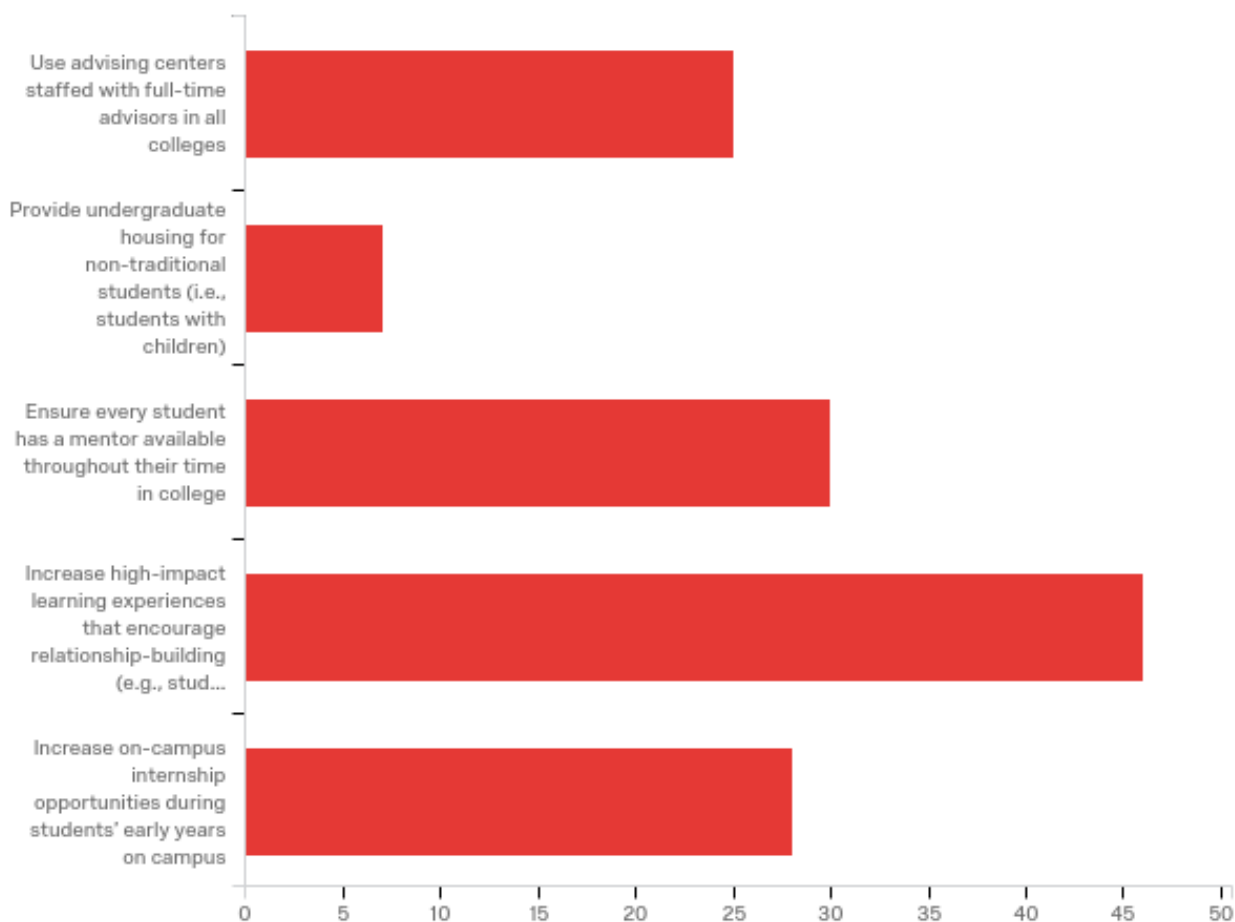


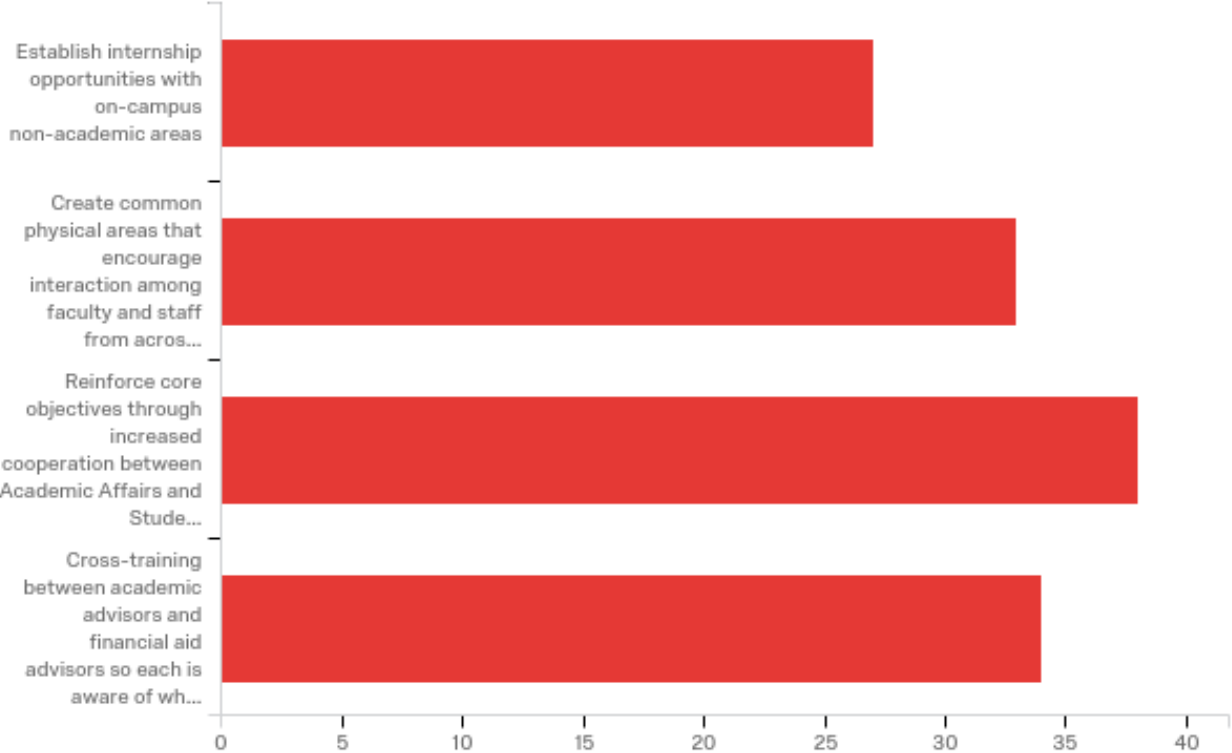
Q2 - What is the one student relationship initiative (whether it's in chapter 3 or not) which you believe if started, broadened, or improved at SFA would yield the greatest improvement in the undergraduate experience? [Drag the two answers you most strongly support into the box.]

