

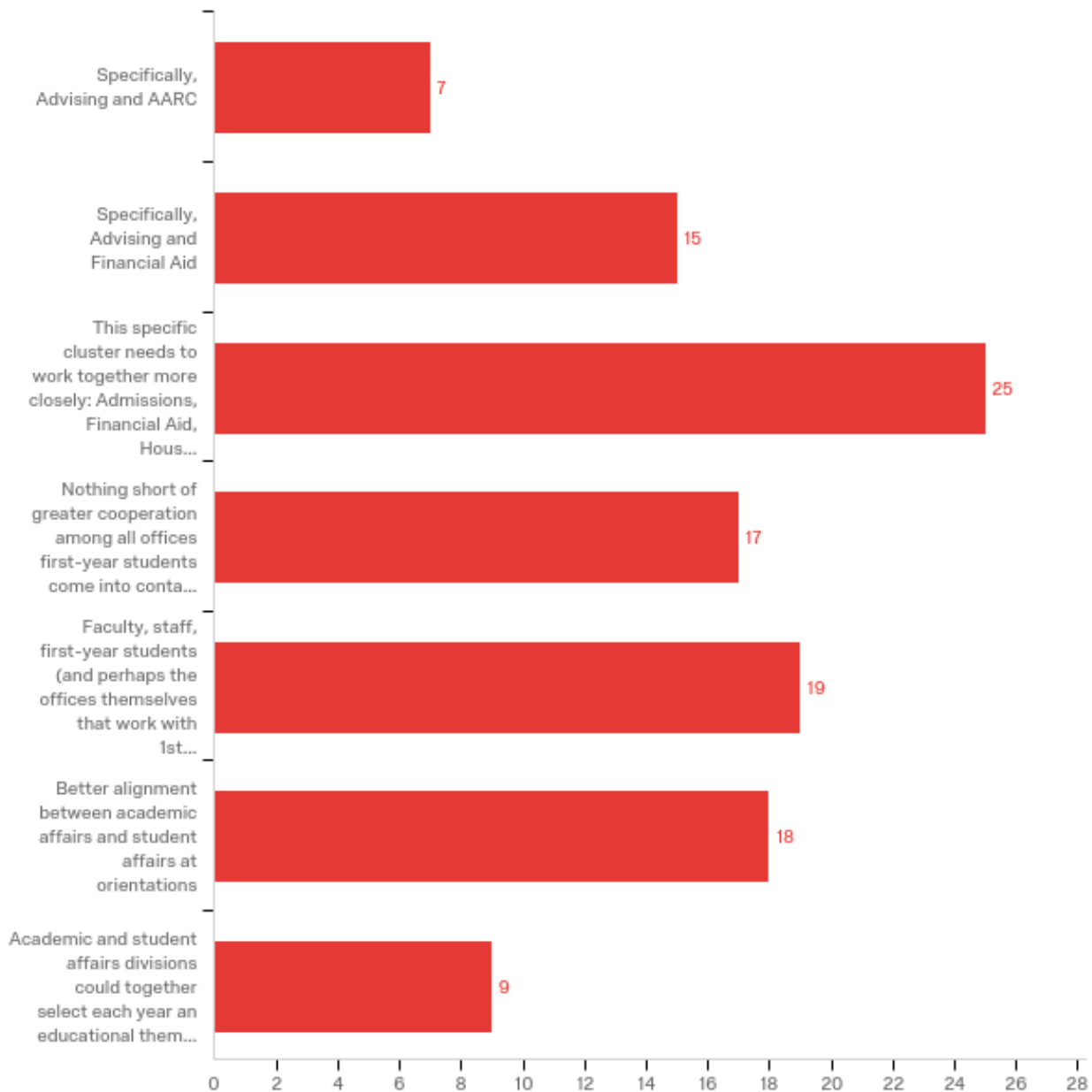
# Default Report

February 8 Sense-Making Session Voting

February 20th 2017, 11:04 am CST

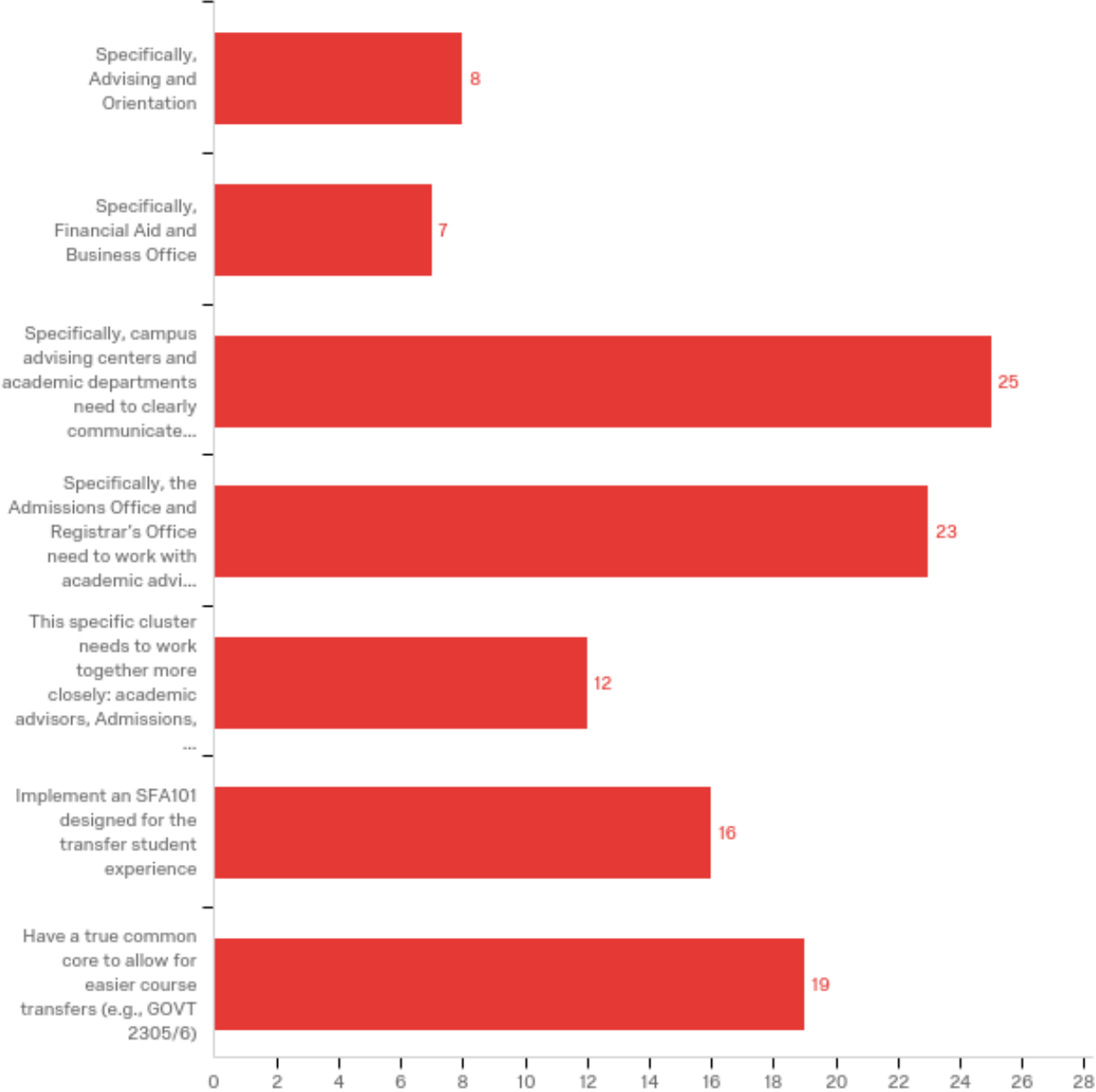
**Q2 - What specific units in the university, whether in the same division or in different divisions, need to work together better to improve the success of incoming first-year students? [Drag the two answers you most strongly support into the box.]