mentor and follow up with them
- Have “coffee hour” with faculty, administration
- School funded coffee bar to take students to
- Talk to each other
- Listen to each other
- Faculty need to listen to staff/read emails/SFA Today

Question 3: How can the different levels (faculty and staff, unit heads, VPs, president & regents) work together to increase and enhance student-student, student-staff, and student-faculty working relationships?

- Have open forums where students can speak with the President, VPs, Provost, etc.
- Service oriented projects for students, staff, and faculty not just students.
- Periodically assess student’s perceptions of S-S, S-F, F-F relationships by program, gender, minority status, disability status and develop targeted interventions.
- Have clearly defined referral processes.
- Have meet & greet sessions during academic year so that students, faculty, and staff know exactly who are in upper level positions.
- Departments be willing to be flexible with course offerings and for students
- Allow for interactions between faculty/staff & regents
- Promote AARC initiatives, especially SI
- Promote linked classes taken by student cohorts
- Get rid of the me/us vs. them attitude, promote more occasions to intermingle
- Have Faculty Senate, Chairs Forum, Deans Council, Regents, and VPs Cabinet meet with each other in summits to discuss needs of the University, common goals, problems, etc.
- Research best practices and hire beyond Pine Curtain
- Foster happy faculty & staff
- Mentor program, adopt a student
- Create faculty/staff opportunities to allow for small group interactions between faculty, staff, and students.
- Department get-togethers on campus to allow students to get to know the faculty/staff in the department their major is in.
- Training for all on how to interact with students (possibly excluding Student Affairs, as they already do this well.)
- Establish clear vision of SFASU to support
- “Pizza” with the president and/or individual VPs
- Publicly acknowledge & reward the importance of professional work that leads to the creation at support of education on campus.
- Mentor undergraduate research

- Share the successes of other divisions and how we can continue building on them in our own areas...for the students
- Organize the 3-4 hour faculty development series at the beginning of each semester with top-notch presenters in the topic of increasing student development in teaching (Ex. Flipped classroom, peer-to-peer instruction)
- Cross training between Academic Advisors & Financial Aid regarding SAP (increase retention in those low completing groups)
- Eliminate needless hassles, paper-heavy processes and red tape.
- Reduce “auditing” so that we have time to do our jobs.
- Solve problems by coaching people instead of creating new policies.
- Develop more University-wide collaborative activities.
- VPs, President, and Regents should attend student & faculty’s activities.
- Recognize & reward those people that build relationships.
- Better customer service between Financial Aid & Business Office- i.e. Bills generated earlier for students to determine how much aid is really needed
- Provide staff with on time training to accurately serve students (with staff turnover knowledge walks out the door)
- Develop a way for students to nominate and vote for best instructor/staff member.
- Allow time when developing course schedules.

Question 4: How do you see your role in increasing and enhancing student-student, student-staff, and student-faculty working relationships at SFA?

- Lead by example
- Viewing each separately; I build relationships across functional areas/departments in order to enhance co-curricular learning. Student learning is at the crux of my day to day responsibilities.
- Increasing the availability of campus resources for students
- By building in flexibility into my work schedule to allow myself to attend student events/activities (being present)
- Create “space” for open dialogue/communication
- By learning about people across campus who I can connect students with to help with any questions, ideas, etc. they have (cheat sheet)
- Avoid sending students on a goose chase when you can do a little more work to help them
- Mentoring students, collaborating across disciplines with faculty and staff.
- As a staff member/nonteaching faculty, by making a conscious effort to include members from the student and faculty community in projects I initiate.
- By being as transparent as possible, while remaining authentic when supervising/leading students.
- I have the ability to create change/opportunities/programs/activities that directly impact all three relationships
- Orchestrating data collection and sharing results with programs for affirming positive outcomes and identifying points for intervention to improve S-S, S-F, and F-F relationships.
- Never say “that’s not my job”
- By working in organizations that combine classroom and co-curricular activities like GenJacks
- Create student peer mentoring programs