What is the one student relationship initiative (whether it's in chapter 3...



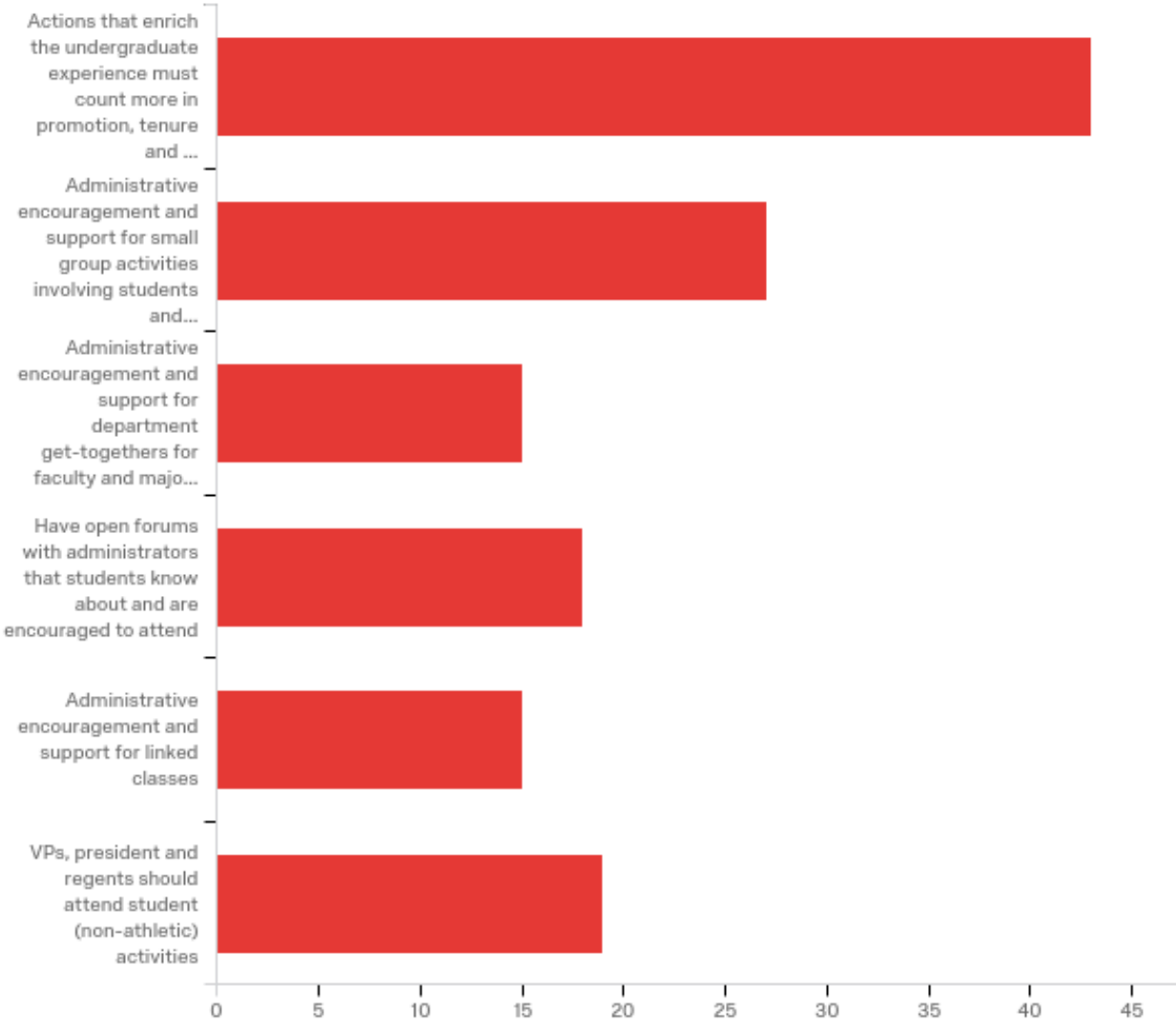
Q3 - How can the divisions (Academic Affairs, Finance and Administration, University Advancement, University Affairs) work together to increase and enhance student-student, student-staff, and student-faculty working relationships? [Drag the two answers you most strongly support into the box.]