**

## QID2 - Groups



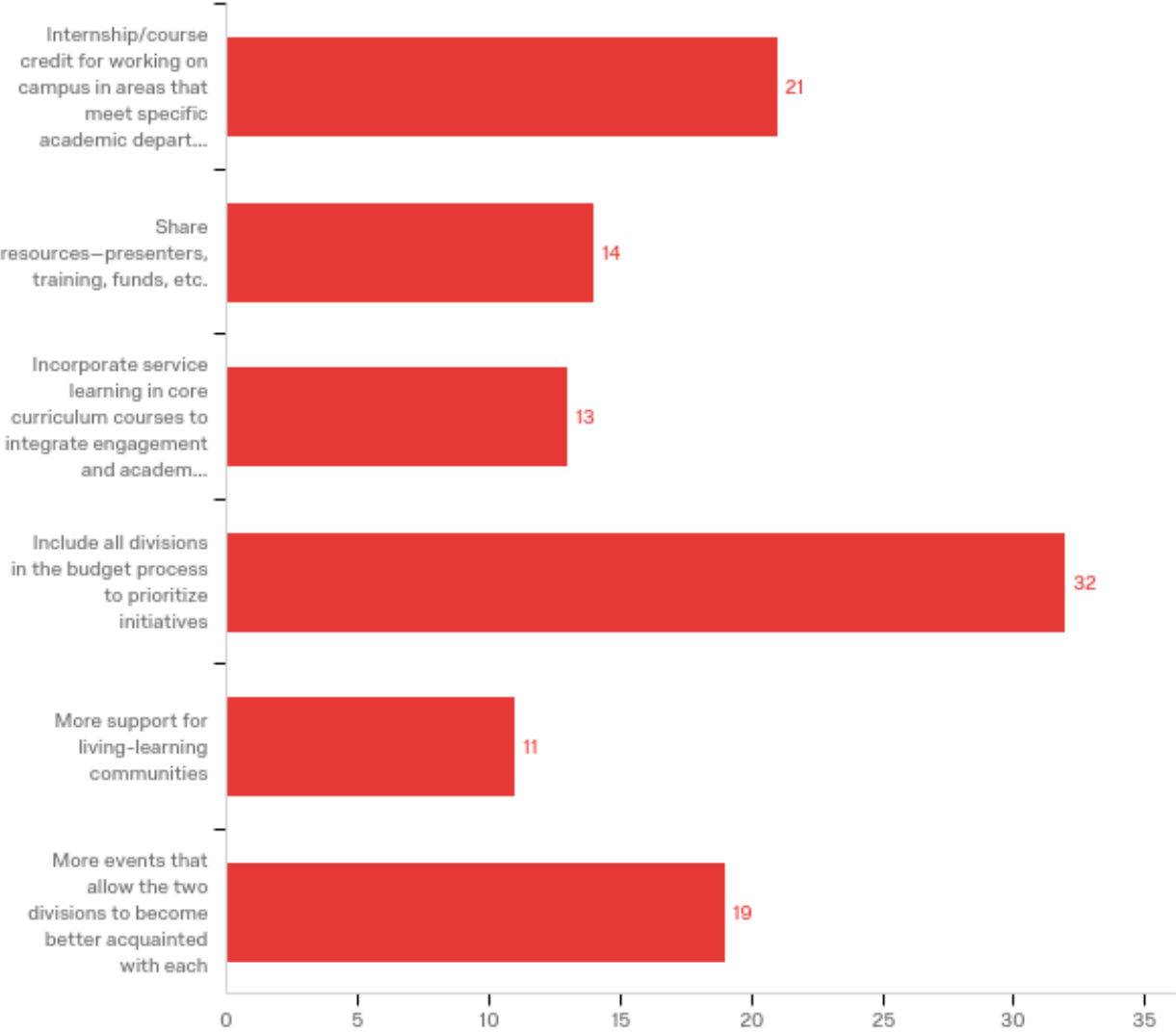
**Q3 - What specific units in the university, whether in the same division or in different divisions, need to work together better to improve the success of incoming transfer students? [Drag the two answers you most strongly support into the box.]**

