

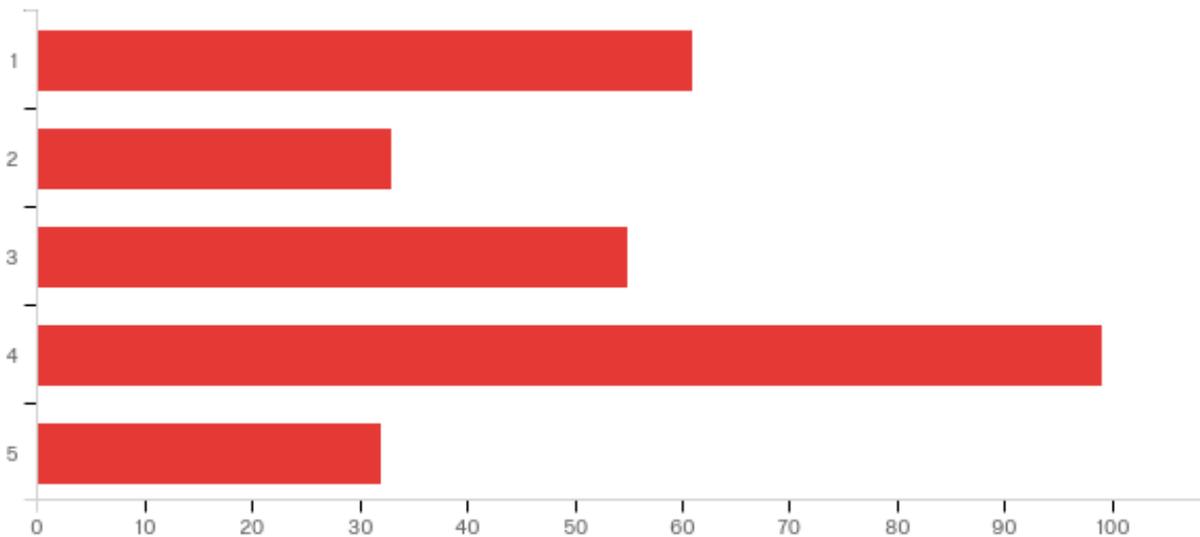
Default Report

October 26 Sense-Making Session Voting

November 17th 2016, 10:36 am CST

Q9 - What are SFA's strengths when it comes to undergraduate education? [Drag the two answers you most strongly support into the box.]

QID9 - Groups



1 = small class size

2 = supportive culture for first generation students

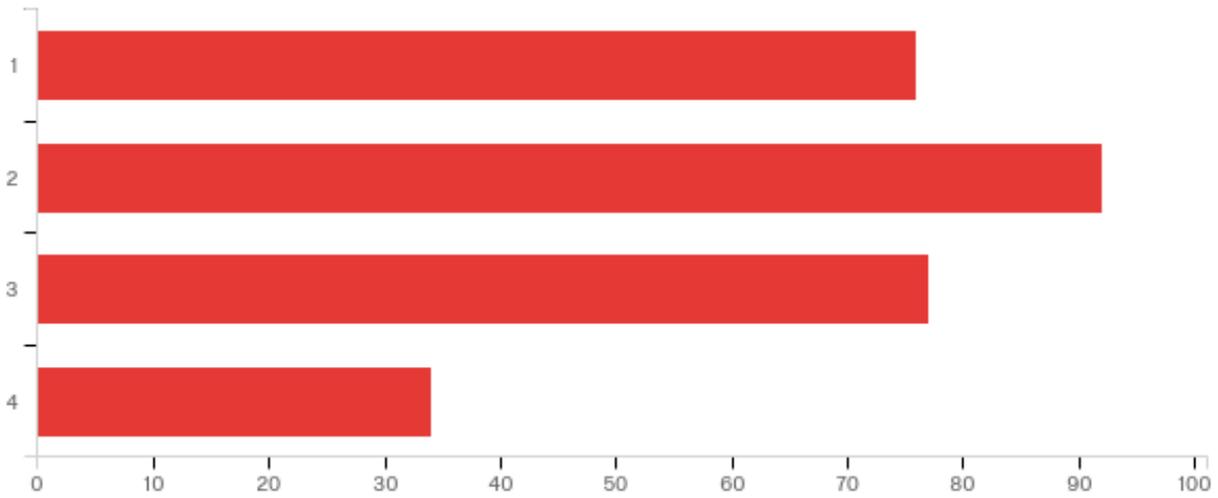
3 = Academic Assistance and Resource Center (AARC) services

4 = caring faculty and staff

5 = tying the importance of non-academic experiences to academics

Q10 - What are SFA's weaknesses when it comes to undergraduate education? [Drag the two answers you most strongly support into the box.]

What are SFA's weaknesses when it comes to undergraduate education? [Drag t...



1 = not enough resources for faculty and staff

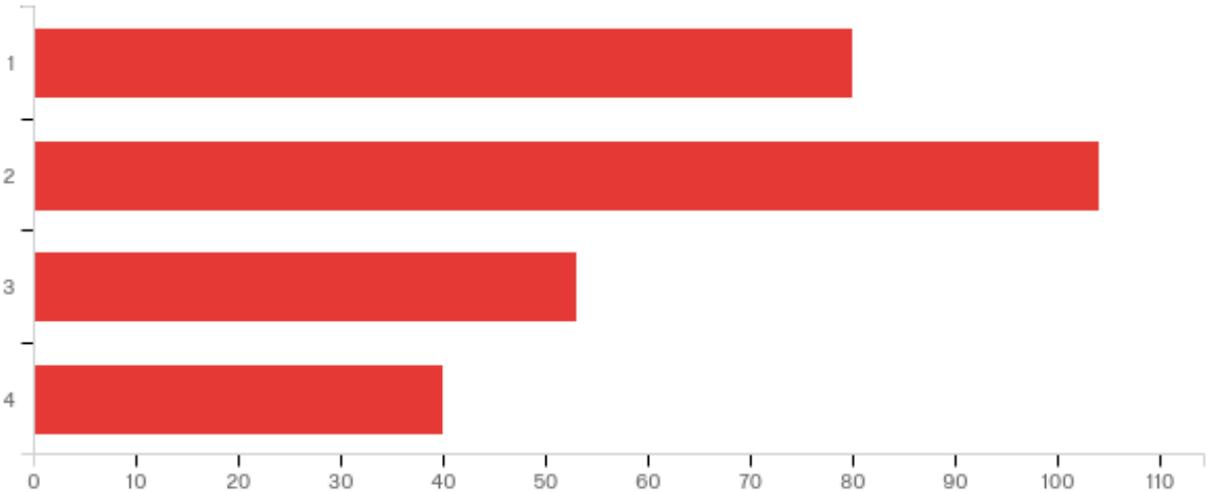
2 = lack of collaboration and cooperation between departments/colleges/divisions

3 = too tied to our traditional ways of doing things

4 = not prepared for the changing demographics of the Texas population

Q11 - Creating or strengthening partnerships with which external entities could create opportunities to improve undergraduate education at SFA? [Drag the two answers you most strongly support into the box.]