How can the divisions (Academic Affairs, Finance and Administration, Univer...



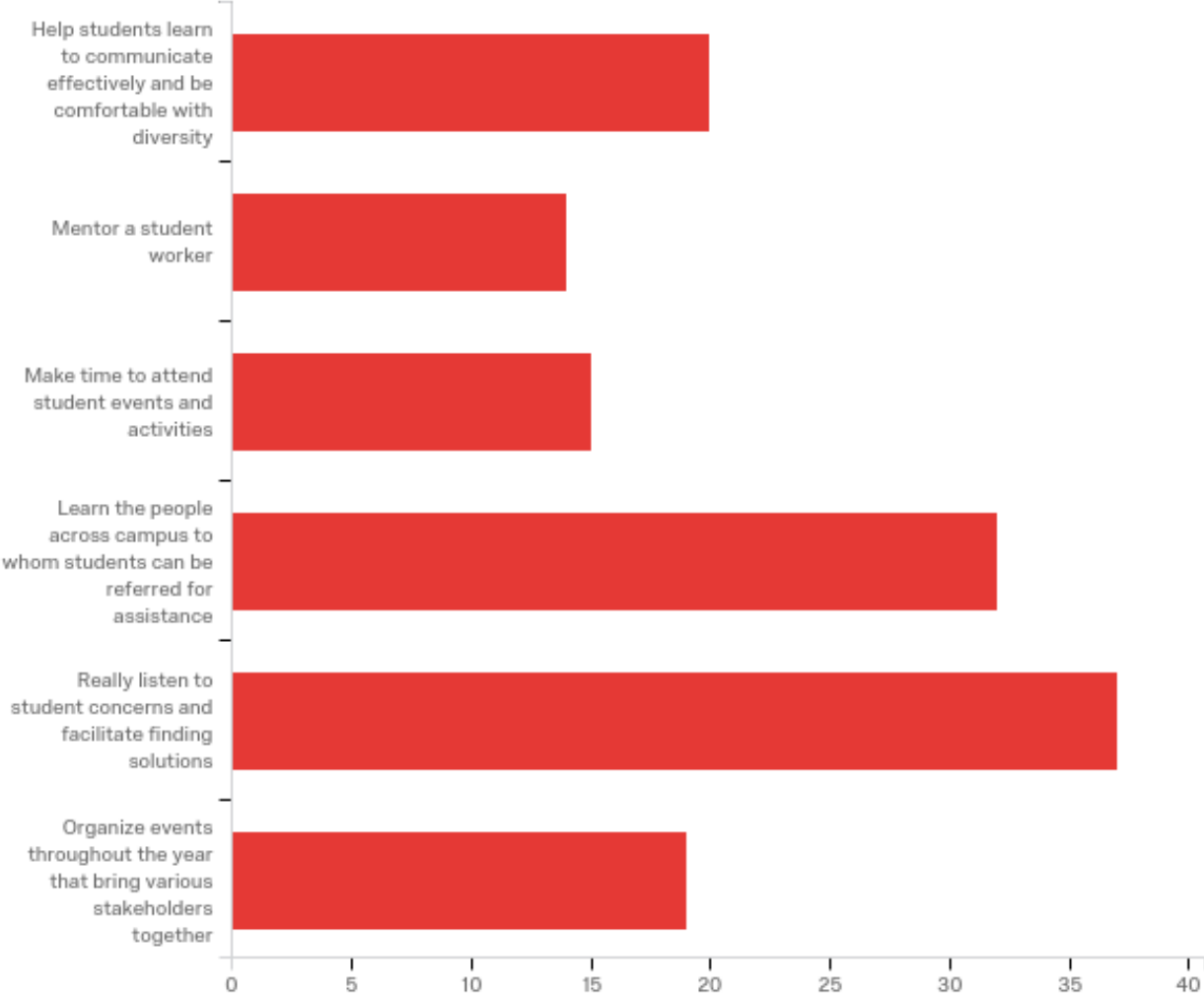
Q4 - How can the different levels (faculty and staff, unit heads, VPs, president & regents) work together to increase and enhance student-student, student-staff, and student-faculty working relationships? [Drag the two answers you most strongly support into the box.]

