Round 1 Questions

1. What are SFA’s strengths when it comes to undergraduate education?
   • Carousel 1
     o First year experience (SFA 101)
     o AARC / SI / tutoring
     o Dedicated and caring faculty
     o Desire to make each student experience personal (the whole student)
     o Primacy of teaching
     o Commitment to getting students engaged early
     o Attention from qualified faculty
     o Beautiful campus
     o Class size to faculty ratio
     o Regional recognition
     o Resident campus
     o Parents feel their son/daughter is safe and well cared for
     o Growth of online programs
     o Caring faculty, staff
     o Lumberjack Pride
     o Small-town atmosphere
     o Specific high ranking programs
   • Carousel 2
     o First year programming
     o Fostering relationships between faculty/staff/students
     o Smaller class size allows better communication
     o Willingness to encourage students
     o Caring/supportive environment
     o Faculty-student ration provides opportunity for learning
     o High participation in co-curricular experiences (70%+)
     o Nice looking campus
     o Supportive culture for first generation students
     o Can incorporate students (undergraduates) in research
     o Campus involvement / ability for students to be involved
     o Listening, acknowledging, responding to student needs / complaints
     o Understanding each other’s role and responsibilities
     o Excellent faculty with intelligence and skills that improve the student experience
     o Individual relationships and commitment to success of everyone across campus
     o Campus support/pride provide sense of belonging
     o Presumably not too “big” to change
     o Teaching institution
     o Student success center (AARC)
     o SFA 101
     o Willingness to try new initiatives / make changes
     o Generally safe community for the initial transition to college
   • Carousel 3
     o Create a sense of family / community
- Turing programs
- Keep / maintain a beautiful learning physical environment
- Student friendly faculty / staff
- Remedial courses available
- Mid semester grade reporting 100-200 level
- Undergraduate research conferences
- Accreditations
- AARC
- Knowledge and experience of employees
- Program depth / focus
- Accessibility of professors
- Small class sizes
- On-campus job opportunities
- Embody a legacy of tradition
- Make the most of scarce resources
- Lots of professors with terminal degree teach in the core
- Tying the importance of non-academics' experience to academics
- Comfortability
- Passionate alumni

- Carousel 4
  - Faculty – qualified passionate and engaged
  - Opportunities for experimental learning / service learning
  - AARC
  - Access to support services, health, counseling, course development, leadership, disability services
  - Staff committed to student engagement and excellence
  - Personalized experiences as a result of our small size
  - Programs offered – Nursing, forestry, avocation
  - Ability to build strong student-faculty collections
  - Library resources online
  - Generation Jacks
  - Class sizes
  - Instructors willingness to conduct research alongside students
  - Professional development opportunities through engaging in campus activities
    - Ex: student employment, PHA, Jack Walkers
  - Faculty / student ration – much like a quality liberal arts college education
  - Beautiful grounds

2. What are SFA's weaknesses when it comes to undergraduate education?
   - Carousel 1
     - Low expectations
     - Lack of uniformity in core curriculum
     - Lack of consortium agreements at an international level
     - Student motivation
     - Failure to have a consistent brand / institutional identity
- No MOOC-like courses students can take before coming to the university (as low-cost or non-cost prep courses)
- Traditional views vs. current “best” practices slow processes
- No incentive to do more / care more
- Lack of communication and transparency
- 30% cut in professional development with no explanation
- Lack of resources to keep pace with enrollment and program growth in certain colleges
- Lack of flexibility for how students are learning in the classroom (not the need to change expectation, but delivery of information)
- Mission does not drive merit or budget
- Assessment not focused on improvement
- Assuming students’ parents know how the university works
- Aging faculties
- Marginalization of small major programs
- Emphasis on enrollment versus education
- Lack of resources to keep pace with enrollment and program growth in certain colleges

- Carousel 2
  - Too many policies
  - Lack of presidential vision for academics
  - Not enough top down leadership
  - Insufficient knowledge / poor communication of existing resources and programs
  - Some language learning is discouraged in many disciplines
  - Faculty not easily accessible to students
  - Not providing outside learning opportunities
  - Not enough scholarships
  - Not enough resources for faculty / staff
  - Difficult for students to navigate the system
  - Failure for departments / colleges / divisions to cooperate/collaborate
  - City does not offer enough to entire students (things to do, employment, internships)
  - Assessing student achievement and making program changes based upon that assessment
  - Few incentives for faculty to go beyond the job description = stretches thin
  - Lack of diversity in the student, staff, faculty populations
  - Not enough bottom up initiatives supported
  - Lack of communication of high expectations
  - Poor communication
  - Not enough experiential learning opportunities
  - Not enough faculty/student project collaboration
  - Not enough academic advisors
  - No push for outside activities
  - Lack of identity and institutional goal
  - Poor reputation
  - Lack of resources to support student travel, etc.
  - Having selected experiences for some students: how do we reach majority?
- Too much emphasis on grades versus learning
- Unable to articulate the importance of global engagement