**QID3 - Groups**



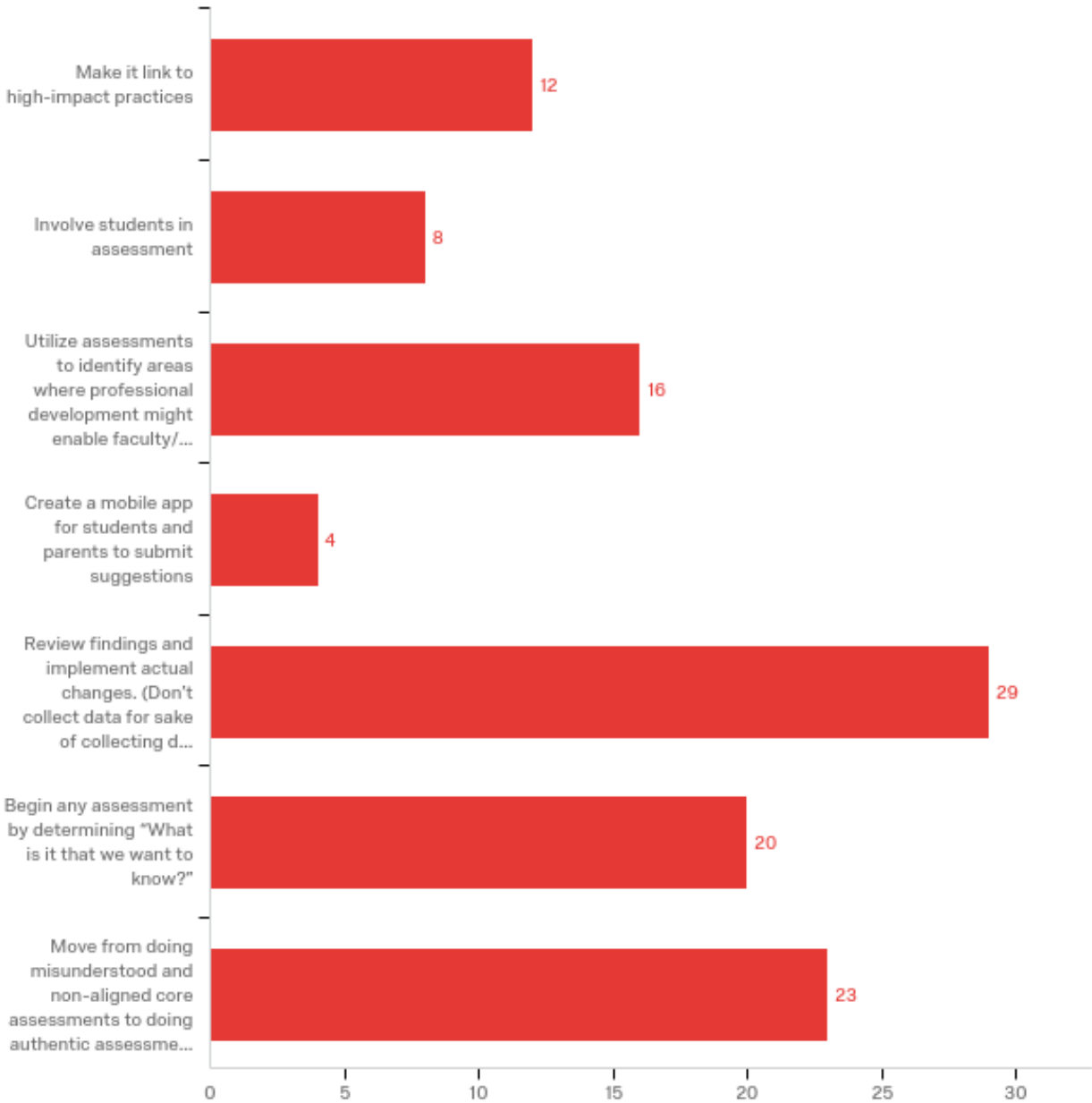
**Q4 - How can we more successfully align academic affairs and university affairs at SFA?  
[Drag the two answers you most strongly support into the box.]**