How can the different levels (faculty and staff, unit heads, VPs, president...



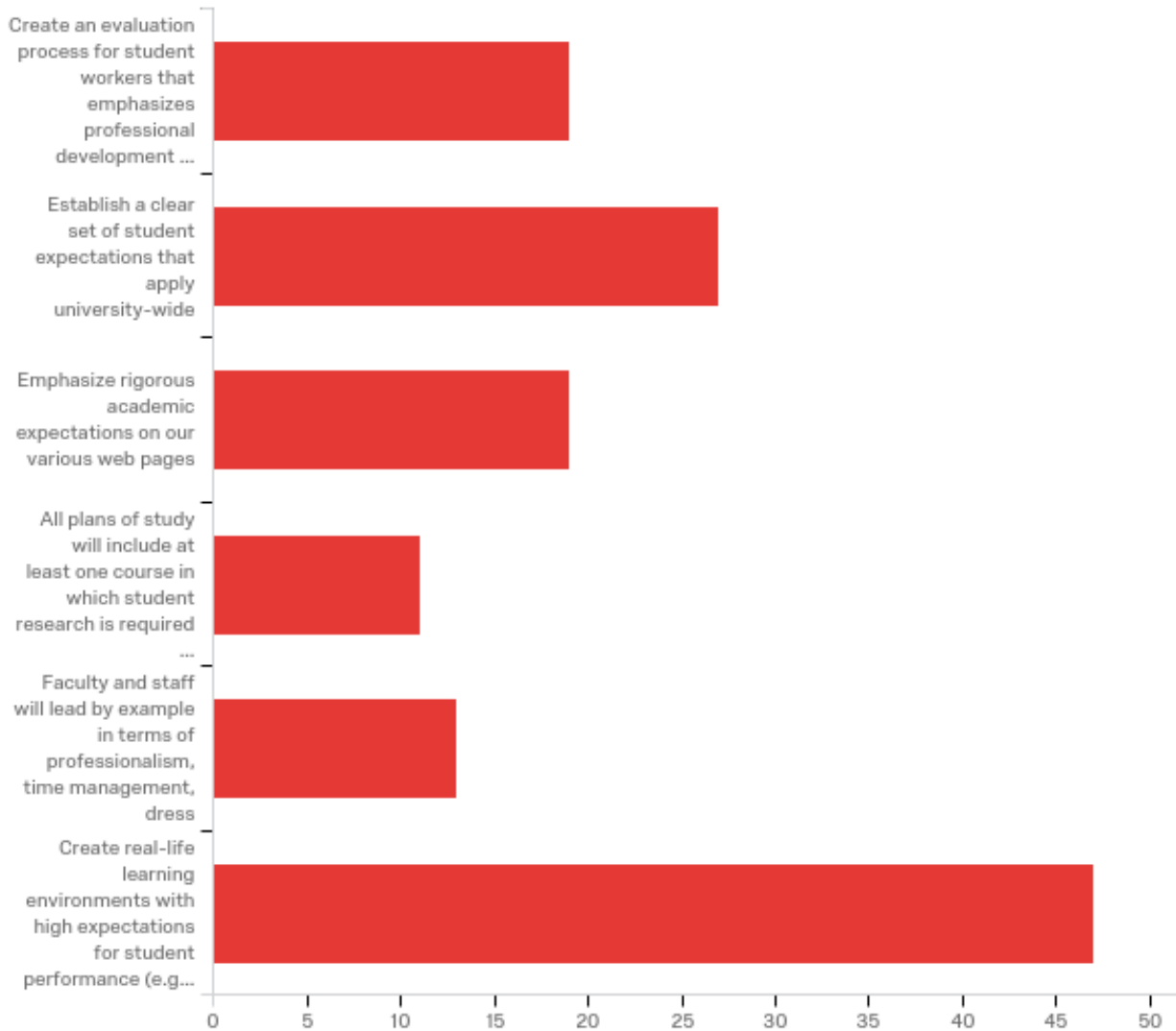
Q5 - How do you see your role in increasing and enhancing student-student, student-staff, and student-faculty working relationships at SFA? [Drag the two answers you most strongly support into the box.]

How do you see your role in increasing and enhancing student-student, stude...