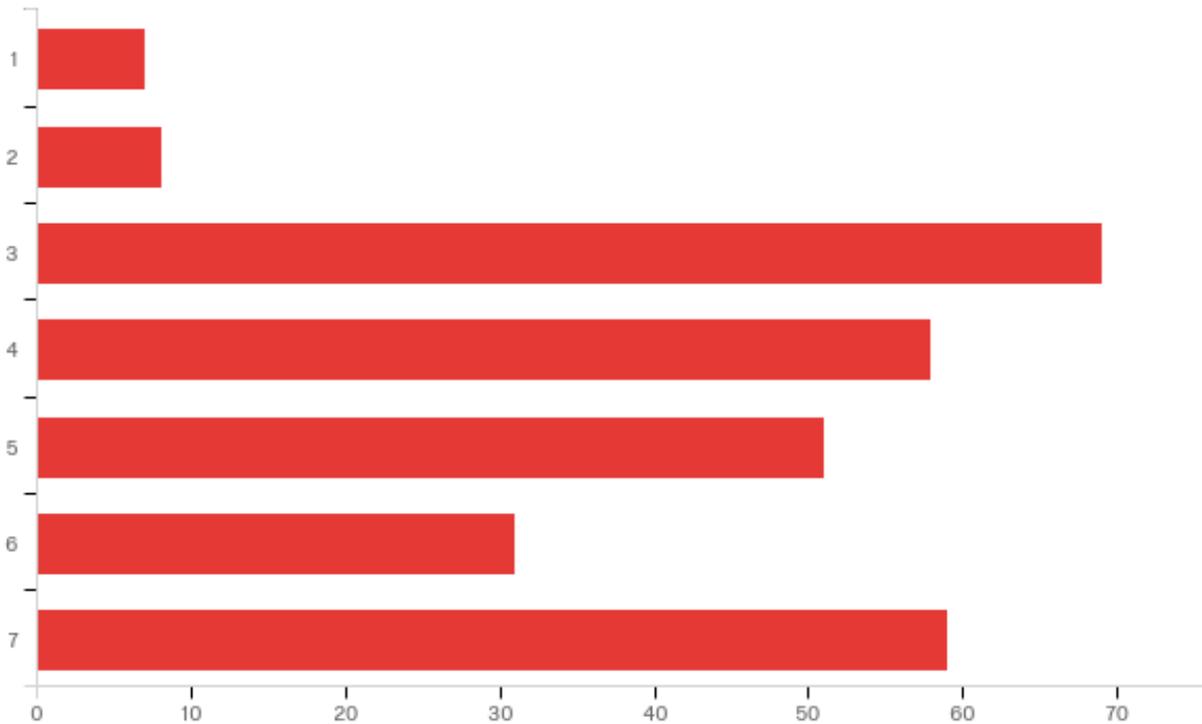
QID11 - Groups



- 1 = partnerships with alumni to support, among other things, mentoring
- 2 = partnerships with Houston, Dallas, and local employers to support, among other things, internships
- 3 = partnerships with specifically non-local organizations to support, among other things, exposure to larger city opportunities and expectations
- 4 = partnerships with foreign institutions to support, among other things, study abroad

Q12 - What present activities pose a threat to improving undergraduate education at SFA? [Drag the two answers you most strongly support into the box.]

What present activities pose a threat to improving undergraduate education...



1 = not enough faculty

2 = not enough student services staff

3 = low pay for faculty and staff

4 = poor communication across departments and divisions

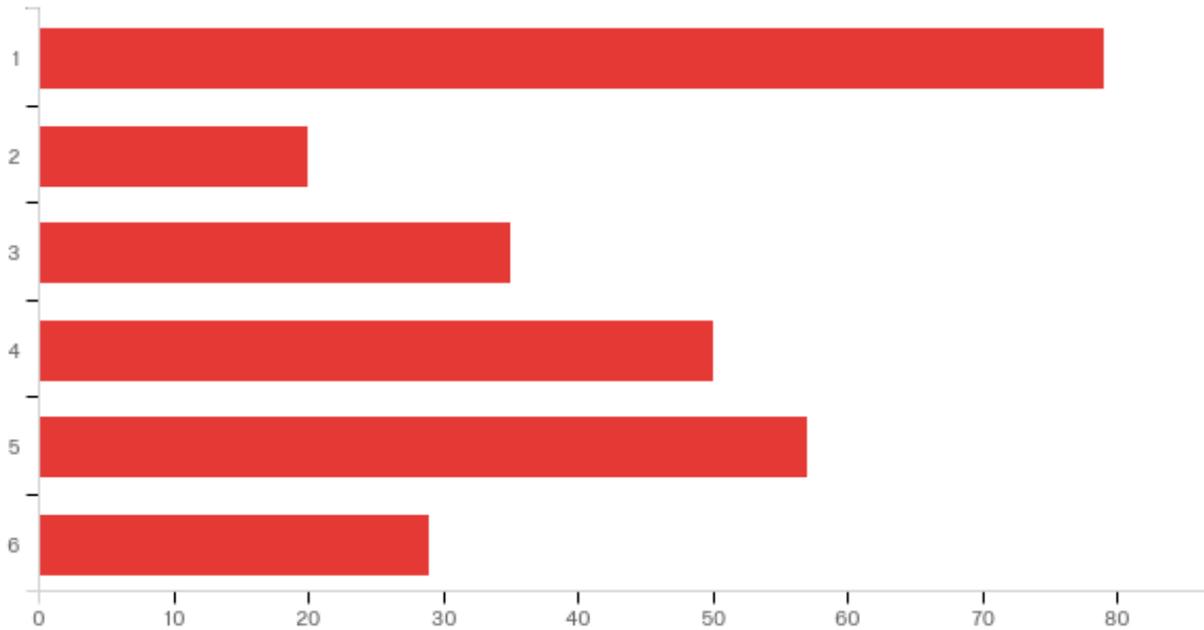
5 = too much money going to non-academic activities

6 = not keeping up with new technology and pedagogy

7 = not enough time to do all the tasks being asked of us

Q13 - What is the one student learning initiative (whether it's in chapter 2 or not) which you believe if started, broadened, or improved at SFA would yield the greatest improvement in student learning? [Drag the two answers you most strongly support into the box.]

What is the one student learning initiative (whether it's in chapter 2 or n...