**QID4 - Groups**



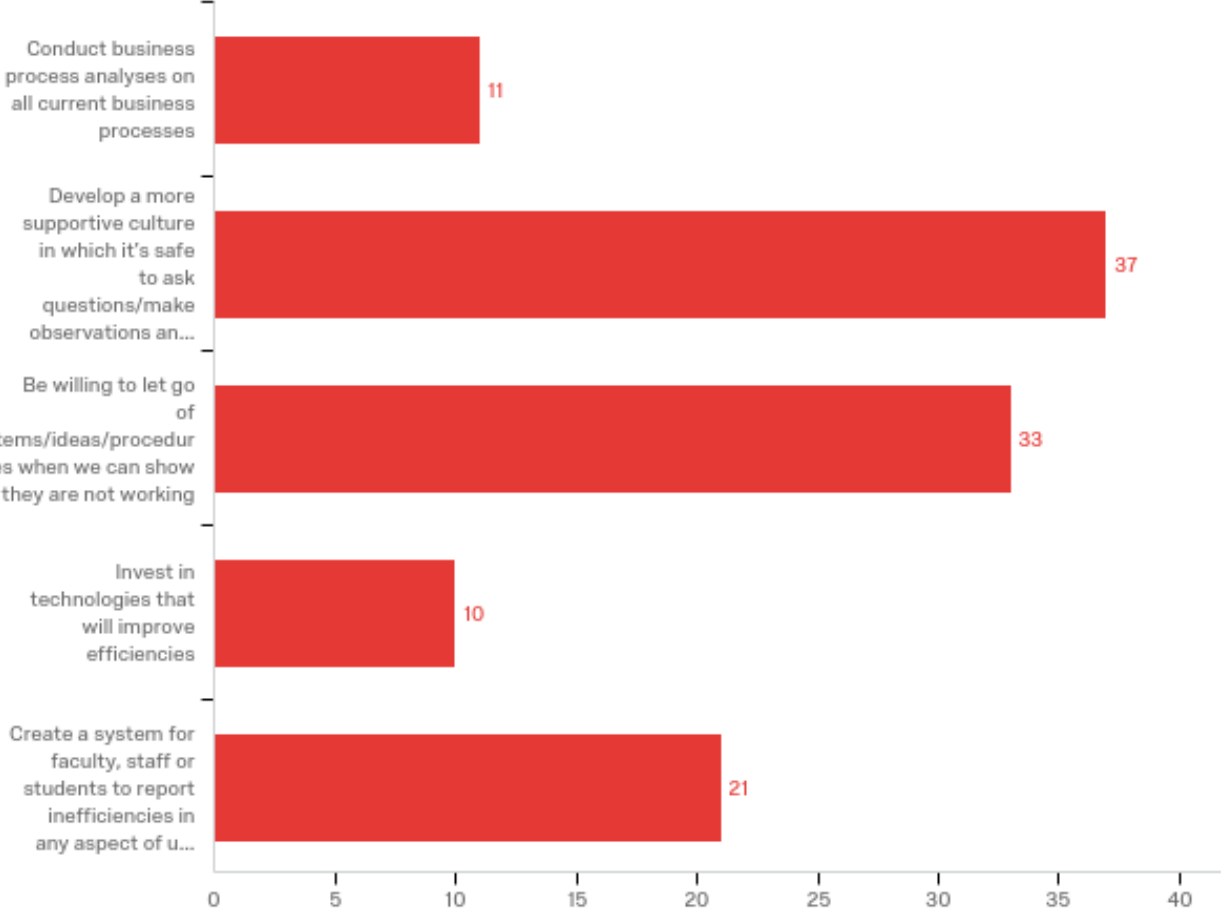
**Q5 - How can assessment be done in a way that more directly results in improving the undergraduate experience? [Drag the two answers you most strongly support into the box.]**

**QID5 - Groups**



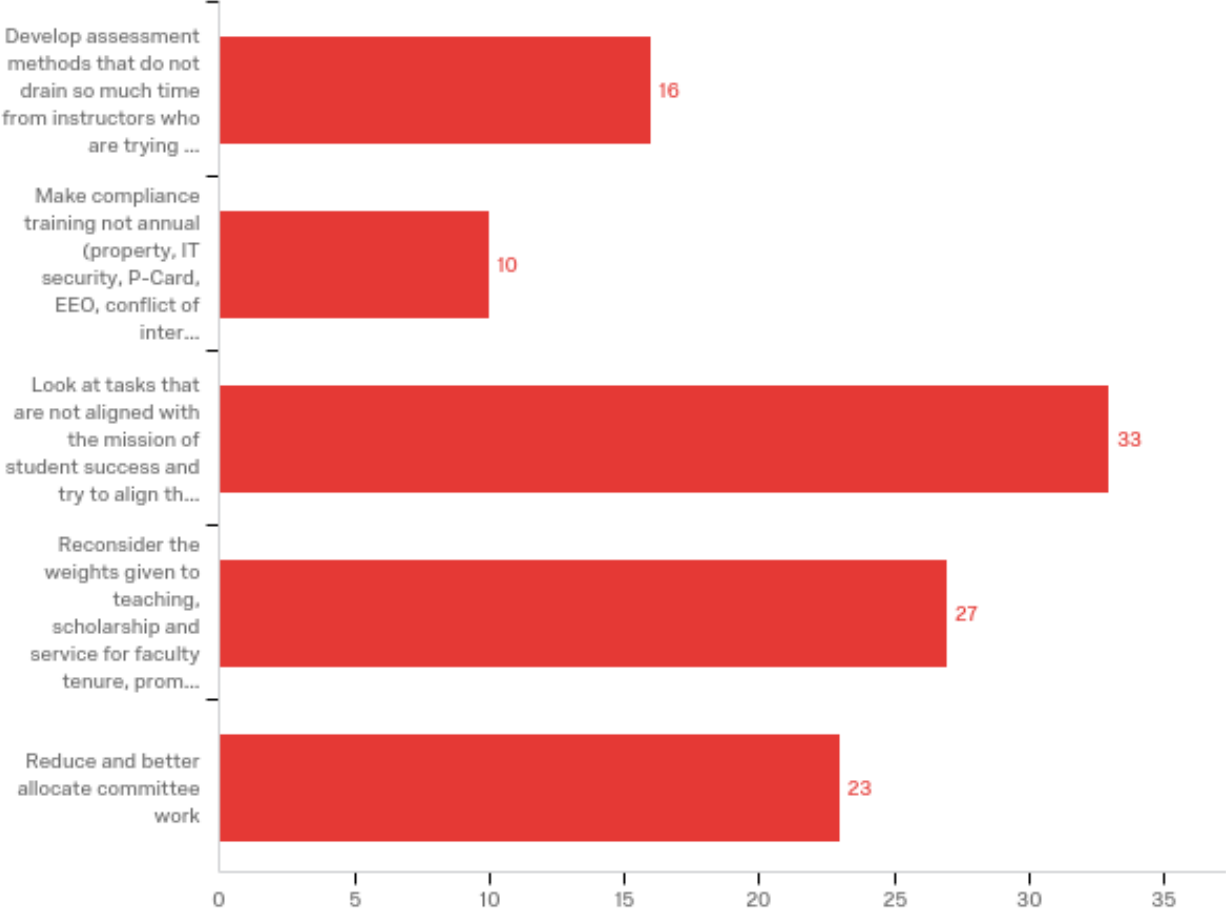
**Q6 - Improvement requires regularly questioning institutional assumptions and standard operating procedures. How could we do this at SFA (positive restlessness)? [Drag the two answers you most strongly support into the box.]**