- Carousel 3
  - Lack of mentorships for staff/faculty/students
  - Scarcity mentality
  - Faculty/staff overextended
  - Size of university to staff/faculty ration
  - Lack of management/leadership training to support and inspire staff
  - Lack of diversity
  - Teaching modalities behind the curve for current / future students
  - Not enough undergraduate research
  - Not enough student internship opportunities
  - Lack vision to gather resources
  - Not being innovative with what we have
  - No systematic review of course syllabi for clarity
  - Faculty 4-course load with students who developmentally may need more
  - Lower expectations of students in performance and accountability
  - Lack vision to recruit students
  - Not enough library database
  - Rigid policies
  - Lack of transparency with budgeting
  - Not “selectively different”
    1. How are we different than all other universities?
  - Classrooms that don’t allow for interactive learning
  - “Well, this is how it’s always been done.”
  - Limited money support for research and professional development
  - No centralized scholarship awarding (hurts recruitment)
  - Lack of service to incoming transfer students
  - Lack of transparency
  - Students getting jobs or being prepared for employment
  - Lack of partnerships
  - SFA retains to many of its own graduates – too many instructors / professors got their degrees here, successful schools don’t do this

- Carousel 4
  - Need a “job” description of a student (classes do not know what it means to be a student)
  - Not prepared for the shifting demographics (EX: Latino population)
    1. Lack of foreign language requirements to prepare students for work
  - Limit the ability to work on campus, focus students on academics
  - Provide service to help get students jumpstarted with careers
  - Lack of clear identity and focus
  - Location
  - Need uniqueness
  - Lack of collaborations across departments
  - Spending funds on campus in ways not beneficial, multiple copies, Sawdust
- Lack of scholarship funding / affordability
- Scheduling of student’s lunch and afternoon classes
- Pathway students
- Older dormitories feel cold, institutional and compare unfavorably to newer residence halls (Steen, 19, 16, 20)
- Old history building – need a new one
- Lack of support (time and money) for faculty to provide transformative experience
- Leadership training for all students
- Limited ability to link course for learning environment / inflexible schedules
- Lack willingness to change
- Unified commitment to learning as an intrinsic good
- Low faculty salary
- Raise entrance requirements

3. Creating or strengthening partnerships with which external entities could create opportunities to improve undergraduate education at SFA?
   - Carousel 1
     - Local community for things for students to do
     - Service-learning as part of courses
     - Scale up current successful partnership with additional resources
     - Study abroad opportunities
     - Area and Texas Community Colleges
     - Collaborate within our own campus before reaching out to the same external entities
       1. Ex: SFA Marketing programming, like local alternative to Live Text
     - Closer relationship with alumni
     - Local (and DFW/Houston) business internships, mentorships
     - Successful alumni presentations to students
     - Local business experts present to students
     - Electronically mentoring SFA students with experts across the state/nation
     - QTA / Collaboration with other schools implementing similar “projects”
     - Start considering other schools in the region as partners and increase collaboration (research, teaching, etc.)
   - Carousel 2
     - Austin-state government
     - Partnerships with existing undergrad research journals, conferences, etc.
     - Partner with Angelina, Panola, and other community schools to avoid watering core courses
       1. And that transfer students don’t come in with courses that do not transfer
     - Strengthen our concurrently enrolled students from area high schools by building social networking for those students
     - Alumni
     - Encourage local high schools to get students enrolled for dual credit
     - Define value of partnership – who gains
     - We need a capital campaign focused / strategize fundraising
- Encourage more employees to attend SFA
- Library resources (data resources) linked with systems; UT, ATM
- Partnership with area school districts and community colleges
- Paid internships with businesses
- More people understanding TXHELB requirements and SACS requirements
- More community-university events to create more unity between Nacogdoches town/area and SFA
- Development increase for scholarships
- Need partnerships with businesses outside local area (state, national) and institutional SFA funds to support student travel to and from internships
- SFA office as clearing house for student’s internship opportunities
- Emphasis on enrollment versus location