1 = the connections between what students do in college and the world of work need to be made much clearer

2 = stress throughout the curriculum an interdisciplinary approach to global issues

3 = ensure that most student have faculty or staff mentors

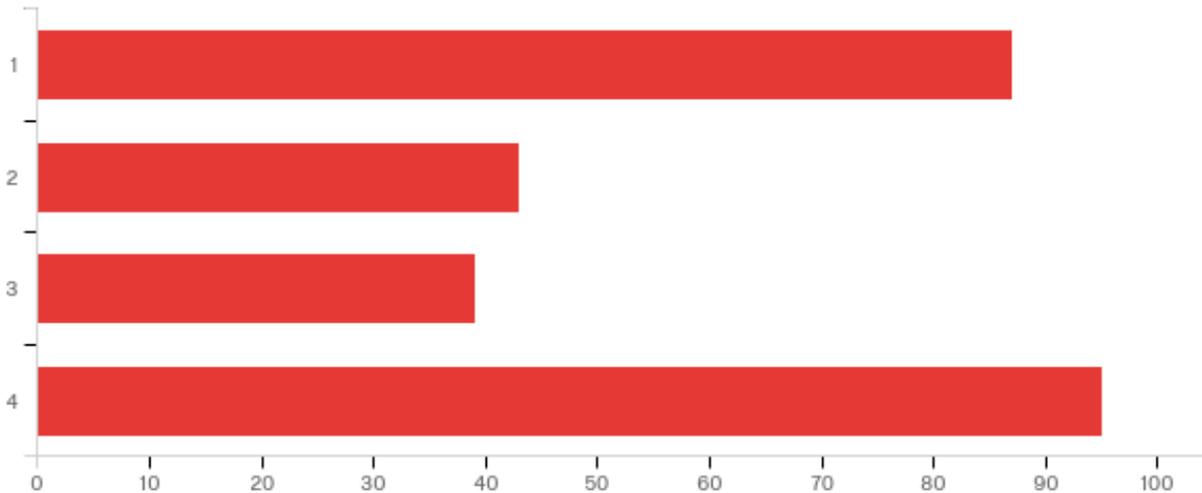
4 = greater emphasis and importance needs to be given to high impact academic practices that encourage student research/scholarship/creative work in and out of the classroom

5 = courses need to give more opportunity to active, experiential learning

6 = almost every student should be expected to study abroad or complete an internship

Q14 - How can the divisions (Academic Affairs, Finance and Administration, University Advancement, University Affairs) work together to increase student learning both inside and outside the classroom? [Drag the two answers you most strongly support into the box.]

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



1 = Divisions need to recognize learning takes places both in and out of the classroom and make every interaction with students a learning opportunity

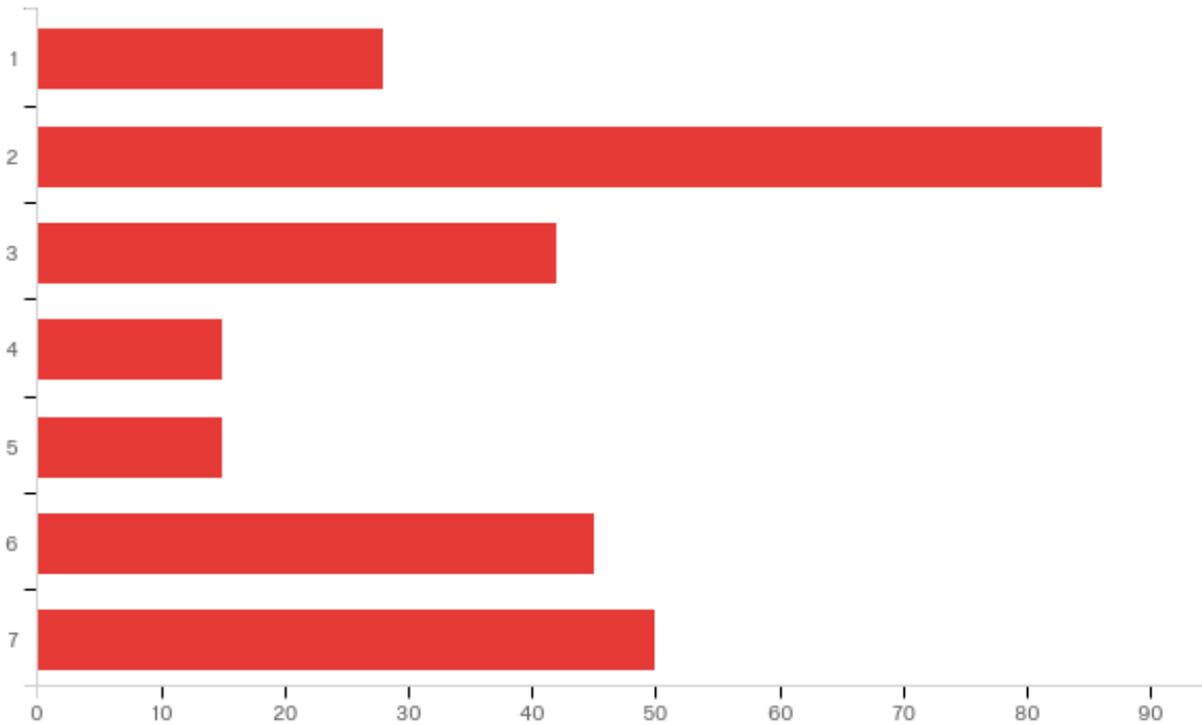
2 = Every major action in every division needs to be formally justified in terms of how it enhances student learning.

3 = Student workers in all divisions should be helped to see connections between their work and what they are learning in their classes.

4 = Divisions should be required to talk to one another about how they can coordinate and enhance student learning.

Q15 - How can the different levels (faculty and staff, unit heads, VPs, president & regents) work together to increase student learning both inside and outside the classroom? [Drag the two answers you most strongly support into the box.]

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



1 = Every major action at every level of the university needs to be formally justified in terms of how it enhances student learning.

2 = Administrators need to communicate issues while in the planning stages and give faculty and staff input, then listen and respond.

3 = Top level administrators need to regularly meet with front-line faculty and staff.

4 = Top level administrators need to regularly spend time in classrooms.

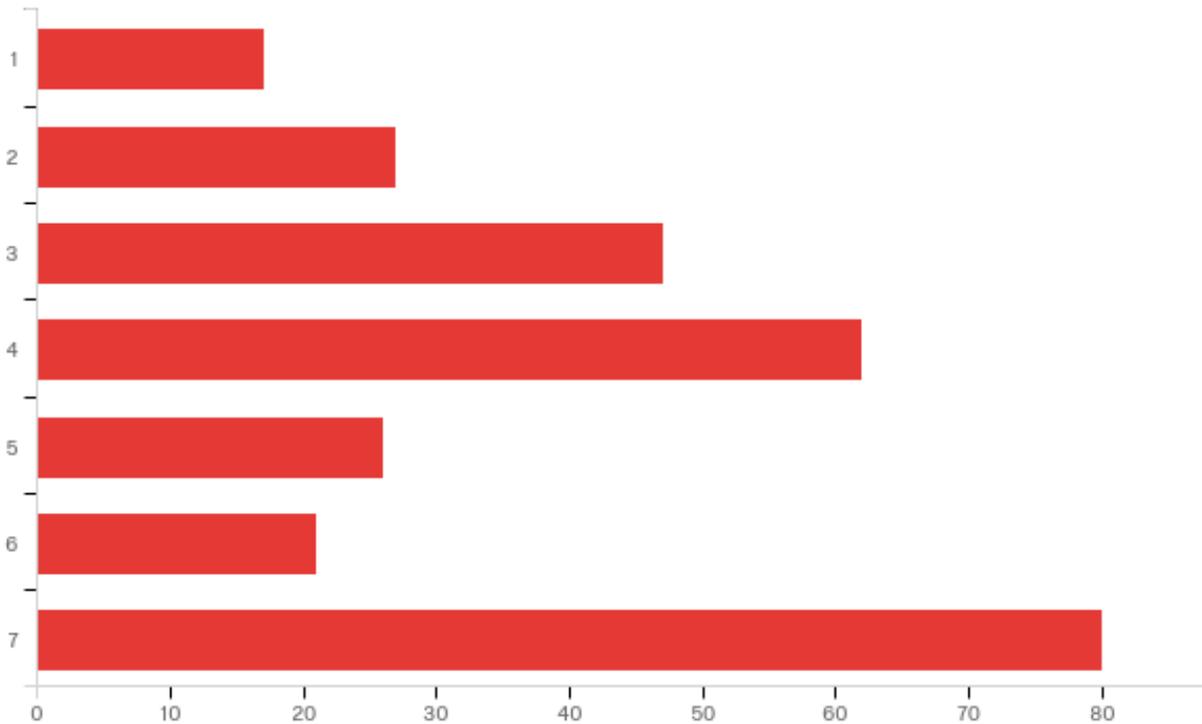
5 = Administrative offices need to create more student internship opportunities within their offices.