**QID6 - Groups**



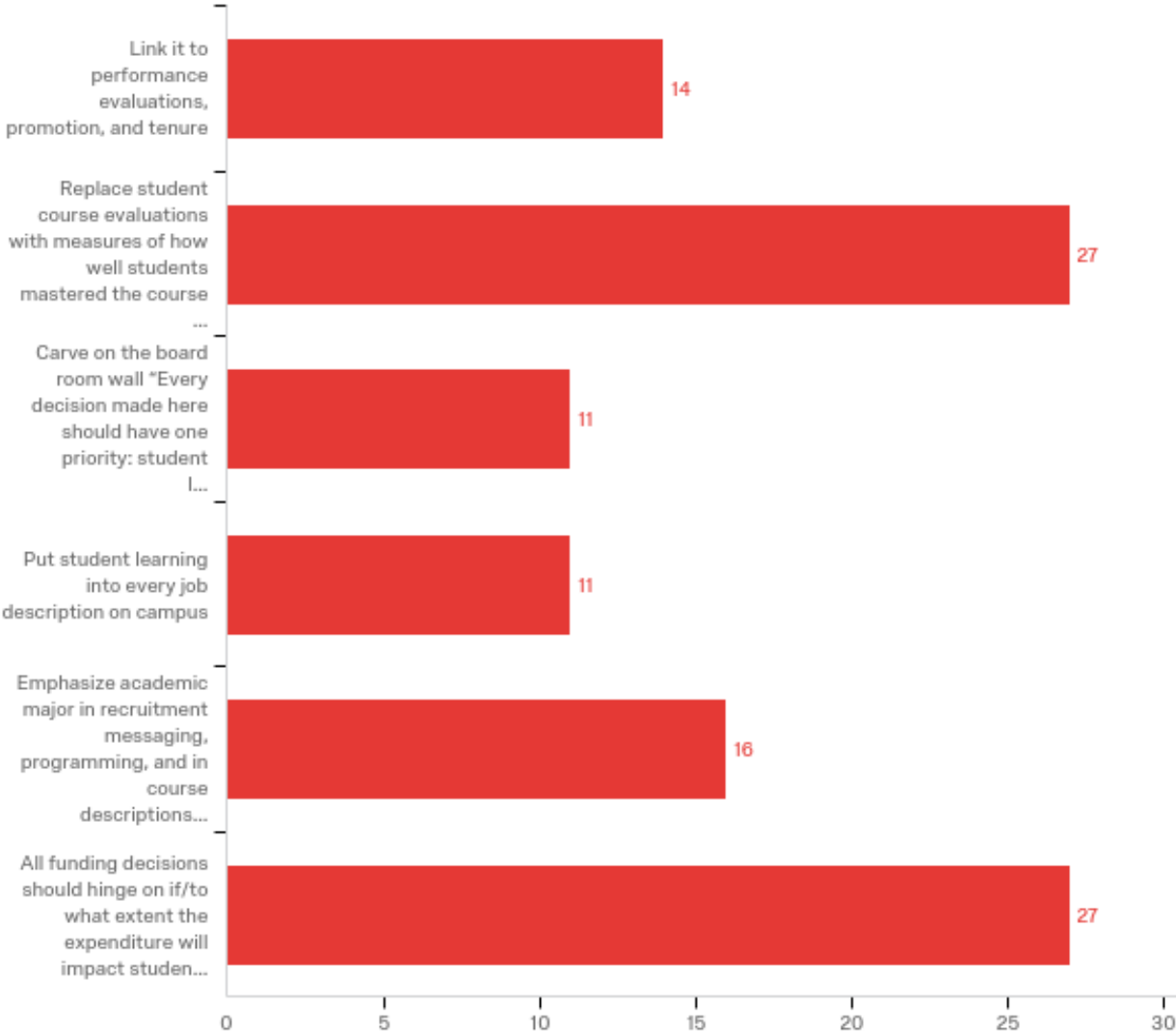
**Q7 - People can only do so much. If new things are to be enthusiastically adopted, what tasks need to be lightened or simply stopped? [Drag the two answers you most strongly support into the box.]**

