

1st topic: Alignment Matters

Carousel 1 (tables 1-3) Facilitator: Meredith Baily	Carousel 2 (tables 4-6) Facilitator: Travis Killen	Carousel 3 (tables 7-9) Facilitator: Megan Weatherly
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?		
<ul style="list-style-type: none"> • All must work together (Business Office, AARC, Advising, Student Success, Orientation, Enrollment Mgmt., Testing, Rec, UPD, GenJacks) • We need all out meetings to explain who does what 	<ul style="list-style-type: none"> • Advising and AARC • Admissions, Financial Aid, Housing, Academic Affairs, and Student Success Center • Advising and Financial Aid 	<ul style="list-style-type: none"> • Orientation—better alignment between academic affairs and student affairs • Academic and student affairs divisions could plan programming around a central educational theme (i.e., a selected theme)
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?		
<ul style="list-style-type: none"> • Advising and Orientation • Financial Aid and Business Office 	<ul style="list-style-type: none"> • Implement an SFA101 designed for the transfer student experience • Have a true common core to allow for easier course transfers (e.g., GOVT 2305/6) 	<ul style="list-style-type: none"> • Academic advisors, admissions and financial aid; registrar’s office working with academic advisors to work with students on transfer credits, making sure there is complete understanding of what hours/classes transfer • Need a clear communication between professional advisor and faculty in terms of degree requirements
How can we more successfully align academic affairs and university affairs at SFA?		
<ul style="list-style-type: none"> • Internship/course credit for working on campus in areas that meet specific academic department requirements • Share resources—presenters, training, funds, etc. 	<ul style="list-style-type: none"> • To have a better understanding of what each department does • Integrate service learning in core curriculum courses to integrate engagement and academics 	<ul style="list-style-type: none"> • Include all divisions in the budget process to prioritize initiatives • More support for living-learning communities • More events that allow the two divisions to become better acquainted with each other

2nd topic: Improvement Matters

Carousel 1 (tables 1-3) Facilitator: Meredith Baily	Carousel 2 (tables 4-6) Facilitator: Travis Killen	Carousel 3 (tables 7-9) Facilitator: Megan Weatherly
How can assessment be done in a way that more directly results in improving the undergraduate experience?		
<ul style="list-style-type: none"> • Make it link to high-impact practices • Involve students in assessment 	<ul style="list-style-type: none"> • Utilize assessments to identify areas that can be improved upon for professional development to better reach targeted goals • Mobile suggestion app for students and parents 	<ul style="list-style-type: none"> • Review findings and implement actual changes. (Don't collect data for sake of collecting data—use it.) • Begin any assessment by determining “What is it that we want to know?” • Develop assessment methods that do not drain so much time from instructors who are trying to teach.
Improvement requires regularly questioning institutional assumptions and standard operating procedures. How could we do this at SFA (positive restlessness)?		
<ul style="list-style-type: none"> • Business process analysis on all current business processes • Supportive culture of safety in asking questions 	<ul style="list-style-type: none"> • Be willing to let go of items/ideas/procedures when we can show they are not working • Invest in technologies that will improve efficiencies 	<ul style="list-style-type: none"> • Create a system for faculty, staff or students to report inefficiencies in any aspect of university work/life • Develop a forum that allows faculty and staff to develop topics that might be considered “the elephant in the room” without repercussions. Have administrators address those topics in an open forum.
People can only do so much. If new things are to be enthusiastically adopted, what tasks need to be lightened or simply stopped?		
<ul style="list-style-type: none"> • Moving from doing misunderstood and non-aligned core assessments to generate authentic assessments that are aligned to the university mission, goals, and strategic plan • Make compliance training not annual (property, IT security, P-Card, EEO, conflict of interest) 	<ul style="list-style-type: none"> • Look at tasks that are out of alignment or out of the mission of student success, and align those first. Next determine if tasks should be lightened or stopped in lieu of new adoption • Re-evaluate faculty workload (60% teach, 20% scholarship, 20% service) in ways that align strengths with new initiatives 	<ul style="list-style-type: none"> • Evaluations need to be conducted in each department to determine if current workload is still valid or obsolete. It would then be able to determine what can be removed to allow for updated, valid workload and new innovations. • Review the committee assignments of certain staff/faculty. Assign those that want to be included on committees and limit the number of committees certain persons are assigned to

3rd topic: Leadership Matters

Carousel 1 (tables 1-3) Facilitator: Meredith Baily	Carousel 2 (tables 4-6) Facilitator: Travis Killen	Carousel 3 (tables 7-9) Facilitator: Megan Weatherly
How can student learning be made to factor more into the determination of SFA's priorities?		
<ul style="list-style-type: none"> • Link it to performance evaluations, promotion, and tenure • Collect data that measures student learning objective mastery and use that instead of student evaluations 	<ul style="list-style-type: none"> • Carve on the board room wall "Every decision made here should have one priority: student learning" • Put student learning into every job description on campus 	<ul style="list-style-type: none"> • Emphasize academic major in recruitment messaging, programming, and in course descriptions and syllabi. • All funding decisions should hinge on if/to what extent the expenditure will impact student success.
How can SFA provide more opportunities for students to learn and practice leadership skills?		
<ul style="list-style-type: none"> • We provide lots of opportunities outside the classroom; look at how to give academic/course credit for students to utilize those opportunities (include in syllabus) • Develop co-curricular transcript to formally recognize student achievements 	<ul style="list-style-type: none"> • Create more instances of pre-professionally aligned cross campus programs (as in Human Sciences) • Institute a student-run honor court 	<ul style="list-style-type: none"> • Have student workers assigned to meaningful tasks that would translate to work force. • Faculty/staff should support student involvement that encourages transferable "job-ready" skills • Cultivate, expand, and support internships with community through academic courses
How can SFA better prepare faculty and staff for leadership positions?		
<ul style="list-style-type: none"> • Provide professional development opportunities and funds for involvement in associations • Provide levels of leadership training provided by outside vendors—free to participants 	<ul style="list-style-type: none"> • We have mentoring opportunities for faculty, but we do not have mentoring opportunities for staff. We need to equally invest in both. • Institute a program to enable leader "shadowing" for potential successors. 	<ul style="list-style-type: none"> • Create professional development/leadership tracks • Provide management training for all new managers/leaders