6 = Better communicate rationales for decisions that are made (e.g. budget) that affect student learning.

7 = Create workload policies that encourage rather than discourage pedagogical innovation.

Q16 - How do you see your role in making learning matter more at SFA? [Drag the two answers you most strongly support into the box.]

How do you see your role in making learning matter more at SFA? [Drag the t...



1 = Teaching in a way that connects to students' styles of learning.

2 = Fostering opportunities for student expression inside and outside the classroom.

3 = Holding students accountable to deadlines and responsibilities.

4 = Showing how the skills they learn relate to life after graduation.

5 = Implementing high impact practices.

6 = Continuing to teach the importance of always learning in life.

7 = Encouraging critical thinking.

Q1 - What are SFA's strengths when it comes to undergraduate education?

What are SFA's strengths when it comes to undergraduate education?

small safe attentive and informed environment in which to learn

small community university that already established relationships with the students. This is done in the SON through clinical groups with one on one teaching in clinical setting, lab setting and in simulation.

SFA is trying to be a better college for the students, they sincerely want to create a student who is ready for life after college.

Accessibility of professors

Younger faculty who are still eager to teach!

The smaller classes

The AARC

Very diverse student population.

A quality faculty

Well known Teaching Program and Visual and Performing Arts Areas.

Small campus, small class size

Passionate and dedicated faculty.

The university is small enough so that students can develop relationships with faculty.

The Faculty!

Hands-on interaction.

Small school which creates a feeling of belonging for students.

Strong faculty and small classrooms

Faculty and staff care.

Faculty care!

We do a fairly good job with teaching.

Faculty are dedicated and care about students. Classes are small for the most part.

Because of our size I think we are able to deal more one on one with our students. I generally remember who my students are and what is going on with them. That means something to the student and parents.

Professional, friendly librarian faculty liaisons to students

faculty

Offering AARC resources for many courses and limiting class size assists students with achieving academic goals. International programs and student affairs offer amazing co-curricular opportunities for students to learn while

traveling or articulate what they are learning by becoming a certified leader. While I do not condone lowering standards, faculty that show compassion to struggling students can make a tremendous impact.

A beautiful, small campus, with small class sizes and faculty who really care.

Faculty that care about students both personally and academically. State school, so cost is typical for state. Work well with local community colleges for transfer after achieving core at lesser prices community colleges.

Our core faculty have a vested interest in the students. Being part of the process and working with AND ALONGSIDE these students is fantastic.

supporting first-time/ first generation college students

Caring and devoted faculty who, when incentivized properly, are willing to go above and beyond for their students; students are willing to work hard.

Small classes that are taught by PhDs

different organizations to become a part of that could relate to their major or interest

small community atmosphere

Faculty dedication

Q2 - What are SFA's weaknesses when it comes to undergraduate education?

What are SFA's weaknesses when it comes to undergraduate education?

Traditional ways of thinking stifle new faculty creativity and enthusiasm.

inbreeding; we tend to hire our own and cannot attract and/or keep high level faculty due to low pay and overload expectations, geographical location, too many and high paid administrators, and a focus on service

Low Pay. High turnover

Lack of release time to investigate and prepare new innovative way to teach and interact with students. Low faculty salaries. Nursing faculty can earn more as a nurse in practice than as an educator. This needs to change. Lack of resources to learn new innovative teaching techniques.

Too many kingdoms and everyone seems to be busy fighting about how much money they can get that the students get lost in the political process. We need to be comfortable thinking outside the box. The library is a great place for some undergraduates to get career experience, not as a student worker but as an intern. Don't underestimate the value of the library it's more than just books and databases.

No centralized scholarship awarding limits effective recruitment of strong academic students

Lack of a cohesive UG experience. EC-12 Physical Education preservice teachers take upwards of 27 hours of upper division coursework outside their home department/content area. This means they have an entirely different group of faculty teaching most of their 300-400 classes. As a result concepts taught/experienced in early coursework from experts in physical education are not reinforced/advanced in the junior and seniors years. Simultaneously relationships established b/t kinesiology pedagogy faculty and students in the first two years at SFA are lost as students move through their program. Cutting edge pedagogies experienced specific to physical education are lost as students take upper level coursework with faculty in secondary education who lack content expertise in knowing and applying 21st century assessment and instructional pedagogies for physical education. SFA always seems to be 10 years behind the curve. These 'transformative experiences' have been the norm at other institutions for some time, and now the other institutions are looking at the next evolution of undergraduate education. SFA needs to embrace innovation.

Please be sure to address the need for at the very minimum STAFF of latino/a descent. It is critical to the Texas Higher Education Coordinating Board 60X30 plan. SFA must recognize, recruit, and retain high quality staff. Higher a SFA outreach staff member to connect with ISD's in the local area. Although it may not receive enough VOTES. SFA is not prepared for the change in demographics (e.g., increase in latino/a population. Feel strongly about this.

smaller classes

Key core objectives: oral and written communication, critical thinking, and empirical and quantitative reasoning are not reinforced throughout the entirety of the undergraduate experience.

Faculty need to be more diverse. Low faculty pay and salary. Decisions are top down not bottom up. Culture is too exclusive.

A 4-4 teaching load that does not allow adequate time to improve and update courses

Faculty are strapped for time. They are often required to assess, complete surveys, etc. for which they have a hard time seeing an end purpose.

Expectations are too low for these students. They graduate and can't write. We need to expect more, in order to get more from these students.

Lack of autonomy by professors

Marginalization of the Academic Affairs Division in key university decisions.

Many things are done b/c that's how "it has been done" in the past.

Not enough scholarship money!

Communication! Students are sent all over campus when one phone call to make sure where or what they need to do could easily be made. This would help with retention

Too stuck on the old ways of doing things.

Taking funds away from departments without giving reasons. Administrators making decisions without discussing with the department personnel beforehand and getting their input.

Faculty and staff are stretched thin and there are few to no incentives to go beyond the job description in order to ensure that we are serving our students and the campus most effectively. Faculty, staff, and student populations are not diverse. SFA does not appear to have an interest in embracing and highlighting diversity as an asset. In fact, there has been pushback when faculty and staff have taken it upon themselves to highlight diversity in its various forms.

We are not united - it's "every man for himself" (department, etc.)

Leadership unrealistic expectations of faculty responsibility with NO appreciation for the work done.