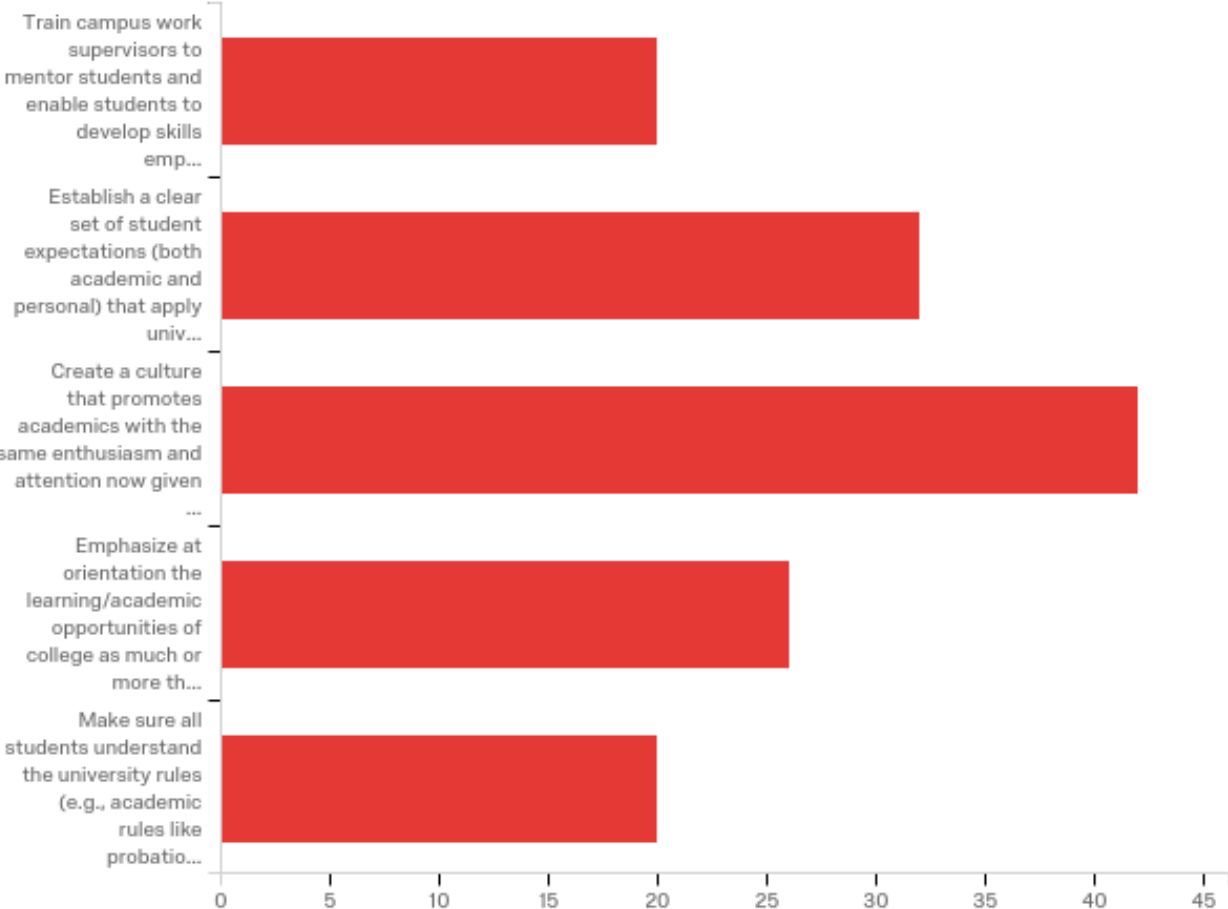
Q6 - What is the one student expectations initiative (whether it's in chapter 4 or not) which you believe if started, broadened, or improved at SFA would yield the greatest improvement in the undergraduate experience? [Drag the two answers you most strongly support into the box.]

What is the one student expectations initiative (whether it's in chapter 4...



