Strategic Plan Update Meeting
April 7, 2017
SFA ENVISIONED
SFA ★ ENVISIONED


2015 2016 2017

14 teams
154 team members
1,818 survey responses
SFA ★ ENVISIONED

Strategy Identification, Study, Decision and Implementation

- Campus Community Update
- Strategy Team’s Recommendations and Action Plans Reviewed
- Strategy Studied; Input Sought; Recommendations and Action Plans Developed
- Vice Presidents Group w/a Strategy Specific Review Team
- Strategy Study Team
- President’s Cabinet
- Responsible Area
- Implement and Measure Evidence
- Decide, Resource, Direct
- Campus Community
- Strategies Proposed
- Strategy Proposals Reviewed; Study Teams Impaneled for Those Advanced
Co-Curricular Innovations Team
Dr. Nina Ellis-Hervey & Rob McDermand
COMMITTEE MEMBERS

- Hollie Smith, Chair, Student Affairs Programs
- Amanda Windham, Student Engagement
- Anjum Najmi, R.W. Steen Library
- Jamal Smith, Orientation
- Emily Payne, Agriculture (The Arthur Temple College of Forestry and Agriculture)
- Jason Reese, Management, Marketing & Intl. Business (The Nelson Rusche College of Business)
- Nicholas Long, Mathematics and Statistics (The College of Science and Mathematics)
- Nina Ellis-Hervey, Human Services (The James I. Perkins College of Education)
- Tamey Anglley, Music (The College of Fine Arts)
- Rob McDermand, Athletics
- Ty Spradley, Communication/Leadership (The College of Liberal and Applied Arts)
- Veronica Weaver, Multicultural Affairs
COMMITTEE CHARGE

Fostering Academic & Co-Curricular Innovation

The Co-curricular Innovation Committee will recommend innovative strategies for:

- improving the integration of the student co-curricular experience with their curricular experience,
- increasing student engagement with co-curricular programs, and
- increasing partnerships between academic and student affairs.
STRATEGY 1
Increase student engagement with co-curricular programs.

STUDENTS WHO GET INVOLVED SUCCEED
Action Step 1. Create student engagement co-curricular maps

Jacks Track created fall 2016. Involvement Centers and Freshman Leadership Academy currently using as a model.
**Tracking Your Experience**

**Greek Life Track**

The Greek Life track focuses on building relationships and learning to leverage the strengths of a community in order to serve others.

**Service Track**

The Service track provides students with the opportunity to learn by serving others.

**Spirit & Tradition Track**

The Spirit and Tradition track focuses on creating feelings of connection and engagement using the history and tradition of an organization (such as SFA).

**Multicultural Track**

The Multicultural track gives students the opportunity to learn about their own cultures, the cultures of others and how to bridge the differences between the two.

**First-Year Track**

The First-Year Leader track focuses on helping students make the transition to college, creating conditions that help them succeed.

**Academic Track**

The Academic track gives students the opportunity to develop and refine skills connected to an academic discipline, and, in most cases, connect with faculty outside of the classroom.
Action Step 2: Assign programming committee, to evaluate student learning from co-curricular programs.

Review completed spring 2017, and will continue to be reviewed each semester.
Action Step 2 (continued): Assign programming committee to evaluate student learning from co-curricular programs.

- Completed Spring 2017
  - Student Affairs Programs (SAP) staff to promote usage of NACA and to increase promotion of Certified Student Leader (CSL) endorsements
## Decision Making and Problem Solving (2 of 10)

Choosing between different options to best help the group to meet their goals; finding solutions to issues that threaten the ability of the group to meet their goals.

<table>
<thead>
<tr>
<th>Expert</th>
<th>Advanced</th>
<th>Competent</th>
<th>Developing</th>
<th>Beginner</th>
<th>Not Applicable</th>
</tr>
</thead>
<tbody>
<tr>
<td>People look to me to teach this skill</td>
<td>I am above average at this skill</td>
<td>I do this pretty well</td>
<td>I am improving in this area</td>
<td>I am just now beginning to acquire this skill</td>
<td>I have not yet acquired this skill</td>
</tr>
</tbody>
</table>

Rate your ability to make effective decisions and solve problems.

Rate your ability to choose between different options to best help a group meet its goals.

Rate your ability to find solutions to issues that threaten the ability of the group to meet their goals.

Rate your willingness to explore creative solutions.

Rate your ability to apply personal and group values to guide decisions.