We don't retain enough students.

Not having high expectations of students across the university.

Students have many frustrations in dealing with various administrative departments: registrar, financial aid, etc.

I hear all the time that we do not offer all of our courses all the time. Sometimes students have to delay graduation because a class isn't available until the next semester.

Not enough professional, friendly librarian faculty liaisons to students

poor communication with administration, too many resources going to athletics/student affairs

Overall, the lack of faculty development funds and comparative low wages are disheartening and may demotivated many. When faculty feel rewarded and excited about their institution, students will as well. Career Services good work even harder to get more companies recruiting from SFA and take students to more job fairs in metropolitan areas. Find a way to put certificate on the diploma and transcripts.

We hire too many of our own on a permanent basis. There's a ridiculous amount of, for lack of a better term, inbreeding here. A university can't grow and expand effectively, or serve students effectively, without a continual influx of new ideas.

Communication among departments

Too much bureaucracy for at-risk students. If bureaucracy must exist, then these students need a guide/point of contact or other resource.

1. Too much emphasis on trendy pedagogical ideas articulated by Education College faculty that really don't work. Education colleges have already ruined K-12 with their ideas, and now those folks are trying to do the same at the university level. 2. Low faculty salaries. The board of regents should pay faculty salaries comparable to our sister universities. This would demonstrate that the regents care about academics, not athletics. If the board of regents tackled the salary problem with the same gusto it invests in athletics, then I wouldn't be so underpaid. 2. Excessive interference. Leave me alone to do my job. This university puts so much time into making me prove that I'm a good teacher that I don't have time to focus on my teaching.

Too much focus on "first generation" students rather than focus on ALL students. Too much focus on "diversity" rather than focus on ALL students. Almost makes a separation and stereotyping of White and "others" who are often very entitled about their position at SFA as "special" because of diversity or being "first generation students".....literally, talk about it when they want extensions on assignments or special considerations because

they work....as if ALL students don't need these things every now and then. SFA is turning off many students with this rhetoric about the specialness of being a first generation student when many are not first generation students.

lack of support and attraction of international students lack of attraction and retention of diverse faculty who represent and closely match the diversity of the student body given it is regional school, I should not be teaching 4 classes with 60 students each! That greatly reduced the quality of instruction.

Seeming mass exodus of faculty. Significant limits on recruiting (Higher Ed Jobs is not effective for programs as diverse as offered here). Over taxation and lack of encouragement and support for ALL. Does anyone feel appreciated here? I love what I do and love working with students and am VERY grateful for the opportunity BUT how many assessments and how many deadlines and how many moving targets are we supposed to hit? Uniqueness is shunned in a desire for conformity....that stifles growth and innovation and transformative experiences that will create future leaders.

University seems to be operated by an 'old boys' network. Too much emphasis on non-classroom activities that won't ultimately connect with employers (the band? basketball? football? please).

too much focus, attention, resources are being directed to things other than holding students accountable as adults for their own education

Not enough time to devote to students, swamped with committee work, advising, etc.; low faculty pay; no incentives or rewards for hard work; low morale; incompetent administrators who can't be trusted; nepotism ("The SFA Way"). Could go on but what's the point, nothing will change anyway...

Faculty are expected to have a teaching workload that is essentially the same as those in community colleges. We are also expected to have a research agenda and publish. This expectation creates a lot of stress. One or the other has to be adjusted.

departments not working with one another to provide more learning opportunities in reference to their major

small community

Lack of communication at all levels

Q3 - Creating or strengthening partnerships with which external entities could create opportunities to improve undergraduate education at SFA?

Creating or strengthening partnerships with which external entities could c...

Student undergraduate research opportunities would be helpful from external entities when possible.

perhaps they could connect with college students at other institutions (not in TX)

The area healthcare providers really need to work with the SON. The students do not want to work in this area after graduation because the nurses they are placed with on the units, are rude, felt burdened and are perceived as uncaring.

n/a

Start with the local businesses and organizations to embrace internships, class projects, etc. to help more of Nacogdoches understand what SFA is and buy into our mission, and would help make SFA a destination spot as well. Then when events such as Homecoming, etc. occur, the entire town would be blanketed in purple. Having the entire community show their pride will help recruitment efforts of both new students and new faculty, staff.

Students are encouraged to take advantage of many ways to learn inside the class and outside the class

Local, regional, and state metropolitan service and manufacturing firms.

Nacogdoches ISD, Nacogdoches ISD, Nacogdoches ISD

Global engagement - more opportunity for students to study abroad and develop partnerships with universities abroad; increase international students enrollment to SFA. Reward faculty who promote and take students to trips abroad and around the the US.

Civic engagement projects with the local community would benefit students, the university, and region. A single project wold enable a significant difference to be made.

Alumni

Local businesses for internships. Local JC, such as Angelina, to get students to graduate in 4 to 5 years.

Interning, mentoring, real world experience

Employers and alumni

Outside funding opportunities to create and grow student resources at SFA.

internships

We need more connections with businesses and organizations in our community, Houston, and Dallas for internships.

Our community as a whole.

Strengthening local relationships to businesses and organizations to provide quality opportunities for internships and service learning.

Partnerships with private, nonprofit, governmental, and non-governmental organizations could only enhance the university. Our students do well with companies like the Mattress Firm because the company is so invested in the university and regularly sends representatives to the university. Also, funding departments to bring in speakers that are successful professionals can enhance partnerships.

We need better resources available for student and faculty research. It's well past time to explore partnerships with other university systems in Texas, in order to pool resources and give all students access to a wider range of databases and research tools.

Strengthen transfer programs for those who have already completed core subjects at community colleges or in early college high school programs. Plan for mentoring support for younger more immature students coming from early college high school programs.

YES

Right now these are critical, and I barely see them going on at all. I could help here, but overtures previously have been dismissed.

local nonprofit organizations can benefit from meaningful integration of their programming with appropriate classroom or student-based internships - - having accounting students help with audits, etc.

Internship opportunities in Nac, Lufkin, Tyler, Houston, Dallas, etc.

It would be nice for students to have some paid internship options from external partnerships.

local and non local businesses and organizations; majority of students don't live here, they are either from dallas or Houston or somewhere else. If we can work with the places in those areas then the students can have opportunities in their backyard without worrying about how to get there

Q4 - What present activities pose a threat to improving undergraduate education at SFA?

What present activities pose a threat to improving undergraduate education...

high expectations of an ill informed student body who are poor, work long hours outside of class, and who continue to promote their high school social priorities mentality without much help from faculty here who also push sports, frat /sororities, etc over academics

Faculty that do not want to change. Faculty that do not share in the workload because their class/clinical are canceled or do not meet regularly. If students see that faculty are here parttime then they internalize that they too only need to give part time.

The question is are we really thinking about the future of the students or are we thinking about our own egos and kingdoms. We are a public service sector, lets just agree we are each the smartest person in the room and move on to what is important, getting these students ready to face a world that is challenging and which they may not truly be ready for.

Freshmen living with Freshmen means no modeling of study habits, and other successful academic behaviors

Tenure process that values research and publication over teaching and H.I.P. Faculty will rarely buy-in and change the way we teach unless it is encouraged through the tenure process.