**QID7 - Groups**



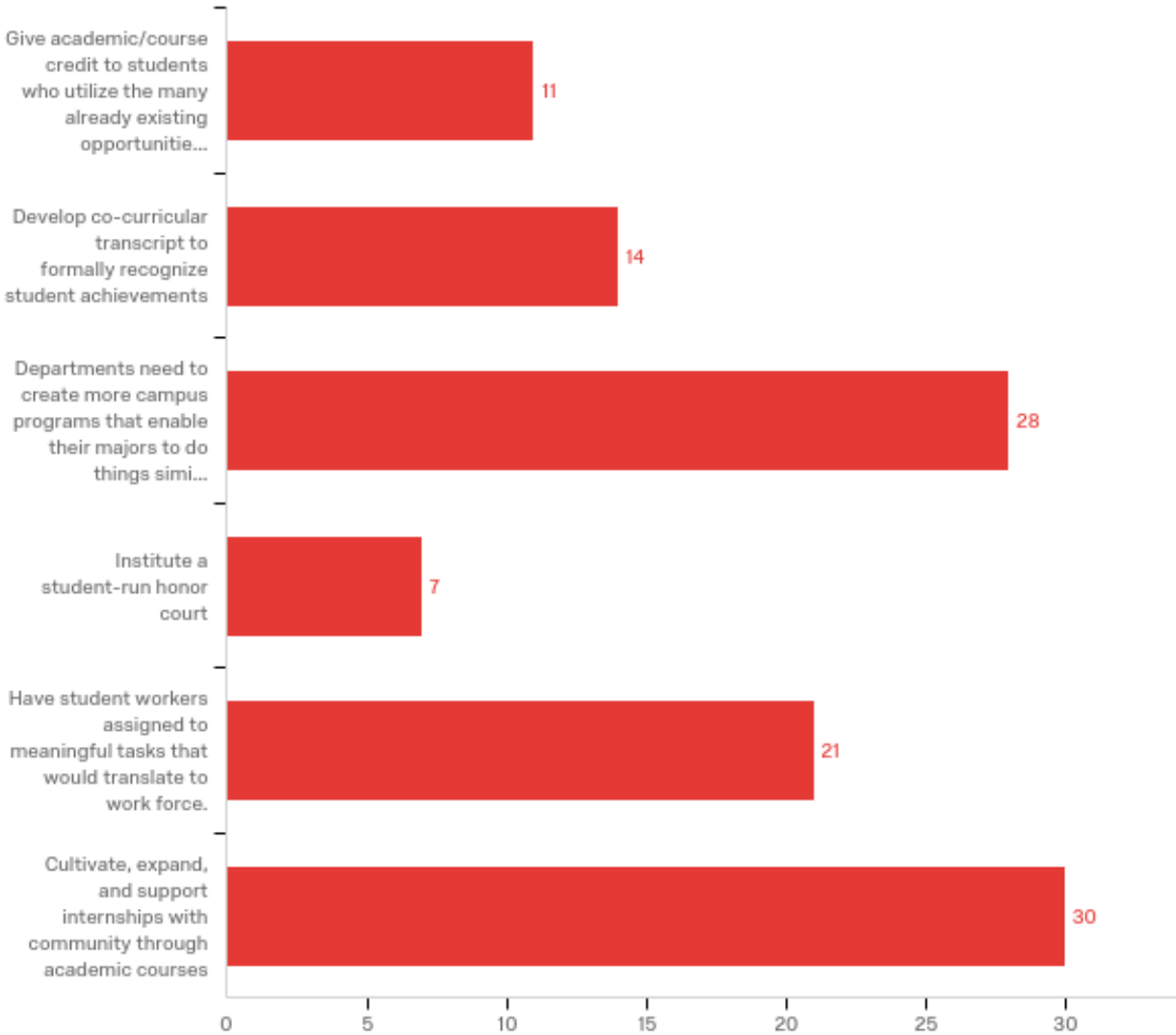
**Q8 - How can student learning be made to factor more into the determination of SFA's priorities? [Drag the two answers you most strongly support into the box.]**

**QID8 - Groups**



**Q9 - How can SFA provide more opportunities for students to learn and practice leadership skills? [Drag the two answers you most strongly support into the box.]**