Please provide an example of when this skill was put into practice.

Previous  Save and Next
At the right under the Individual Score column, you will find the results of your students’ evaluations based on their responses. The Comparative Benchmark column contains the average score of all students who have taken the evaluation to date. This provides you with a gauge of how your students’ scores compare with the scores of your peers from around the country. The final column shows the difference between your score and the comparative benchmark.

### Kate Childress

<table>
<thead>
<tr>
<th>Skill</th>
<th>Level</th>
<th>Individual Score</th>
<th>Comparative Benchmark</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Computer Skills</td>
<td>Beginner</td>
<td>0</td>
<td>3.3</td>
<td>-3.3</td>
</tr>
<tr>
<td>Decision Making and Problem Solving</td>
<td>Beginner</td>
<td>0</td>
<td>3.7</td>
<td>-3.7</td>
</tr>
<tr>
<td>Verbal Communication</td>
<td>Beginner</td>
<td>0</td>
<td>3.5</td>
<td>-3.5</td>
</tr>
<tr>
<td>Analyzing quantitative data</td>
<td>Beginner</td>
<td>0</td>
<td>3.0</td>
<td>-3.0</td>
</tr>
<tr>
<td>Planning, organizing and prioritizing work</td>
<td>Beginner</td>
<td>0</td>
<td>3.6</td>
<td>-3.6</td>
</tr>
<tr>
<td>Career Knowledge</td>
<td>Beginner</td>
<td>0</td>
<td>3.3</td>
<td>-3.3</td>
</tr>
<tr>
<td>Writing and Editing</td>
<td>Beginner</td>
<td>0</td>
<td>3.3</td>
<td>-3.3</td>
</tr>
<tr>
<td>Teamwork</td>
<td>Beginner</td>
<td>0</td>
<td>3.7</td>
<td>-3.7</td>
</tr>
<tr>
<td>Influencing Others</td>
<td>Beginner</td>
<td>0</td>
<td>3.4</td>
<td>-3.4</td>
</tr>
<tr>
<td>Obtaining and processing information</td>
<td>Beginner</td>
<td>0</td>
<td>3.6</td>
<td>-3.6</td>
</tr>
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</table>

### Virtual Advisor Recommendations

**Career Knowledge (6 of 10)**

*Score: 1.8 Your Level: Developing*

It's never too early to start thinking about preparing yourself for your career. If you haven't settled on one, don't worry. There are professionals on your campus who can help! They are located in the Office of Career Development, Career Services or similarly named area. Check to see if they have assessments like “Strong Interest Inventory” to help you choose a career. Do they offer any of orientation to the services they offer? Check out their website. Another useful website is “Idealist.org.” They have lots of resource that can help.

**Suggested Web Resources:**
- Idealist.org

### Developing

Many students don’t think of their student organizations as a way to gain skills for their career but research has shown that getting involved on campus may be as important as having an internship. Think about the careers that interest you. What experiences can you seek out in your involvement outside of the classroom to help you develop these skills? For an interesting take on this topic, read “Considering the Impact of Participation and Employment of Students in Campus Activities and Collegiate Recreation on the Development of the Skills Employers Desire Most” by Peck et. al.

**Suggested Web Resources:**
- NIRSA White Paper
- Idealist.org

### Competent

Hopefully you’ve chosen a career and have some idea how your college major will lead to that career. Sometimes we think we know what this career will be like, but don’t test this understanding until after we’ve graduated. If you know someone who does this job already, ask if you might shadow them for a few days to see it for yourself. It might also be time to ask your academic advisor about internships. Even if your institution does not require one, this is an excellent way to gain skills for the job you want. Are you ready to use your student leadership experience to get a job? Read Marketing Leadership. Developing Your Resume and Preparing for Interviews by Celia Nocross. Are you ready to use your student leadership experience to get a job? Read Marketing Leadership. Developing Your Resume and Preparing for Interviews by Celia Nocross.

**Suggested Web Resources:**
- Read Marketing Leadership

### Advanced

For students who are advanced in this area, make sure you are putting all of the skills you are developing onto a resume. College graduates often have limited work experience and can benefit from making a “skills-based” resume. Read the article, “Is a skills-based resume right for you?” by Forbes Magazine. Another form of resume that is great for student leaders is a “Curriculum Resume.” This highlights your achievements as a student leader. Do you list your involvement experiences, think carefully about what skills you’ve gained and put that in your resume.