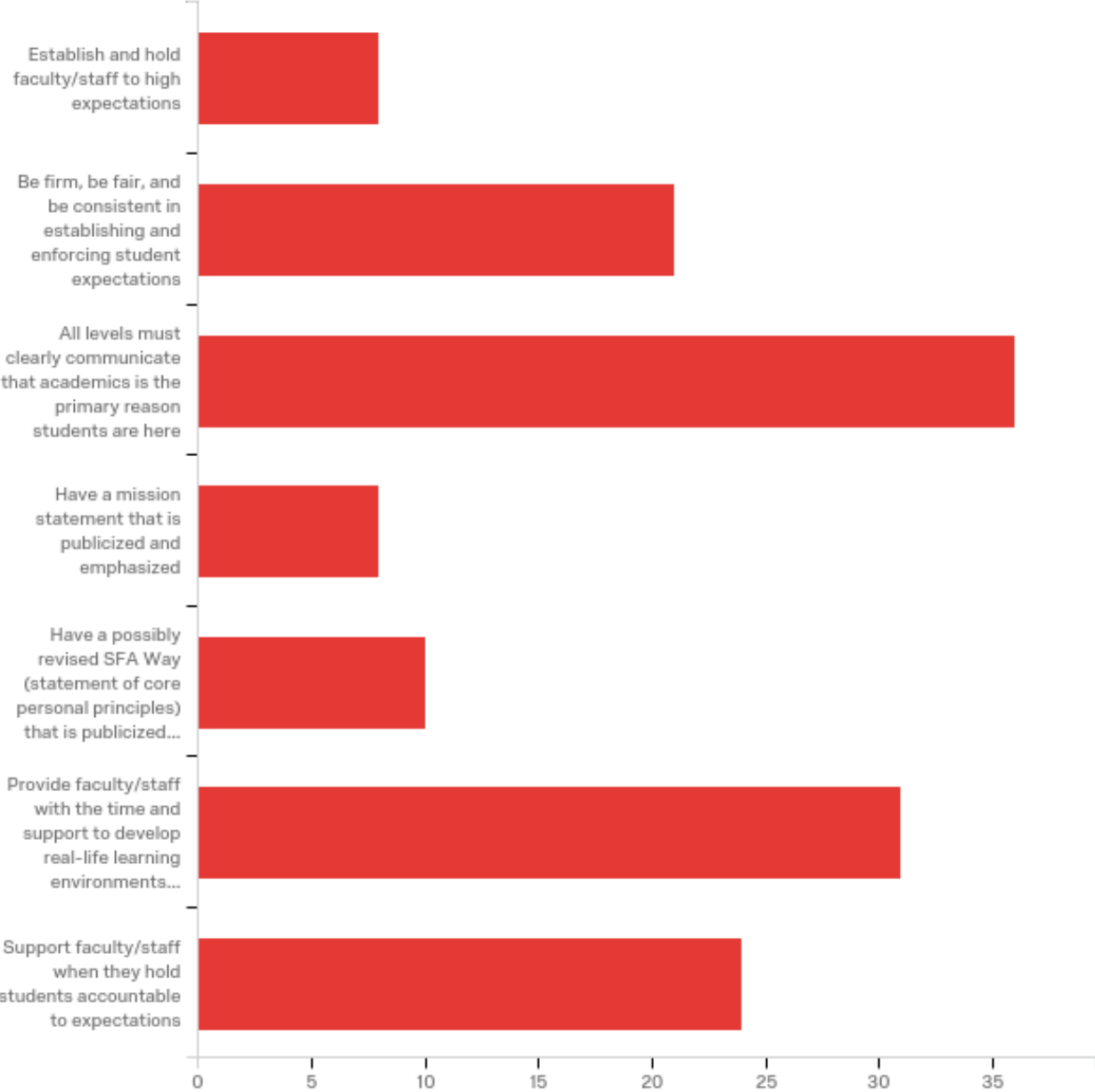
Q7 - How can the divisions (Academic Affairs, Finance and Administration, University Advancement, University Affairs) work together to establish and assist students in attaining high expectations? [Drag the two answers you most strongly support into the box.]

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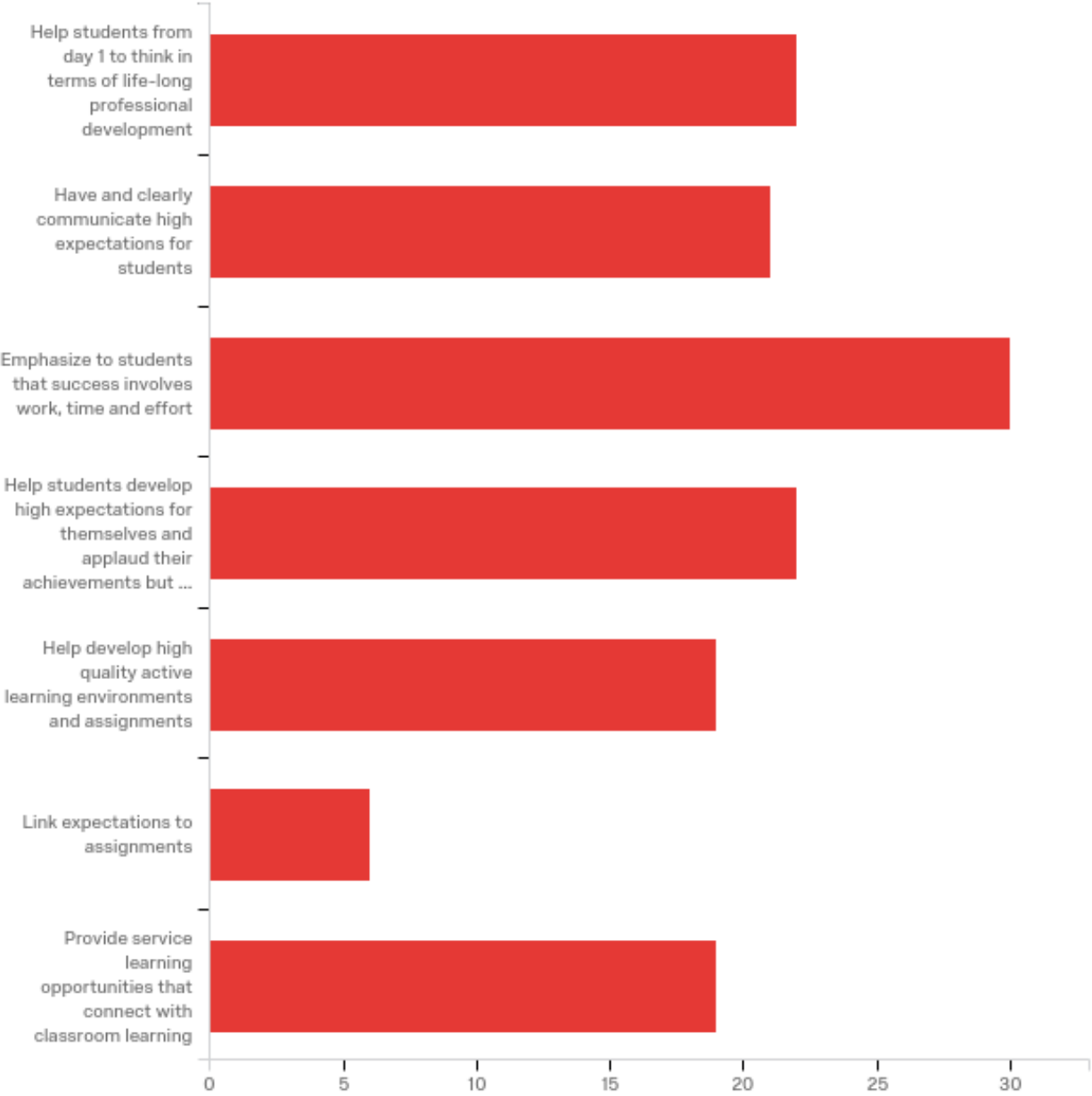
Q8 - How can the different levels (faculty and staff, unit heads, VPs, president & regents) work together to establish and assist students in attaining high expectations? [Drag the two answers you most strongly support into the box.]