- Carousel 3
  - Organizations outside of Nac to expose students to opportunities and professional standards in communities they will be living in
  - Partnership with international organizations to support diversity / global learning
  - Alumni owned businesses
  - Partnerships with other university library systems – increase databases and online resources
  - Partnerships with: NISD, other county school districts
  - City of Nacogdoches
  - State and fed updates
  - Local businesses
  - Talk to / bring in other schools to get ideas on major issues (assessment, for example)
  - Boys and Girls Club / CASA
  - Political action
  - Consultants to assess and training effective leadership practices
  - Improve partnerships with current vendors for request support funds
  - Having clearing defined criteria in affiliation agreements for student outcomes
  - Local industry: hotels
  - Investigate a wider range of cities for student placement for practical internships
  - Define internships and practica
  - Have sites develop formative and summative evaluation of students places

- Carousel 4
  - Companies that have internships (Chamber of Commerce, City of Nac)
  - Local high schools
  - Local colleges and CC
  - Foundations that support scholarships for study abroad / international internships
  - Set up international agreements with foreign universities for opportunities
  - With SFA Departments to create interdisciplinary experiences that Addes SFA needs is marketing / recruitment / prospect management
  - Innovators in the academic world
  - Service and charitable organizations conducting community service in a variety of demographic and cultural areas
Partnerships
- Establishing ongoing internship programs for students in local areas, Houston, and Dallas
- Connections for local hospitals
- Companies that do learning analytics
- Local companies / organizations for service learning
  1. Early enough for students to change path if needed
- Online internships
- More faculty and staff instruction to focus on meaningful external opportunities
- More foundations funding scholarships, i.e. Beaumont, Terry, Smith-Houston type expansion
- Technology corporations – educational partnerships programs (NEDCO / economic internships)

4. What present activities pose a threat to improving undergraduate education at SFA?
   - Carousel 1
     - Too many adjunct positions that should be turned into full time positions, so that those faculties have the same support system and help to carry the load of service
     - Tenure process that doesn’t seem to value faculty engagement in ST Learning, H.I.P., collaborations with other departments (versus research)
     - Admitting students past the fourth class day
     - The divide between faculty and staff
     - Poor communication across division on campus
     - Student writing skills upon entry
     - Marginalization of Academic Affairs
     - Over commitment – saying no to somethings we can really say yes to
     - Nacogdoches buying into undergraduate education
   - Languages
   - Leadership
   - Core assessment without faculty buying that it will improve program
   - Limited availability of essential freshmen courses to new students
     1. The last orientation is a nightmare (tears)
   - Lack of high impact programs inside of classrooms
   - $$$
   - Lack of differentiation from other regional institutions
   - Lack of faculty/staff collaboration
   - Complacency / status quo
   - Unfunded mandates / gobble up time
   - Cultural competence
   - Too much service, too little teaching / research
   - Carousel 2
     - Lack of encouragement by leaders
     - Lack of faculty / staff diversity
     - Low enrollment standards
     - Transfer student retention
- Limited graduate degree opportunities (especially master’s LUL)
- Students not interested in outside of class activities
- Not enough writing (high impact practice) in upper level courses
- State of the art classrooms lacking / hindering expansion of “high-impact” courses
- Expectations outpacing resources
- High cost
- Recruiting efforts (do what always done)
- Departments not working well with other departments
- Heavy teaching load Amory faculty leave no time to implement high-impact practices
- Lack of clear expectations toward new course development (and resources to accomplish it)
- Low expectation for students
- Low faculty pay
- Stifling innovation / attracting best in field
- High expectations towards high quality for high impact practices is lacking
- Pressure to have students take standardized tests as measures of achievement
  1. These scores for placement and admission
- Cuts in faculty development that affects morale / retention
- Emphasis on enrollment versus location
- Lack of campus diversity (students, faculty, staff)
- Emphasis on using athletics to boost enrollment at the expense of other programs growth
- Micro aggressions for historically under-representation
- Student / LGBT+ students