**Suggested Web Resources:**
- Curriculum Resume
- Is a skills-based resume right for you

### Expert

Check to see if your institution hosts career fairs on campus where students can interact with real employers (most do). See if your career services office offers workshops to prepare you. You don’t have to be looking for a job to go. Talk to employers in your field about what they are looking for when they hire recent college graduates and work to develop those skills. Make contacts who you can follow up with later. If your institution does not offer job fairs, look for similar programs offered in your area. Practice your “elevator pitch,” a short speech in which you introduce yourself and briefly describe your strengths.
Action Step 3: Create a co-curricular/extra-curricular calendar for website.

- Completed Fall 2016
- Student Engagement Programs staff assigned to determining top programs to be added to the new app.
Action Step 4: Create more opportunities to engage transfer students early on in co-curricular programs.

• Offer peer involvement advising during transfer orientation. Planning complete, with implementation to begin May 5, 2017.
• Review transfer ambassador program. Planning in process with participant sign up to begin May 5, 2017.
• Review transfer orientation schedule and dates. Review in progress, start date May 5, 2017.
STRATEGY 2
Improve the integration of student co-curricular and curricular experiences.
Action Step 1: Provide a co-curriculum one-sheet summary of co-curricular programs to faculty, SFA 101 and 301 instructors one month prior to each long semester. Summary will highlight events and programs that potentially relate to academic curriculum.

- Subcommittee appointed, with tentative process to begin Fall 2017.
- SAP team assigned to create an online version to begin tentatively Fall 2017.
Action Step 2: Create an involvement learning guide for faculty and academic advisors about co-curricular resources, emphasizing the Certified Student Leader program.

- JacksTrack created Fall 2016. Currently working on disseminating information. Involvement Centers and Freshman Leadership Academy currently using as a model.
Action Step 3: Increase promotion and communication of involvement to students through social media.

- Involvement Center began offering online involvement advising during Fall 2016.
STRATEGY 3
Increase partnerships between Academic and Student Affairs.
Action Step 1: Increase strategies to help students connect with co-curricular programs and student organizations.

- Offer involvement tables at academic convocation. Tasked to Lacey Folsom to organize, Fall 2017.
Action Step 2: Review process for creating co-curricular transcripts which are infused on traditional academic transcripts and/or zero credit hours.

- Appointed subcommittee to review process and make recommendations. Timeline not finalized.
Action Step 3: Appoint committee to review academic engagement during new student and family orientation program.

- Appoint committee to conduct an open and transparent evaluation of program and make recommendations.
STRATEGIES RECAP

Strategy 1: Increase student engagement with co-curricular programs. Complete.

Strategy 2: Improve the integration of student co-curricular and curricular experiences. Two of three complete.

Strategy 3: Increase partnerships between Academic and Student Affairs. In progress.
QUESTIONS?
Culture: Social Events Team

Ken Morton
Social Events Team Report

Our Team

Ken Morton – Director of Campus Recreation
Amy Roquemore – Student Publications
Chay Runnels – Human Sciences
Johnny Sanchez – Physical Plant
Jeff Brewer – Art
Asia Smith – Residence Life
Lacey Folsom – Student Affairs
David Campo – Music
Mary Hawkins – Kinesiology and Health Science
Korbin Pate – Athletics
Taylor Williams – Financial Aid
Pauline Sampson – Secondary Education
Purpose of Social Events Team

• 48% of respondents indicated they spent less than 1 hour per day working with people in other departments. 26% only 1-2 hours.

• 25% of respondents reported some level of dissatisfaction with the employee culture at SFA. 28% more were neutral on it.

• When asked what activities they wanted to see to encourage positive engagement, top answers were “fun” activities and ones by department or networking events.

• SFA Envisioned states “our campus culture will be open, collaborative, and engaged...”. This requires building relationships across departmental lines both inside and outside of the standard workplace.
What we have done/are doing

- Facebook Group created – **SFA Faculty/Staff Lounge** – 156 likes – please join!
- Faculty/Staff Breakfasts; Feb 1, March 1, April 5, May 3
- Traveling Happy Hours; March 2, March 30, April ?
- Free Faculty/Staff night at Coliseum; Feb 16
- Wellness Fair; Feb 22
- Coming up:
  - Family Fun Night April 21
  - JackWalkers for Faculty/Staff
  - Cooking Class
  - Summer Music Series
  - Art Class
  - Tailgates and cookoffs

Other possibilities are Bowling, Shreveport bus run, Dance lessons, Concerts
Survey Feedback

Karaoke  Bowling  Dance Lessons  Team Building  Summer Music
Happy Hours  Sporting Events  Softball  Trivia
Painting/Art  Job Swap  Campouts  Shreveport  Cooking
Breakfasts  Game Nights  Golf  Bootcamp
Department Challenges  Dancing/Concerts  Healthy Food Exchange  Tailgates

sfasu.edu
Attendee Feedback

- https://www.facebook.com/LumberjacksLounge/?hc_ref=PAGES_TIMELINE&fref=nf

All events are appreciated! Thanks!