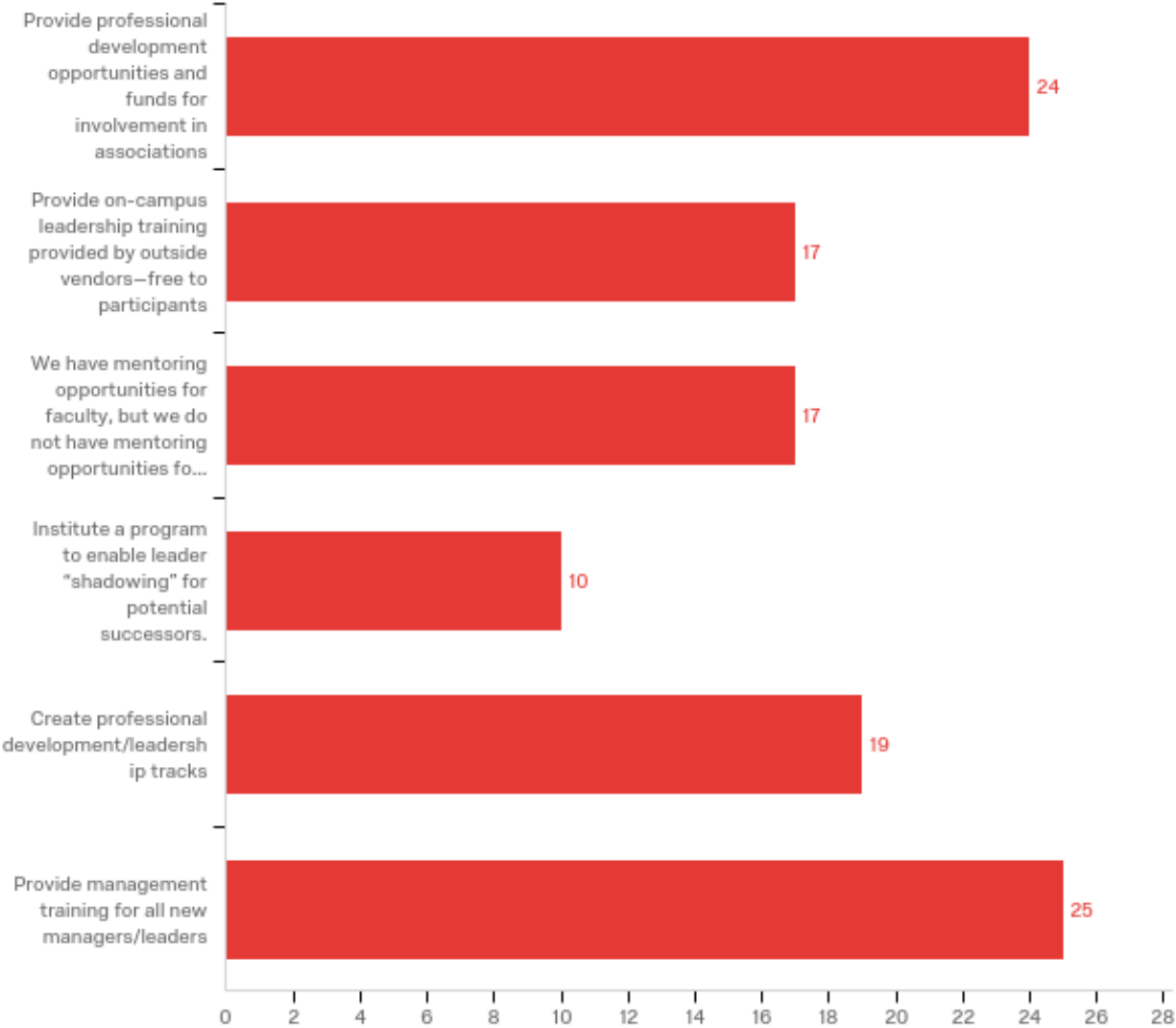
**QID9 - Groups**





**Q19 - How can SFA better prepare faculty and staff for leadership positions? [Drag the two answers you most strongly support into the box.]**

**QID19 - Groups**



**Q11 - 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?**

We need cross-trained staff who understand financial aid, business office, and advising.

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Every semester, financial aid students experience many hurdles which amazes me that this cannot be fixed; these of all students need our support so they can hit the ground running on day one! Stop forcing first year students to KNOW what they wish to major in; encourage all to take solid CORE and allow students to switch majors without penalty when they change their minds.

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Curriculum/Instruction (faculty)/Advising

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Front line persons in the student services areas- Business Office, Admissions, Registrar, Housing, Financial Aid, Advising, AARC - could attend an "orientation and campus tour" for staff so they hear what students hear. They may be able to identify efficiencies and redundancies that they would not otherwise notice.

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Professional advising offices, Admissions, Financial Aid, and Student Success Center

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SFA 101 should be a required course and taught by only faculty--maybe the department chairs.

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Marketing and faculty. As the book we read points out, if the incoming people only see the manicured lawn and not students in the library, we are setting up some students for failure.

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Business office, registrars, and financial aid office

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Advising, business office and financial aid

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Need an established strategic goal and stick to it (i.e. MD Anderson Cancer Center - patient comfort/healing is most important so HVAC, custodians, clerks, etc. stop what they are doing if patient care is needed)

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Department Heads/Chairpersons need to get on board with Undergraduate Student Success comes first, not graduate programs.

**Q12 - 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?**

We need cross-trained staff who understand financial aid, business office, and advising.

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Once technology entered the scene, everyone seems to be ready to press a button which frustrates students on the other end / how unfriendly, how unfair, how insensitive!

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Instruction (faculty)/Advising/Counseling

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Advising needs to be aware of the financial implications of unnecessary coursework. They should work with the Admissions, Registrar's Office and the Business Office to ensure that students avoid courses at SFA for which they may subsequently be penalized (excessive hours or 3-peats) during their career at SFA.

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Monique Nunn (Transfer student coordinator in Student Success Center), the professional advising offices, Admissions, and Financial Aid.

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The departments and the admissions office

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I think the academic departments should put together a list of specific learning outcomes that often transfer students lack. Then perhaps the AARC, coupled with the faculty, can address them.

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Business office, registrars, and financial aid office

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Business office and financial aid

**Q13 - How can we more successfully align academic affairs and university affairs at SFA?**

Went blank on this one.

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Model what the Generation Jacks program is doing.

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University affairs needs to focus on faculty, staff, and support staff.

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n/a

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More emphasis on the classroom.

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The university would not exist without academics. University affairs needs to focus resources on students and faculty.

## Q14 - How can assessment be done in a way that more directly results in improving the undergraduate experience?

Fewer better assessments. Stop the TIME issue especially since research tells us 1 in 5 have dyslexia (Shaywitz from Harvard) defined as a "different way of thinking" (outside the box which will be needed more and more as time goes forward) that requires more TIME during testing AND that same research also tells us that the TIME factor does not change the outcome for those NOT needing more TIME to test. Seems simple enough to me!