- Carousel 3
  - Athletics versus academic funding ration
  - Freshman live with freshman perpetuates poor study habits
  - Intrusive assessment that does not assist/inform improvement in teaching
  - Lack of resources-funding for field bases experiences
    1. Example: study abroad
  - 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
  - Removal of books from the library without having sufficiently warned faculty
  - Reduction of funds for faculty travel and development
  - Disconnect between departments
    1. Silo attitude
  - Allowing students to schedule classes without a lunch break
    1. Example: Pathways
  - Spoken and unspoken “we have always done it this way” attitudes
  - Reliance on adjunct faculty
  - High turnover of faculty and staff
    1. Salary
  - The way we are doing core assessment
- Too much money going away from academics, more investment in faculty and academic programs needed
- Faculty resistance to new, innovative ways of teaching
- Negative thoughts
- How student evals classes — how we use it
- Good students teaching without training to teach; how to run classrooms, etc.
- Cost
- Faculty role overload
- Faculty instruction load (undergrad)
- Disconnect between students and academic affairs
- Vague P and T guidelines
- Carousel 4
  - 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
  - More push to boost athletic programs instead of pushing for excellence in education
  - Not attracting local students to attend SFA
  - Controversy between standards and retention
  - Strictly online degrees that don’t bring students to campus
  - Doing the same as always
  - Not being unified in being one unit
  - Focus on increasing enrollment without increasing quality of graduates
  - Lack of an identity as an institution
  - Too focused on careers and jobs, not focused enough on values / process of education
  - Not keeping up with technology, and cutting edge ideas / pedagogy / content areas
  - Changing for the sake of changing
  - Devoting resources toward initiatives that are not our real priorities
  - Lack of transparency (faculty-institution, also student-course or program) in decisions

Round 2 Questions

1. 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?
   - Carousel 1
     - Communicate assignment and course grading expectations clearly (rubrics, purpose statements)
     - Use of in class response systems (clickers, BYOD, Top Hat, etc.) for student assessment
     - A single unifying theme through all four years
     - Required practicum/internship before graduation
     - Have students write a reflective narrative about the quality of their program
Making H.I.P. visible, credit bearing, and funded so they count toward degrees

- Student research / scholarship / creative activities
- Capstone experience
- Mentoring of students / faculty/staff/prof. areas
- Campus wide adoption of the certified student leader program (articulation of co-curricular learned transferable skills)
- Service learning through curriculum / major
- Mount Holyoke making the Lync program (liberal arts to career pathways)
- Freshman experiences / broaden SFA 101

Carousel 2

- Permitting/fostering student learning from their “failures” without poor grade (skills/knowledge/growth)
- High expectation
- Involve students in research / creative activity beyond the classroom
- Make it normal and expected for students to seek help if they need it
- Focus on improving writing
- Focus on the implementation of high-impact practices
- Guided reflection on work (GROW)
- Connecting student’s majors with real world opportunities / experiences on or off campus
- Interdisciplinary content and collaborations for students in a global society

Carousel 3

- Personalize MySFA experience to include student specific information
- Experiential learning, mentorships
- Global engagement initiative
- Undergraduate research opportunities UROP (p.19)
- Normalize help seeking behaviors (p.31)
- Service learning / community project based learning
- Add a learning component to each student worker / notable assignment
- GROW – connecting student employment to real world job skills
- Provide out of class learning opportunities
- Provide and reward learning for everyone at the institution
- Allow students to fail on projects
- Require infusion of core curriculum objectives throughout required coursework
- Set goal: every student completes at least one high impact practice per year

Carousel 4

- Undergraduate research / scholarship / creative work – individual experiences in their discipline
- Active learning
- Expectation of study abroad / internship for all students
- Cultivate on environment where learning is the key for students and all faculty
- None of these are real in solving the academic problem
- Introspect and experimental learning
- Learning communities – opportunity for students to synthesize their coursework across disciplines and apply real world concerns
Incorporate proficient development and understanding of how discipline specific skills transfer across courses
- Opportunities to discover relevance of learning through real world applications
- Collaboration across departments

2. **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?**

   - **Carousel 1**
     - Create a guided reflection program for student workers
     - Basic communication – UPAA Receives decision from other areas with no explanation
     - Cross department/division initiative review group
     - Take personal responsibility for bringing the division rather than hoping someone takes the leap
     - Span disciplinary and organizational boundaries
     - More collaboration between divisions
     - Honest commitment to a core vision with systematic communication and support
     - Digital forum to share ideas and communicate initiatives
     - Develop a university wide developmental series with the best practices (webinars are cheap and very effective)
     - SFA 101 for leadership/faculty/staff