Complaining about low wages and being overworked.

Silo mentality - every college, every department, every division does its own thing. Tenure standards differ by college. Pay scales are dramatically different between colleges. So many unfunded mandates have created over worked and under compensated employees.

Lack of clinical experiences that are available in this area.

Lack of interest of key decision makers. Actions speak louder than words.

Spending too much money on athletics; trying to use athletics as the engine to market SFA to prospective students; giving priority over academics to traditions and student activities; devaluing faculty by shortchanging them on development funds (which are somehow considered slush money), criticizing them for "not wanting to change" when they are not given proper input into decision making in the first place; too slow of a pace on expanding offsite programs, online education, and other ways of growing SFA's student population; lack of interdisciplinary partnerships on prospective (and innovative) academic programs.

Lack of communication of high expectations Need a "job" description of a student (classes do not know what it means to be a student) Emphasis on enrollment versus education Administrative work being put on the backs of faculty Unfunded mandates / gobble up time • Intrusive assessment that does not assist/inform improvement in teaching • Faculty being pulled at from many sides – less and less time to plan and teach effectively and be available to students • Too many initiatives without removing something • Faculty role overload • Increasing demands for support services without increasing resources to accommodate the demands • Trying to do too many things at once, rather than focusing on a handful of things and doing them very well • Emphasis on using athletics to boost enrollment at the expense of other programs growth • Athletics versus academic funding ration • Too much money going away from academics, more investment in faculty and academic programs needed • Push to boost athletic programs instead of pushing for excellence in education

top-down decisions from administrators; disregard of faculty work load

Decreasing faculty travel support without consultation. Too centralized administration.

Lack of focus on academics by university leaders. Too much emphasis on student services and athletics

Assessment got out of hand. Improvements are being made there however.

Our lack of meaningful interaction between students and faculty. Students and faculty should have conversations to enrich the understanding of class material and encourage students to actively continue to discuss with classmates, friends and family.

teaching the book and nothing else

Innovative ideas are not sought out from faculty. Faculty are hand picked for committees that look at improving SFA as opposed to hearing the voices of all faculty.

Failure to allocate budget priorities to academics needs versus non-academic spending like in athletics.

Not enough scholarship money!

Too stuck on the old ways of doing things.

Resistance to change, pushback against diversity, interdisciplinary teaching, and global shifts and perspectives. SFA has a reputation of being "in a pretty part of the state," but most people don't have anything positive to say about the school beyond that.

The P&T process does not "reward" creative teaching.

The new provost and his constant reading assignments. This is way out of control.

Reduction in state funding Competitors expanding

High emphasis on athletics over academics.

Our staff and faculty are not paid well. We spend long hours here, have to drive from all over, and after we pay ALL the TRS, Social Security, Medicare Tax, pay to park here, I personally have almost \$1000 a month taken out of my check. It makes me sick every month that my salary is almost \$40,000 a year and I bring home \$27000. A family of three cannot live off what I make after taxes. It's terribly sad. This is going to sound stupid... But I'm willing to sound stupid. Tailgating at the stadium is SO tacky! They students get drunk and act terrible. It's embarrassing. Specifically on Parents weekend.

Some departments' operating budgets barely pay for supplies. This means departments have to cheat the system with course fees in order to do things like book a guest speaker, hold an event... Yet, this is how departments create identification with students and help to enrich their learning experiences.

Unhappy faculty breed unhappy students. Faculty are overloaded, underpaid, and -- all too often -- kept in the dark about things of importance, such as WHY professional development funds were hugely and suddenly reduced.

Old ways of teaching.

Relying on technology and reports to target at-risk students instead of regular face-to-face intervention.

Too many issues implemented last minute that do not provide fruitful outcomes; could lead to audit issues later

1. Education college faculty trying to force their crazy pedagogical ideas on the rest of us. For example, I understand that in those seminars first year faculty are forced to take, new faculty are told that the lecture is bad and outdated. Though I think it's hilarious that this information is given to them through...a lecture. 2. Faculty spend so much time proving that they're doing their jobs that they don't have time to actually do them. Indeed, administrators seem to assume that we're bad teachers until we prove otherwise - on an annual basis. 3. Core Curriculum Assessment. We've been doing this for, what, ten years now. And I've yet to see any evidence that it's improved education at this institution. It's a threat to academic freedom. It has also done a tremendous job at lowering faculty morale...so there's that. I know we have to do it, but surely we can make it unintrusive.

Faculty burdens with constant accountability programs and duties associated with them.....Ex: Livetext and rubrics in those, CAEP (which A & M doesn't even have) and responsibilities for that and faculty written reports, time faculty must spend in meetings about meetings to decide about meetings to determine who should be at

meetings about who will pay for this or that or blah blah blah....time wasted for faculty who would be much happier to just get to be with students.

too much money spent on athletics, and not enough on things like study abroad that prepare students to be global citizens as outlined in SFA's mission

Over-reaching. Be who we are and let's be great at that! Shine the light on programs and SUPPORT them rather than adding layers and layers of bureaucracy, deans, assistants, and admin. Efficiency and production are not person centered ideals. LET'S CHANGE THE WORLD - one person at a time. These students are people not numbers

Refusing to eradicate outmoded lecturing that students gripe about precisely because they don't see learning happening. Like...how about most of the 4th floor of the Rusche College (my college), for instance?

the lack of resources and access to resources for faculty who are not from here. They use this as a starter-job, get some experience then leave for a job with more money, fewer classes to teach, greater support and access to things like airports

Low faculty pay --> low morale among faculty --> little desire to engage students in or outside classroom. INCENTIVES MATTER! (But as long as we have a nice big stadium scoreboard, that's what matters, right? AM I RIGHT?!)

Teaching workload, low pay and subsequent burnout

lack of communication or involvement between departments

government legislation

Lack of transparency. Not evaluating what we (as a university) do to improve student learning longitudinally. We keep trying something new every year so who knows what works or doesn't.

Q5 - What is the one student learning initiative (whether it's in chapter 2 or not) which you believe if started, broadened, or improved at SFA would yield the greatest improvement in student learning?

What is the one student learning initiative (whether it's in chapter 2 or n...

Provide housing (and means) for faculty who would like to live on campus and engage with students; this would include visiting profs and retired faculty from SFA and/or other universities across nation

Critical thinking activities and application of learning.

Require all students to perform service to the institution in order to graduate, to teach civic duty, and model job skills

Preservice teachers seeking All-Level and Secondary teaching certification need to take coursework such as assessment and internship with faculty from the content area they are seeking certification. Currently this does not happen. The opportunity to reinforce what preservice teachers learned/ experienced in early coursework from content experts in their field (physical education teacher education in particular) is completely lost.

Freedom and resources for faculty to be innovative in the classroom AND to be better teachers. There's a reason why k-12 teachers take classes in pedagogy, teaching and learning styles, human development, classroom management, instructional development, etc. Many college faculty believe having content knowledge is all that is needed to be an effective teacher but that is not true.

Find mentors for each student. These mentors will be practicing in the "real world".

The institution needs to take responsibility for student learning and quit pawning it off as a department level issue. The university needs to own this - it is the reason for our existence.