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We should Question each course in the following way: • Is the course devised so as to engender intrinsic motivation in the students? • Does the course involve student interaction in the form of meaningful discussion, group dynamics, etc.? • Is content taught in integrated wholes, related to related to other knowledge, and examined critically? Are the skills of logical, coherent and self-reflective thinking enhanced? . Is the workload realistic?

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Stop mandating things like that a freshman composition class needs to teach oral communication skills in addition to written communication and that every core course student has to upload videos into LiveText proving they met some core assessment competency. Instead, let faculty who teach core courses intelligently design assessments that actually align with the content of their course and the expected competencies to be mastered by students.

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Allow departments to assess themselves.

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measure only program learning outcomes in advanced classes (for example how well do the students come prepared to the upper level course and how much did they retain from the prerequisite course?)

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The recent changes in assessment have already made it more less burdensome while at the same time more relevant to the improving the teaching.

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If it is not meaningful or useful, then it needs to go away.

**Q15 - Improvement requires regularly questioning institutional assumptions and standard operating procedures. How could we do this at SFA (positive restlessness)?**

Require that we give up ONE to institute ANOTHER

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Something really needs to be done to insure that student funding aligns better with the start of classes.

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Encourage faculty and staff to come up with ideas and reduce extra things being forced on them to do.

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Forums such as this help; continue with them! I believe the a continual education platform that tells SFA's faculty,staff, board, and administrators that the fundamentals of funding and recruiting at Universities will drastically change in the incoming years is worth our time. Using the metaphor from "Who moved my Cheese?" our cheese supply is dwindling. As "Little People" we are capable of seeing this--if we do not become complacent. I think in this open atmosphere, where the budget and outcomes are laid out for everyone to see, that we will find our next cheese station.

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We are all interconnected. When it becomes obvious that a standard operating procedure isn't working across campus, have a time frame and procedure for how to amend it.

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We need to get our priorities right: Students matter most. Faculty are the front line caretakers of our students. Everything else falls in behind these two.

## Q16 - People can only do so much. If new things are to be enthusiastically adopted, what tasks need to be lightened or simply stopped?

Stop with all the SERVICE and if you want to get on the world map, help everyone get the time they need to engage in (quality) scholarship. Not sure WHY TEACHING even takes priority over that one.

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In addition to those mentioned previously, the training in such things as property management and sexual/religious/gender harassment should occur less often. We get it, we're educated. Also, the required certification process for online teaching is Mickey-mouse to the point of embarrassment, takes up to much time and effort and produces minimal positive results..

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Certain persons are selected for numerous committees, some are selected for none. Review committee assignments annually.

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Service and committees. Advising and recruiting as long as professional advisors and recruiters truly understand what the faculty of each department needs.

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Assessment.

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Duplicative reviews such as annual merit and post-tenure. having department search committees if the chair is going to hire whomever they want anyway, give faculty senate real power .....

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The scholarship committee process is rewarding for faculty; however, it is still time consuming. Moreover, in an effort to ensure that all of the faculty committee members contribute, I believe we have overdone the system.

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We usually can't just stop a task. Additional staffing would help lighten the load.

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Spread committee work out among all faculty/staff. Run an audit and see who is serving on what committees and place a limit on maximum service.

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The 4-day course week allows faculty to have Friday to attend to many tasks that are now sandwiched between teaching and committee meetings.

**Q17 - How can student learning be made to factor more into the determination of SFA's priorities?**

When we can SHOW learning is taking place, that will help recruit students all on its own.

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Faculty/student informal contact needs to be encouraged and made more convenient than is currently the case. Decades of research indicates that this improves significantly both student learning and student retention.

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SFA's priority is student learning--I think this university spends too much emphasis on getting "approval" from students and not fostering success from faculty and staff.



## Q18 - How can SFA provide more opportunities for students to learn and practice leadership skills?

Can't "do it all" but if it is a major priority, then find a way to make it happen! For instance, you might set aside a course to incorporate this goal. Same for other goals (courses).

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Support living-learning communities strongly. Developing critical thinking, listening and continuous-learning skills. Learn how to be a follower.

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Work study positions--especially laboratory work in sciences allows students to gain hands on experiences that they will definitely carry with them. You do not have to invent something new--the opportunities are here. The departments need the money and the time to teach!

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I noticed in a few comments mention to prepare students for work after school. I must say that this book and the discussions I have been in, for the most part, do not even attempt to deal with this issue. It is great if SFA is able to increase student success during the students time at SFA, but what in all these suggestions helps prepare them for JOBS after SFA. Perhaps this needs to be added to the discussion. Should SFA be more engaged in this activity or assume the students will work on this on their own? Does SFA have a responsibility to help students find jobs in their areas of expertise?

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Incorporate a 4-day course week so that many of our students will have opportunities to go to Houston, Dallas, or other metropolitan area to engage in work/internship opportunities throughout the academic year.

## Q20 - How can SFA better prepare faculty and staff for leadership positions?

Make them go up the ranks like everyone else. Right now they are paid way too much! Other universities circulate the role of chair, for instance; they are not "special."

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Rotating the Chair position among department faculty would help.

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Faculty standing at the front of the classroom and TEACHING.

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The provost is excellent at providing platforms for the faculty to learn. I enjoyed the research series he did and his interview; moreover, I also learned a lot. I believe that if we just continue with the vision and practices he has set forth, we will get better.

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VPs truly evaluate their own directors/chairs by visiting with subordinate staff/faculty. reinforce good management and learn by example

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Offer career track roadmaps and mentoring to all employees.