1st topic: Relationships Matter

Carousel 1 (tables 1-4) Facilitator: Jamal Smith	Carousel 2 (tables 5-8) Facilitator: Chelsea Heidbrink	Carousel 3 (tables 9-12) Facilitator: Linda Black
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?		
• Standardize the advising process across all colleges & hire enough professional advisors to meet the need • Provide undergraduate housing for non-traditional students (i.e., students with children)	• Success coaches • Study abroad / service learning / experiential learning	• Ensure that every student with a professional advisor also has a faculty mentor • Put freshmen in a mentor relationship with an upper classman • (3 way tie) Increase on-campus internship opportunities during early years on campus
How can the divisions work together to increase and enhance student-student, student-staff, and student-faculty working relationships?		
• Effective advising, teaching, undergraduate research, mentoring, high-impact practices, & collaborations that positively impact students <u>must</u> count more in promotion, tenure, & annual review process • Establish internships within non-academic areas for students with a staff member to mentor & follow up with students	• Create common areas to facilitate interaction & encourage faculty/staff to spend time in these areas • Reinforce core objectives through increased Student Activities & Academic Affairs interactions	• Reward & recognize faculty who use engaging pedagogy such as high impact practices • Consistent mentorship at department & college levels for students to go to throughout entirety of education (similar to coaching/mentoring in GenJacks program but to <u>all</u> students)
How can the different levels work together to increase and enhance student-student, student-staff, and student-faculty working relationships?		
• Mentor program, adopt a student • Create faculty/staff opportunities to allow for small group interactions between faculty/staff & student encounters supported by leadership, VPs, etc. • (3 way tie) Department get-togethers on campus to allow students to get to know the faculty/staff in the department their major is in	• Have open forums (that people know about) where students can speak with the president, VPs, provost, etc. • Promote linked classes taken by student cohorts	• VPs, president, & regents should attend student/faculty activities • Recognize & award those people that build relationships • (tie) Cross-training between academic advisors & financial aid (e.g., satisfactory academic progress) to increase retention in low-completing programs
How do you see your role in increasing and enhancing student-student, student-staff, and student-faculty working relationships at SFA?		
• Engaging in conversations to guide students in how to effectively communicate with one another & differentiate between personality types • Mentor a student worker; get to know them & their goals while at SFA	• By building in flexibility into my work schedule to allow myself to attend student events & activities (Be present) • By learning about people across campus who I can connect students with (a handy referral sheet)	• Listen & facilitate: faculty & staff will spend the time to listen & validate a student's concerns & facilitate finding solutions • Host events throughout the year that connect various stakeholders together, hopefully increasing communication & collaboration

2nd topic: Expectations Matter

Carousel 1 (tables 1-4) Facilitator: Jamal Smith	Carousel 2 (tables 5-8) Facilitator: Chelsea Heidbrink	Carousel 3 (tables 9-12) Facilitator: Linda Black
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?		
• Evaluation process for student workers that emphasizes professional development & transferable skills for future career goals (Lumberjacks GROW) • Creation of cross-divisional institutional expectations	• Emphasize rigorous academic expectations on our website—e.g., course attendance standards, student activities • Make student research required component of certain courses & support with scholarships	• Lead by example, dress, professionalism, time management • Create authentic learning environments (e.g., hands-on learning, field experiences, work study, internships)
How can the divisions work together to establish and assist students in attaining high expectations?		
• Train campus work supervisors to mentor students & help develop skills employers want (NACE) • Do we know what we want from our students? What determines "high expectations"? This needs to be identified first, then everyone lives & communicates the expectations.	• Create a culture that promotes academics with the same enthusiasm & attention that we give to athletics • Emphasize the learning/academic opportunities the same or more than SFA's "fun factors" at orientation	• Align policies & practices across divisions that are congruent & support high (academic & personal) expectations • Talk with all students concerning financial aid, academic probation and/or suspension
How can the different levels work together to establish and assist students in attaining high expectations?		
• High expectations for faculty/staff • When putting forth expectation, be consistent in requiring expectation & "be firm, be fair & be consistent"	• Constantly emphasize that academics is the primary reason students are here • Have a visible, well-known mission statement	• Support & encourage hybrid courses, flipped classrooms, pedagogies, & allow faculty to spend time developing new methods that count toward merit, service, prof'al development & tenure • Support for setting deadlines & holding students accountable • (tie) Re-evaluate/condense SFA Way…have it everywhere including website
How do you see your role in establishing and assisting students in attaining high expectations at SFA?		
• Support students in professional development starting freshman year—we need to expect them to think ahead to post-grad plans early & often • Clearly communicate what your expectations are & make sure they are actually high/rigorous	• To support the idea that success will involve work, time & effort • Help them visualize & comprehend expectations & goals…be their biggest support/fan still holding them accountable	• Facilitate development of high quality active learning technologies & assignments • Link expectations to assignments • Provide service learning opportunities that connect with classroom learning