Have students write a reflective narrative about the quality of their program. This would require that they reach out to potential employers and make connections through the curriculum. This could provide mentoring opportunities and vital information regarding the quality of our programs.

mentoring. better relationship with staff

Service Learning and Experiential Learning Study Abroad Opportunity Global Engagement

Better evaluation of teaching effectiveness

Required writing intensive courses, mandated for graduation.

internships. the classroom is boring to most students

High impact teaching practices backed up by the scholarship of teaching and learning.

Include more active learning in the classroom.

Mentoring!

Hands-on interaction.

Give faculty and staff the time and resources to update and create classes and teaching methods with the latest pedagogy and tools.

Students need to think for themselves - be responsible for themselves.

Promoting and rewarding learning for everyone at the institution.

Having staff serve as mentors Setting high expectations

Mentoring

Having students do dedicated service learning as part of their graduation requirements.

Faculty and alumni mentoring

I would love to see some type of project(s) started that would give our students a chance to work together on something big and meaningful, with the potential for national impact. For instance, something such as the Purdue OWL. It's a tremendous resource used by faculty and students across the country. Why can't our students come together with a group of faculty to produce something with this type of lasting impact? Some kind of online project or resource. Something that would get them noticed, and get SFA noticed.

How about encouraging faculty to rigorously grade their students, and not dole out As and Bs. There's way too much grade inflation at this institution. We need to demand more from our students.

Connection to world of work during and beyond college. Student teaming to solve problems like real world work employees perform in.

required study abroad

cross collaboration, lack of cronyism, building of TRUST between faculty and administration

Has to be an internship. Gives students a dose of reality. Also, by 2020 80% of college students will have a major work experience or internship on their resumes. 60% will have two. We are falling behind and are students positioned to be non-competitive. This ought to be the university's job number 1. Simply no other argument holds up.

expectations set at high levels

More focus on high impact learning practices across the faculty

using student majors to incorporate them in the daily functions of the campus. for example, if they are interior design or architecture, then utilize them in the designing of buildings

Q6 - How can the divisions (Academic Affairs, Finance and Administration, University Advancement, University Affairs) work together to increase student learning both inside and outside the classroom?

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

Try to understand the SFA student experience instead of faulting them every time financial aid does not come in, does not support book purchase prior to first day of class, etc. This tends to tie their hands before they begin and with the type of student SFA attracts, it can set them on a backward spiral toward failure.

Presence. Demonstrating connections to the classroom. Making the student's access to campus life and study user friendly.

AA & UA: Housing impacts students yet it's not connected well to academics, CAs put on "academic" programs that are lacking academic content

Provide resources and support for faculty and staff. Work closely with colleges and departments to find out their needs and what perceived roadblocks they face.

Finance, if we had money to pay for students to have transportation to areas where students could be exposed to the latest and best clinical experiences.

Have quarterly meetings where department level leaders/managers meet and discuss issues, trends, and upcoming projects relating how they will benefit the strategic plan. This keeps everyone informed and can result in collaboration toward solving complex problems.

(If you cannot tell the SFA community why it was done, then do not do it.) (If there is no reason other than "this is how it has always been done" then develop a systematic reason using our institutional goals.) • Basic communication – UPAA Receives decision from other areas with no explanation • Honest commitment to a core vision with systematic communication and support • Better communication / transparency • Through increased transparency • Info about why decision was made • Set goals and allocate funds strategically • Leverage resources according to a clear mission and focus

Meet with the students and faculty regularly.

Academic Affairs needs to be the driver on campus and not the step-child.

Use each contact with a student as a teaching moment.

communicating with each other and sharing ideas

Communicate with each other better and implement a shared governance model with faculty.

Better communication

Consult the FACULTY!

Help the faculty and staff perform better.

Highlight and visibly embrace diversity. Diversity among people and in ideas.

Get new leadership. It will not happen with those in leadership now.

Tie each department mission to student learning

Continue to make improvements in student service to eliminate frustration

Fund faculty development, guest speakers and special events

Honestly? People need more money and more time. Without competitive salaries and reasonable course loads, our best faculty will not remain here for long. I see such high turnover everywhere I look. If we want to increase student learning, we must first focus on the needs of the faculty and staff -- make sure they have the training and support they need, and the money they so richly deserve, and course loads that aren't overwhelming.

Look, I don't need everyone telling me how to do my job. I just want to be left alone to do it. If I need help, then I'll ask for it.

It takes so long to find the folks who care if you are not part of the in crowd. There are so many incredible individuals here on this campus that are being silenced and departing because it is not worth it or it beats them up. I have developed and cultivated a group of folks that I believe are like minded and who can assist in working through issues and problems - but it is a limited list. Most faculty have NO contact with many of these offices. What is the need for so many drop penalties? Money? Didn't Wells Fargo just get slammed for that? Bigger universities in the state do not use such punitive measures.

Frankly, they play no role in the classroom right now, from my perspective. To some extent, going through this entire exercise is what those folks ought to be doing (what are they getting paid for otherwise--administrating? administrating what, exactly)? Any help at all pushing these rocks would be greatly appreciated. And by the way, strategic books clubs isn't exactly the way to do it. For instance, do you all realize how incredibly noncompetitive our students are? Their test scores alone? Right now, we're barely making sausage. Personally, we'd be better off if we stopped chasing enrollment and produced students worthy of competing in Dallas, Houston, etc.

compulsory field placements or internships

Transparency with regard to the decisions that are being made about budgets and other political issues

work together and remembering why they are here, which is to help student's succeed by providing the necessary tools and resources

I slid it in already - give us time and resources to do our jobs as educators.

Q7 - How can the different levels (faculty and staff, unit heads, VPs, president & regents) work together to increase student learning both inside and outside the classroom?

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

Would be nice to see more of the information gathered from faculty and staff used to implement changes.

Stop all the distractions for both faculty and students. Examples of distractions include too many service expectations of faculty and too much emphasis on frat/sorority parties and homecoming over substantive experiences involving learning (such as inviting profs and speakers from other universities / not just TX) and then "selling" it. SFA feels like high school so that is what students pick up and display. This might amazingly include reducing our over-reaction about HOW TO best TEACH students; rather, treat them like university students (grown ups instead of children) who have a vested interested in 'making learning happen' for themselves, too. And this does not mean we would not teach well.

Communication on levels that improve relationships.

Require student employees to work on the job, and not allow studying on the job

Provide resources and support for faculty and staff. Try to prevent overburdening with extra duties. Reevaluate how work loads are determined - if faculty are to be innovative and do more outside the classroom with students, they cannot continue to have 4 undergraduate classes a semester plus the other duties related to creative/scholarly/research activities. Same with other non-teaching departments. So much extra work has been created over the last decade with not much increase in the number of staff.

We have everything for student learning inside the classroom that we need. It would be great if students could have the money to travel to areas where clinical experiences are available. There are things that simply are not available in East Texas like they are in Houston, Dallas, etc.

There is an incredible lack of leadership on campus. At some point in time, consensus building and committee discussions need to stop and decisions need to be made - this is where inspirational leadership is required. The lack of leadership over time has resulted in a lack of accountability which has led to compliance-based interventions that reduce, if not eliminate autonomy.. When people bemoan the lack of autonomy and wonder what happened to it, they should look in the mirror.