- Collaborate with as many departments and programs as we can to positively impact student learning and experience.
- Engaging in conversations to guide students in how to effectively communicate with one another...and differentiate between personality types.
- Facilitate pedagogical training (development for faculty & staff with the CTL)
- Increase importance of teaching in tenure and promotion to emphasize importance of student relationships
- Improve dialogue/interaction between staff & faculty
- Hold a mirror to what we say
- Mentor a student worker-get to know them & find out their goals while at SFA
- Encourage students who feel they are struggling to visit with their professors and open the line of communication to allow for growth
- Promote research/creative works with faculty/students
- Work during the annual budget process to allocate available resources to approved initiatives
- Direct outreach to our distance students
- Working as one team
- University financed lunch/dinner between students/faculty/staff
- Create a lot of opportunities for student interaction in class
- Have an open door policy
- Communicate with staff and make their jobs easier by doing my job better
- Listen and facilitate- faculty and staff will spend the time to listen and validate a student's concerns and facilitate finding solutions
- Joint staffing of committees
- Host events throughout year that connect various stakeholders together. Hopefully increasing communication and collaboration
- Don't limit committee membership to 1 or 2 from program
- Personalize outreach with D.E. students. Make them feel like a Lumberjack!
- Mentoring-set an example for student workers
- Create new learning/engagement opportunities outside the classroom that are targeted towards groups who are often ignored (older than average, parents, underrepresented, etc)
- Integrate opportunities- work with other programs and departments
- Facilitate interdisciplinary learning opportunities and collaborations

Round 2 Questions

Question 5: What is the one student expectations initiative (whether it's in chapter 4 or not) which you believe if started, broadened, or improved at SFA would yield the greatest improvement in the undergraduate experience?

- Student research/scholarship initiatives supported and included as an expectation for certain courses with HIPs for all
- Have a campus-wide policy on cellphone/technology use in the classroom
 - Tell students it is rude
- More time out of the classroom, structured practices/internships that enhance skill development in core curriculum objectives

- Contact students that do not return to find out how we can assist them in coming back and completing their degree
- Develop our own student-centered philosophy, like NSU's (p. 75-76), and publish it all over campus
- Emphasize rigorous academic expectations not only in courses but on our website thru student activities, etc. Including expecting Ss to attend courses
- Full year registration
- Explanation of the SFA Way so that all students know and can relate to that philosophy
- Be "in charge" of yourself, know what is expected of you
- Transparency of course assignments-What will I gain from completing this assignment?- that goes beyond the language of "course objectives" and SLOs
- Creation of cross-divisional institutional expectations
- Simplified code of conduct
- On the redesigned website and social media outlets, focus more on student research and contributions to their field of study, rather than "fun campus culture"
- Reliable, easy to access, easy to understand schedule of classes that allows for long-range (4-year possibly) degree track planning
- University wide promotion and adoption of code of conduct emphasizing high expectations
- Transparent avenues for student feedback beyond end-of-semester course evaluations
- Evaluation process for student workers that emphasizes professional development and transferrable skills for future career goals (Lumberjacks GROW)
- Lead by example; dress, professionalism, time management
- Incorporate more "technical writing" into classes in all areas. Require a technical writing course to graduate.
- More student worker evaluations and development
- More on-campus internships
- Similar expectations across all interactions
- Create authentic learning environments (ex. Hands-on learning, field experiences, work study, internships)
- Ensure that every student presents some type of work publicly
- Flipped classroom where coming prepared and ready to interact is mandatory

Question 6: How can the divisions (Academic Affairs, Finance and Administration, University Advancement, University Affairs) work together to establish and assist students in attaining high expectations?

- Clearly state expectations in every syllabus
- Increase time for orientation
- Summer D2L "course" in advance of/or as complement to new student & transfer orientations
- More cross-collaboration of similar expectations between Academic Affairs and Student Affairs
- Orientation: Each division add to the information and presentations to give students/parents a better understanding of our processes and expectations
- Create a culture that promotes academics with the same enthusiasm and attention that we give to athletics