How can the different levels (faculty and staff, unit heads, VPs, president...



Q9 - How do you see your role in establishing and assisting students in attaining high expectations at SFA? [Drag the two answers you most strongly support into the box.]

How do you see your role in establishing and assisting students in attainin...



Q11 - 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?

What is the one student relationship initiative (whether it's in chapter 3...

Hire more faculty of color and in general have the staff/administrative and faculty bodies more closely represent the demographics of the student body

Faculty-faculty relationships must be noted in evaluations. Fostering collaboration among faculty that would result in integrated curriculum with course assignments that infuse core objectives throughout enrollment will best prepare students in their content area, for the world of work, and life in general.

Cultural change.

From day 1 have student make a plan for himself and communicate it to a mentor and then review the plan every 6 months with mentor to see if he is on track or if some things need to change. This would enable the student to have more realistic expectations each year.

I believe one on one meetings with students will help students feel more comfortable within the class & work place. They will understand expectations & know that we are there for them to succeed in school & life.

Mentoring relationships that help students find their own voice and skills for their professional future.

University wide support of developing mentoring programs within schools/departments.

More emphasis on study abroad

Q12 - 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?

How can the divisions (Academic Affairs, Finance and Administration, Univer...

Directors within the divisions need to share information. Cross division information sharing is weak and when it occurs, it is reactive rather than proactive.

Ask/survey current students and alumni about their experiences at SFA and suggestion for improvement

The re-verification of the distinctly different roles of Academic and Students Affairs is needed. Because the needs of our student population has changed, I believe that it is the mission of student affairs to enhance their programming as support of the academic progress of students. The development of an effective structure for one-directional referral from academic to student affairs is needed. For example, when a faculty member notes a problem, the discussion with the student should ensue with a sheet of options and specific contact to refer. I have implemented this on a trial level and will follow-up in the Spring with discussion of participating faculty.

Hold students accountable for their decisions and explain that choices have risks, benefits, and consequences.

Prepare qualified trainers for each department that are always on hand for new employees, this would enable the managers or the people that are already on staff to continue with their work without having to stop their work flow so that the new employees can get training. It takes away time from the actual work flow.

Creating opportunities for students to apply what they are learning in internships, work study, etc.

Support the faculty that are making efforts to develop programs and create opportunities.

The administration must return to a focus on student learning, not student entertainment. We have cultivated a culture that says that student organizations, activities, and experiences outside the classroom are more important than the classroom experience itself.

Q13 - 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?

How can the different levels (faculty and staff, unit heads, VPs, president...

Required faculty-guided student research team activities at the program-level would enhance each relational dyad. Such would foster students' structured contact with faculty, with one another, with support staff (i.e., ARC), and in preparation for leadership activity as presenters at brown bags, on-campus conferences, discipline-related conferences, publications, etc. Administration's continued support of on-campus, undergraduate research conferences, funding to support students' conference presentations, and the highlight of faculty members' documented, successful engagement in annual evaluations, awards, merit would reinforce such activity. Students would benefit in terms of enhanced and distinctive vitae in application for the world of work, in leadership, and in application for graduate education. Faculty would benefit in terms of enhanced dossiers for merit. SFASU would increase visibility in reputation as 'make good scholars/researchers' state and nation-wide.

Research best practices, create a best practice to change the culture of SFA so that a student knows what is expected BEFORE they are accepted as a student.

We need to get back to some people skills and not just depend on all to be done by computer.

Be more approachable to everyone within the school. Support each other as a group and not have the mentality of, "I'm more important than you." We all do a job that makes the school a safe and sound place.

By demonstrating support from the top down--i.e., being visible and supportive at events, etc.

Each stakeholder must begin to interact more with the broader campus community. More transparency is needed about decision-making at the highest levels of campus.