- Transparency (to maximize a shared vision)
- Environments that nurtures open communication, questioning, and new ideas
- Transparency about changes to policies, plans, etc.
- Culture of learning in decision making
- Better communicate rationales for decisions that are made (ex: budget) (transparency)
- Better communication on big decisions that affect more than our area
- Give time to do the job

Support faculty initiatives such as trips, hands-on learning, conferences with students, etc. Increase funding support for the activities mentioned.

A greater priority on academics as the main mission of the university. This message is not being conveyed through the new website or in spending decisions.

From the top down - give the resources and flexibility needed to allow for improvement. Also realize that the continuous auditing in some areas leaves the staff little time to improve student contact because we are so understaffed that we only have time to do what is required by the auditor. There is not time to make improvements in any other area. We are picked at until there is no energy left to improve the area.

same as above

Greater faculty involvement in the key decisions that are made by the university.

Better communication

Create incentives and support systems that foster communication and allow faculty to update and experiment with new teaching methods.

Again, there is a need for new leadership at the VP, dean, and department chair levels. These folks don't work for student learning. They work for themselves.

Create a Faculty Regent position on the Board similar to the Student Regent position. The presence of a faculty member on the board would structurally remind the board that student learning is THE mission of the university.

Work with smaller units to help them fund things that larger units already do and have funding for.

See above. Same answer, really -- happy faculty and staff lead to happy students.

Upper level needs to make sure they are investing in their faculty and staff appropriately. We are under-staffed and underpaid.

Pay faculty better so we can attract the good teachers who elicit student learning. Although the board and administration claim that raising faculty salaries is a priority, we all know that it isn't. If it really was a priority, then the board and administration would reallocate resources from the athletic program. The board of regents in particular simply doesn't care about academics. And if they don't care, then why should anyone else at this school. But at least our scoreboard is the biggest in our conference. Maybe we should include that in our recruiting literature. GO JACKS!

Provide more online education opportunities so students can work while taking more courses. Stop the infighting between online courses and face-to-face....hook up with companies, school districts, businesses, etc...

Time and effort and funding - policy or name changes won't do it

Again, barely see any help from these offices. Best answer would be to do a hard-nosed look at the skills each course is teaching to ensure proper coverage. And, oh yeah--why don't our students write nearly enough? The fact that the faculty don't want to grade it and admins don't press for it (it is perhaps the most basic and simple high-impact practice to implement) is a sad, sad excuse.

empower those at lower levels to do their job, even if it means mistakes will be made. some of the best inventions have been complete accidents - - penicillin, wheaties, etc.

Make the registration system less stressful for the students

work together and remembering why they are here, which is to help student's succeed by providing the necessary tools and resources

bring in top level educators for presentations

Unit heads and other higher level administrators could learn or enhance their management skills in order to support and motivate direct service providers (e.g. faculty and staff that work directly with students) more effectively.

Q8 - How do you see your role in making learning matter more at SFA?

How do you see your role in making learning matter more at SFA?

Continue to push students to engage with learning in all aspects of their lives.

I work with one student at a time and do my very best to plant seeds that I hope will grow with time. I do care about our students and I think most of our faculty do. That might be because we are not overly focused on our own research agendas and publication requirements.

Encouraging critical thinking and application of learning from lecture to real world.

Being given the opportunity to provide internships and career experience to students in many different departments on campus, but I'm not given that opportunity because I am library faculty and not considered teaching faculty so therefore I'm not qualified, even though I am an expert in my field.

Set high standard and model effective employee behavior among student customers and student employees

Providing resources and support to faculty/staff to help them find external funds to support creative/scholarly/research activities. Some of these activities are geared at just the faculty - giving them support for their projects which help keep them engaged and enthusiastic about their respective fields (and helps recruit new faculty) in addition to finding funding which allows faculty to provide other opportunities and support for their students.

By communicating needs to the SFA administration.

We have to think outside the box. We need to look for more opportunities outside our region but we would have to afford having money to house them then if we took them to larger metropolitan areas.

Provide resources to academic departments and student services that contribute to effective learning and decision making.

Education and helping with mental health. An increase in mental health can mean a decrease in students (students going back home due to depression, anxiety, etc.)

I would like to contribute in the global engagement opportunities such as study abroad and connecting with universities abroad and recruit more international students to come to SFASU.

As an engine

Setting high expectations and expecting students to live up to them.

by encouraging students to do what it takes to be successful

Communication outside of my college with other colleagues

Implementing high impact teaching practices and keeping up with the latest pedagogical advances in my field.

Provide more learning opportunities to students: - ask broader variety of questions on assessments - include more active learning in classroom - provide wider variety of assignments to students

Help them to achieve their dreams!

Better communication and making students feel welcome when coming to the department.

Becoming a more hands-on instructor.

Teaching life lessons and preparing students for the working world. Choices made = consequences

Making myself as valuable a resource for my students and my colleagues as I possibly can. Listening to students' needs.

do my job and do it well; listen and learn.

Continue to care!

I work very hard to make sure my classes and relationships with my students matter.

Continue to engage my students and help them make connections between the class and the real world.

I think I am able to help students enroll in school and pay for school.

As a professional cataloging librarian and member of the faculty, I would like to empower information seekers by making the Steen Library catalog completely searchable from Google or other search engines, making SFA and its information resources more globally visible.

My role is indispensable beginning with how I treat students, providing personalized advising, and designing an engaging course.

This question is just so strangely worded. Universities simply ARE places where learning matters, more than anything. I don't know how to make something matter MORE in a place where it already matters MOST, you know?

Short answer is that the best way for me to make learning matter is for everyone to leave me alone to do my job. Long answer is that I should lobby the state to put us in a system with regents who care about academics enough to, say, pay faculty at the same level as our sister universities.

Personally, learning is all that really matters to me for students.....the muck, the paperwork, the infighting among departments, the who is first generation and who is not, the ridiculous importance on extramural activities, rather than education for future provision etc....all make me tired. I'm only about helping students learn and be able to succeed and provide for themselves ethically after graduation....So I already include this philosophy in my courses and I already mentor who I can.....even online.

LOVE my students and are so proud of them. I believe they will make real change

By making it real. And relevant. And by being willing to challenge the status quo. People only change when they are made uncomfortable, per Martin Luther King. If you really want change, you'll have to force it. Not try to impose it through a passive consensus. Because the tenured faculty will just wait you out otherwise.

by holding students accountable for their own learning. we have policies and procedures that are designed to support students, but may only further enable their ability to have low self-imposed standards and avoid accountability

As an Administrative Assistant, I see each interaction with students as an opportunity to encourage them, show them that we care about them, and to help them get whatever they need done as easily as possible. They need to know they are important to each person at this university and that their success is our success. I care about each student that walks through our doors and want them to know that.

I try to keep up with the latest technology so that my online and F2F classes are seamless for the students. I also communicate with my students regularly and I get their assessments graded pronto so that they know where they stand in my classes every week.

educating the students on the different loan interest rates and the aspects into paying them back

I work to be a model of this every day

removing Finance & Admin barriers that prevent students from completing their degree or from having a transformative experience