I enjoyed the breakfasts.

Trivia and Karaoke!!!

I attended Faculty/Staff night at the coliseum and appreciated it very much.

Breakfast together is a great way to start the day! Keep it up!

The breakfasts have been really great and easy to attend!

Breakfast has been great! I haven’t made an evening event yet but hope to soon!

Faculty/staff night at the Coliseum gets me to go to more games, and I enjoy going.

(Breakfast) was well organized and great to see people from so many different areas of campus participate. Great work so far!

The Center for Career and Professional Development staff had a great time! We will definitely return for a future breakfast. Thank you for the opportunity. We enjoyed it.

Love the breakfasts.
Happy faces!!!
• Thank you to those who have joined us!
• We hope that you help us spread the word and join us for the events.
• More importantly....

Questions???
Enrollment Actions Team
Dr. Monique Nunn
Team

Janet Tareilo (Chair)
Amanda Horne
Bobby Williams
Brian Murphy
Dana Cooper
Hans Williams
Rachele Garrett
Jamal Smith
Kevin Langford
John Calahan
Jonathan Helmke
Judy Abbott
Lisa Stone
Megan Weatherly
Meredith Baily
Monique Cossich
Monique Nunn
Ric Berry
Scott Shattuck
Shirley Luna
Winston Baker
The Why

Recruitment and retention remain important issues for SFA

This team will focus on possible strategies and action steps to increase student recruitment, admissions, and retention.
Key Topics of Discussion

• Early program outreach (Forestry and FFA days)
• Reduce times of “missed” opportunities/be intentional
• Use data sources to determine reasons for student choices
• Support academic reputation of SFA
• Commit to growing programs
<table>
<thead>
<tr>
<th>Discussion Topics</th>
<th>The Undergraduate Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Finding ways to recognize faculty and staff academic contributions</td>
<td>Message for students that emphasizes academics (Table 5a/b proposal)</td>
</tr>
<tr>
<td>Recognize and support successful academic program across the university</td>
<td>• Focus on SFA brand</td>
</tr>
<tr>
<td>Academic Affairs added to this 2017 Orientation programs</td>
<td>• Academic focus during Orientation</td>
</tr>
<tr>
<td>SFA 101 curriculum under review to add more academic focus</td>
<td>• Academic focus in SFA 101</td>
</tr>
<tr>
<td>SFA 301 extended offerings</td>
<td>• Increase availability of SFA 301</td>
</tr>
<tr>
<td>Planning for unified calendar of university events</td>
<td>Student services across campus will work collaboratively to assist first-year students (Table 7 proposal)</td>
</tr>
<tr>
<td>Meetings conducted with Financial Aid, Business Office, and Admissions</td>
<td>• Develop a common communications platform</td>
</tr>
<tr>
<td></td>
<td>• Process business analysis between departments</td>
</tr>
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</table>
## Connections

### Discussion Topics

<table>
<thead>
<tr>
<th>Topic</th>
<th>The Undergraduate Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transfer Coordinator named in Student Success Center</td>
<td>Admissions office will work to raise awareness among advisors and stakeholders of the existing university processes for making students aware of what hours and classes transfer to SFA, and how those hours/classes transfer. (Table 8 proposal)</td>
</tr>
<tr>
<td>Transfer Coordinator and Admissions working collaboratively to host Community College Advisors Workshops</td>
<td></td>
</tr>
<tr>
<td>Additional transfer orientation being provided</td>
<td></td>
</tr>
<tr>
<td>Extended outreach with community and junior colleges</td>
<td></td>
</tr>
</tbody>
</table>
Future Points

• Building Community across the University
• Financial Aid/Scholarships/Alumni
• Addressing Retention and Recruitment Efforts within Colleges
Teaching & Learning Advancement Team
Mary Smith & Dr. Cala Coats
Team