Q14 - How do you see your role in increasing and enhancing student-student, student-staff, and student-faculty working relationships at SFA?

How do you see your role in increasing and enhancing student-student, stude...

Implementing empirically-supported practices as described above wherever willing faculty might consider and facilitating the development of structured faculty-student research teams as time might permit.

Communicating clearly what is expected of each student as they enter my course. Guide them to reach this expectation and be honest with them when they are not reaching it.

Continue to be nice but firm and make sure we are listening and building a good communication with the other person or department.

Talking with students about their classes &/or job, if they have an issue or concern to go over their options & possibly giving them other resources to resolve the problem if they haven't thought "outside the box."

As a mentor

Set expectations for myself and my students and hold all parties responsible.

Q15 - 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?

What is the one student expectations initiative (whether it's in chapter 4...

THE SFA WAY. I am impressed by these principles that are no longer the norm in general society. In addition to the soft skills associated with the core objectives, Respect, Caring, Responsibility, Unity, and Integrity together provide the crux of what might be considered good citizenship.

Change the culture of SFA from skipping class, partying, frat and sorority membership, to rigor, and academic satisfaction with achievement outcomes for the students to reach for. Make these CLEAR. Create the culture that allows the student to have free tuition and room and board when they meet or exceed the expectation. Make the outcome for them REAL.

Better communication with other departments and understanding of what each department does.

Implement the "SFA Way" in & outside the classes. I have not seen this information anywhere in the school & had to be informed where to locate it online.

Relationship with faculty and staff that instill in each student a sense of self-worth.

Mentoring programs

We should stop punishing academic departments for high, rigorous standards. Our department increased the academic standards in two of our programs, both of which were then followed by drops in the number of majors. Our dean came to a department meeting and literally yelled at us for increasing standards because the number of majors dropped. Also, we should hold faculty to high standards in their classrooms. Too many faculty hand out "A"s and are rewarded in some circles for being "good teachers." The Provost and Vice Provosts should be embarrassed that they have a list of "high failure" classes in the Core that they claim need correction / attention. High failure rates may, but obviously not always, as sign of rigor.

Q16 - How can the divisions (Academic Affairs, Finance and Administration, University Advancement, University Affairs) work together to establish and assist students in attaining high expectations?

How can the divisions (Academic Affairs, Finance and Administration, Univer...

See notes above. I do not believe that it is in the best interest of the university infrastructure to blur the lines between academic and student affairs. Once the lines are blurred, it increases the probability that no one will be what they should. This is what has happened in K-12 wherein teachers have become the local care-takers of children and also charged with the responsibility of content instruction. In the process, grades are no longer as meaningful because they are affected by 'heart' and compassion. There is danger of this happening and to some degree has already happened at the college level as well.

Communicate more.

Have more mentors and follow up.

Reminding each other the SFA Way "Root Principles." Work to show school unity & everyone has an important role within the school. Provide the students an upfront expectation within the school & work place.

Meet and discuss the expectations. Hold each other accountable for expectations. Here is a suggestion: why do we not reward or incentivize students to register for classes during early registration? We need to make sure classes have enrollment, enough sections are offered, and that students take responsibility for planning their course of schedule, etc. Why not give a small discount (\$100 per semester) for early registration, or conversely impose a surcharge for last minute registration of returning students.

Q17 - How can the different levels (faculty and staff, unit heads, VPs, president & regents) work together to establish and assist students in attaining high expectations?

How can the different levels (faculty and staff, unit heads, VPs, president...

As noted above.

Culture change begins at the top and holds each person accountable, then create a peer to peer accountability rigor for faculty to adhere to. Create it within the college NOT department because of favoritism and intimidation of those we work with daily.

More training in all areas on people skills, getting to the bottom of the problems and following up until it is resolved.

Going through what the SFA Way is all about, when something comes up, reminding them of the Root Principles & go over the actions & possible reactions of an issue if it comes up. Working with them on how they can improve as a person & student so they can prepare for "the real world."

Again, being visible.

Support - with funds. Funds for study abroad, for travel, even for attending events in other cities. If we have this support, we can require/highly encourage things like study abroad for our degrees.

Set standards and be an example

Q18 - How do you see your role in establishing and assisting students in attaining high expectations at SFA?

How do you see your role in establishing and assisting students in attainin...

Knowing university policy and encouraging compliance, identifying the local systemic variables (i.e., student-student, student faculty, faculty-faculty relationships) that are significantly related to student outcomes (i.e., cumulative GPA, retention, application to graduate school, post-degree employment), reinforcing faculty engagement in innovative, empirically supported practices found to be effective, etc.

Communication with students, Explaining best practices and expectations. Encouraging one on one time with student and faculty to help the student obtain the goal.

Listening to them and their needs.

Allowing them to fall on their faces sometimes and supporting them when they get back up. Set challenging activities in and out of class which take students outside of their comfort zone.

Set expectations and maintain clarity

My job is to communicate course and professional expectations to students and advisees that I mentor, to challenge students to live up to those expectation, and to hold them accountable (in a positive manner) when they fall short.