- Emphasize the learning/academic opportunities the same or more than SFA's "fun factors" at orientation
- Ensuring that everything we do, from the website to what we say reflects that academics is the most important.
- Pick a HIP like internships and work collaboratively on it
 - Academic Affairs- Creates and runs internship courses
 - Student Affairs- Helps locate internship sites
 - Dev.- Raises funding for experiential learning
- Design webpage to emphasize academics
- Train campus work supervisors to mentor students and help develop skills employers want.
- Set high expectations for employees and follow through with support and enforcement.
- Expect success in teaching/service and promote working together to achieve this
- Establish research/creative project centers and promote products (papers, posters, talks, exhibits)
- Do we know what we expect from our students? What determines "high" expectations? This needs to be identified first then everyone lives and communicates the expectations.
- Have a "job description" for new students. "High expectations" included. Explain their "job" as a student.
- Have someone from Financial Aid talk to every SFA 101 student about financial issues
- Align policy & practices across divisions that are congruent and support high (academic & personal) expectations.
- Talk with all students concerning financial aid, academic probation and/or suspension.
- Campus-wide buy-in (ownership) of the SFA Way
- Eliminate developmental courses (when possible) in favor of embedded support for high DFWI classes
- Establish, emphasize and promote expectations, skill development, and communication across the university at all levels
- Support hybrid classes and cohorts to establish standards in all levels and disciplines
- Our spaces/classrooms/labs need to be state of the art with technology and design
- Focused communications to all student/faculty/staff administration have pertinent info available.

Question 7: How can the different levels (faculty and staff, unit heads, VPs, president & regents) work together to establish and assist students in attaining high expectations?

- Constantly emphasize that academics is the primary reason students are here
- Promote the SFA Way early and often
- Emphasize that academics with co-curricular involvements will help student be more successful after graduating.
- Have visible, well known mission statement
- Leadership sets expectations for communication and cooperation across all levels, promoting "buy-in"
- High expectations for faculty/staff
- Provide challenging opportunities

- Have students have more active role in advising by having them articulate goals from classes and setting grade expectations for themselves.
- Listen to what students are hoping to gain/achieve and continue to support and challenge them to persist to their own goals.
- When putting forth expectations, be consistent in requiring expectations and “be firm, be fair, be consistent”
- Provide non-traditional advising/advice on creating a better undergraduate experience, i.e. promoting/encouraging internships, extracurricular projects, etc.
- Re-evaluate/condense the SFA Way and have it everywhere (including the new website)
- Consistency concerning high expectations at all levels (classrooms, work, code of conduct, etc.)
- Support, encourage hybrid courses, flipped classrooms, alternative pedagogies, and allow faculty to spend time developing new methods that counts towards merit, service, professional development, and/or tenure review.
- Set high expectations early on (task, purpose, criteria) with a growth mindset as opposed to a fixed mindset.
- Foster a belief system that encourages a high expectation of learning
- Support for setting deadlines & holding students accountable
- Syllabus statement concerning high expectations that highlights the SFA Way

Question 8: How do you see your role in establishing and assisting students in attaining high expectations at SFA?

- Provide clear and positive details when instructing/overseeing projects and in-office work.
- Help them visualize and comprehend expectations and goals. And be their biggest supporter/fan, while still holding them accountable.
- Encourage students to do work that can or will “go public”
- Facilitating faculty-student-research team activity that leads to professional presentations and publication (Vita builders)
- Speak positively in all interactions with students
- To support the idea that success will involve work, time, and effort.
- Be an example for your students
- Set high academic and co-curricular expectations for myself and students
- Do not be afraid of challenge and support
- Making non-academic content relevant to their post-grad lives/plans
- Help students reframe failure or challenges into learning experiences.
- Reassure them that high expectations are to challenge them and help them grow and be unstoppable
- Help students be responsible first, then hold them accountable.
- Sharing your personal story (difficulties) when you were young.
- Support students in professional development starting freshman year- we need to expect them to think ahead to post-grad plans early and often.
- Failure is part of life. You only fail when you give up.
- Clearly communicate what your expectations are and make sure they are actually high/rigorous
- Available to students for conversations
- Facilitate development of high quality active learning technologies for assignments

- Reinforce the rules you make
- Model and practice appropriate behaviors
- Mentorship, encouraging open-door policies, foster an environment in which students feel like they belong and can succeed. (We focus on how to get students here, but don't do enough to make sure they stay/are successful.)
- Support faculty members with high standards
- Link expectations to assignments
- Have high expectations in all interactions, classroom or otherwise.
- Provide service learning opportunities that connect with classroom learning.
- Start interactions on what expectations are in the field of study, then practice in classroom and internships.