Mary Smith (CTL)
Lauren Brewer (Psychology)
Cala Coats (Art)
Randi Cox (History)
Jennifer Gumm (Biology)
Shelby Laird (Forestry)
Anjum Najmi (Library)
Heather Olson-Beal (Secondary Ed)
Nikki Shoemaker (Accounting)
Megan Weatherly (CTL)
Educator Development
Strategy 2

Enhance effective instruction by:
• Offering programming
• Providing resources
• Fostering faculty communities
• Developing repositories of resources
Educator Development

• Programming utilizing professional staff, faculty and invited guests.
  – Survey results
  – Experts in the field
  – Communicate opportunities effectively
Educator Development

- Teaching as a scholarly endeavor (SoTL):
  - Time for research (course/service)
  - Funding (conference/projects)
  - Technical resources (journals)
  - Human resources (students)
Educator Development

- Foster faculty communities who are engaged in teaching:
  - Faculty-led workshops
  - Teaching fellows program
  - Interdisciplinary collaboration
Educator Development

• Develop and curate a resource repository
  – Editorial team for blog
  – Faculty submission
  – Listserv for idea exchange
  – Calendar of events
Student Research Strategy 3

• Provide support to faculty who are engaged or interested in:
  – Scholarship of teaching and learning (S0TL)
  – Scholarly teaching
  – Mentored undergraduate research
Student Research

• Support for SoTL:
  – Professional development series
  – Faculty consultants
  – Graduate assistants
  – Recognition in FAR
  – Funding
  – Library Resources
Student Research

• Support for scholarly teaching:
  – Professional Development series
  – Library resources
  – Graduate assistants
  – Awards/Recognition
  – Funding
  – Update FAR
  – Attract new faculty who engage in scholarly teaching
Student Research

• Support for Mentored Undergraduate Research
  – Select coordinator
  – Develop advisory council
  – Professional development series
  – Recognition
Student Research

• Support for Mentored Undergraduate Research
  – Funding to support students in research
  – “RI” (Research Intensive) course designation
  – Library resources
Affordability & Student Debt: Instructional Materials Team
Edward Iglesias
Team Members

• Committee Co-Chairs:
  Dr. Lauren Burrow, *Elementary Education*
  Edward Iglesias, *Web Services Librarian*

• Committee Members: Esther Campbell, Janet Kamps, Herbert Midgley, Courtney Wooten, Olga Minich, Louise E. Stoehr, Ashley Hall, Paul T. Henley, Dana Cooper, Joey L. Bray, and Kimberly Verhines
Charge

In September 2016, the Instructional Materials Affordability Team was charged with:

*investigating strategies to reduce the cost of instructional materials for SFA students. The team will study the relevant issues, seek campus input, develop proposed action plans and costs, and report these proposals out for further review and decisions regarding implementation.*
Actionable steps taken, to date, to improve the affordability of instructional materials for SFASU students

- March 2017: New email address for Barnes & Noble: bookstore@sfasu.edu
- February 2017: met with OER providers
- Ongoing: Informing Departments/Colleges about Savings associated with on-time textbook adoption
- December 2016: Committee members self-selected into four (4) Special Interest Teams:
  1. Book Rental Awareness
  2. Research of Current Status of Textbook Costs
  3. Administration, Faculty Survey Design
  4. Administration, Faculty Survey Analysis (To Be Completed)
NEXT STEPS

Ongoing: Continue to inform faculty of cost-savings for students when on-time adoption occurs; move forward with making textbook adoption accessible through mySFA.

April 2017: Distribute Survey in collaboration with the Vice Presidents; faculty response appreciated.

May 2017: Analyze Survey results to pinpoint actions for support of faculty transition to increased OER; collaboration with CTL and others anticipated.

Ongoing: Analyze S.B. 810 to determine SFASU's place in this emerging practice in higher education.
Affordability & Student Debt:
Financial Literacy Team
Dr. Todd Brown
FINANCIAL LITERACY TEAM

Brandi Derouen  Career and Professional Development
Lacey Folsom  Student Affairs
Steve Kosovich  Economics & Finance
Mi-Kayla Lemon  Student Representative
Gloria Montes  SFA 101
Kristan Smith  Financial Aid
Todd Brown  Rusche College of Business
FINANCIAL LITERACY

• A general definition of “financial literacy”:
  “The ability to use knowledge and skills to manage financial resources effectively for a lifetime of financial wellbeing.”

• THECB 60x30TX plan:
  “By 2030, undergraduate student loan debt will not exceed 60 percent of first-year wages for graduates of Texas public institutions.”
**Salary Data**

- **Recommendation #1:** Use an already developed data source from the Coordinating Board to share earnings/borrowing information with students ([http://launchmycareertx.org/](http://launchmycareertx.org/)).

- **Recommendation #2:** Develop an easy to use, student friendly summary for these earnings data.

- **Recommendation #3:** Develop mechanisms to disseminate this information consistently.
  - Student Affairs
  - Financial Aid Counselors
  - Center for Career and Professional Development
  - Academic Advisors
  - Etc...
OUTREACH

• Marleta Chadwick Student Financial Advisors

• Recommendation #4: Hire a full-time staff member to coordinate the salary data and financial literacy activities of student affairs, financial aid, career and academic advisors, etc.
Recruitment
• High school workshops
• Showcase Saturday information
• Provide guidance through the Financial Aid process

Retention
• Talk to trained peer financial planners about personal finances
• Workshops for SFA101 classes
• Learn how to establish and manage credit
• Create a financial survival plan for college
• Plan for tuition and fee payments
• Budgeting and planning
• Financial rehabilitation
• Preventing identity theft
• Saving money
• Setting financial goals

Graduating Students and Alumni
• Compare employer salary and benefits packages
• Understand credit report and credit score
• Graduate with a plan for repaying your debt
• Insurance analysis

Experiential Learning for Advisors
• Provide financial awareness through outreach-based planning, training, and coaching
• Evaluate client needs and provide confidential advice
• Empower clients through financial education
• Provide professional leadership experience
QUESTIONS?
Culture: Employee Leadership
Development Team
Jessica DeWitt & Jamie Derrick
Employee Leadership Program Team

TEAM ROSTER

- Jessica DeWitt, Physical Plant (Co-Team Leader)
- Jamie Derrick, Human Resources (Co-Team Leader)
- Angela Bacarisse, Theatre
- Jamie Bouldin, Center for Career and Professional Development
- Ken Collier, Government
- Carol Gilliland, Nelson Rusche College of Business
- Reginal Gossett, Library
- Jennifer Hanlon, Office of Research & Sponsored Programs
- Paul Henley, Office of Student Learning and Institutional Assessment
- Jeremy Higgins, Environmental Health & Safety
- I-Kuai Hung, Forestry and Agriculture/Faculty Senate
- Olegario Madera, Secondary Education & Educational Leadership
- LTC Paul Pfeiffer, Military Science
- Janet Tareilo, Associate Provost
Employee Leadership Program Team

TEAM CHARGE

• Research leadership development programs from other institutions, communities/municipalities, corporations, etc.
• Develop recommendations tailored to SFA
• Identify resources and costs
• Create an action plan
Employee Leadership Program Team

PROGRESS TO DATE

• Initial meeting December 2016
• Developed collaborative team website using Office365 apps
• Breakout into Research Knots (subgroups)
  • Internal analysis
  • Municipal/Corporate
  • Higher Education
Employee Leadership Program Team

PROGRESS TO DATE

Research Knot Findings

Internal Analysis (identified needs)
• Professional development opportunities for all
• Improved communication for a more positive work environment
• Opportunities to apply talents and expertise to make a difference

Municipal / Corporate
• Mixed delivery types: 1:1, online, in person, groups, etc.
• New manager workshops (soft skills development)
• Workshop graduates round table

Higher Education
• Extensive list of program examples with various areas of focus and delivery methods
Establish a comprehensive and collaboratively-developed leadership development program for faculty and staff using professional expertise, best practices, and campus input to guide the program.
UPCOMING RECOMMENDATIONS

Action Steps

1. Establish a dedicated full-time position to manage this program
2. Establish a Leadership Development Advisory Board to guide campus initiatives
3. Enhance the new employee experience (onboarding and orientation) to include university culture and leadership values
4. Develop a University-funded leadership development program for current and prospective leaders
5. Create general leadership competency & skills development opportunities accessible to all faculty and staff
REDEFINE UNIVERSITY CULTURE: Employee Leadership Program

Visit www.sfasu.edu/strategicplan to stay informed or submit an idea

Contact Jessica (jdewitt@sfasu.edu) or Jamie (jnderrick@sfasu.edu) directly if you want to get involved in this team!
SFA ★ ENVISIONED
Strategy Identification, Study, Decision and Implementation

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