   - **Carousel 2**
     - Strategic resource allocations
     - Offer work or project opportunities for students within our departments
     - The SFA experience should be an academic one, all divisions should support and collaborate to make it real
     - Be knowledgeable of what each department does and respect their procedures...then you can better serve the student
     - Create contact points for faculty/staff in all divisions
     - Seek first to understand, then be understood!
     - Fix problems at a local level instead of creating policies that force everyone to change
     - Cross collaboration
     - Educate students about how choices they make now (loan debt) will impact their future
     - Realize it takes all divisions to provide transformative experience to increase enrollment and retention
     - Better communication / transparency
     - Have central access for students

   - **Carousel 3**
     - Through increased transparency
     - Info about why decision was made
     - All levels need to agree on the core of what we are trying to do
Set goals and accumulate the funds strategically
Set and track some measurable goals for student learning
Finance division work with center for teaching and learning to offer presentations to classes involving job duties / skills
Cross training
Promotion of trainings and events
Initiative clearing house
  1. Who’s working on what?
Promoting activities and interests
University affairs housing programs connect to academic affairs for better academic presentations
Intentional internships – jobs on campus that match area of study
Development of structural referral guidelines across the units
Cross unit coordination
More collaborations that provide direct and meaningful learning opportunities for students
Share resources to maximize learning opportunities for students
Set goals and allocate funds strategically
Create learning communities that combine linked courses with career and professional development (like Generation Jacks)
Make Academics the center of the institution

Carousel 4
Create a one stop shop
Coordinate and communicate clearly with one another and faculty and staff
Leverage resources according to a clear mission and focus
Support more shared decision making
Create the opportunities together for students to impact their own learning through resources and outside of SFA
Support study abroad with funding
Stop dropping students for nonpayment before the semester even starts
Implement a cross divisional “think tank” to suggest creative solutions to program needs
Not have “no” be the default response
Work together to create a strong cultural identity and sense of belonging
Affiliate with university as opposed to department / division – we see all lumberjacks
Articulate and continuously reinforce one common goal
Bring in international alumni to serve as mentors

3. 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?

Carousel 1
  ■ More opportunities for substantive collaboration outside department / between levels
  ■ Formal on-campus internships/partnerships
- Increase wayfinding
- Listen to faculty ideas and concerns
  - EX: marketing and website was a “package” format with little input from Academic ARGA
- Transparency (to maximize a shared vision)
- Commitment to learning first
- Environments that nurtures open communication, questioning, and new ideas
- Agree to give up some pursuits to really pursue others
- More focus on the end goal for all students at all levels
- Have conversations / opportunities to strategize with faculty / staff beyond strategic plan years
- Carousel 2
  - Communicate initiatives while in the planning stages and invite all faculty / staff to give input...then listen
  - Being open to ideas developed at any level
  - Keep student experience in mind
  - Encourage and support faculty to have unique classroom experiences
  - Remove barriers for students
    - Registration (Freshman)
    - 100-hour rule (finish)
    - No opportunity for exploration
  - Understand employees needs better
  - Buy in to new strategic plan
  - Clear expectations
  - Top levels come to understand front-line concerns and visa-versa
  - Transparency about changes to policies, plans, etc.
  - Create more opportunities for experiential learning
  - Have a common institutional goal
  - Take it upon ourselves to become educated about what’s going on
    - Stop making disadvantaged students more disadvantaged
- Carousel 3
  - Collaborate and meet with one another more often to share ideas
  - Awareness of what others do and reasoning
  - Greater mutual respect between faculty and staff in relation to what we do / roles
  - Culture of learning in decision making
  - Hugs, not drugs (hell yes)
- Carousel 4
  - Better communicate rationales for decisions that are made (ex: budget) (transparency)
  - Better communication on big decisions that affect more than our area
  - Faculty communicate rationale for grading standards (rubric)
  - Have various groups get together, AVO talk together about what they do, think, and want for SFA
  - Loosen reliance on grades and increase reliance on reaching learning goals
  - Give time to do the job
Understand how each level currently influence student learning directly

Figure out how to handle TLCs so we can team teach / have interdisciplinary classes

- Or mentor undergraduate research, service learning, experimental learning

Engage: reward mentorship / collaboration between faculty and staff, students

- Communicate and relate to each other through collaborative efforts to highlight each areas strengths for student’s benefit

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

- Carousel 1
  o Spending more time on feedback on draft and final work
  o Emphasize learning versus “studying”
  o Continuing to test reading comprehension
  o Developing more field/study abroad experience (preferably service-learning)
  o Engage students early in academically oriented co-curricular
  o Model in my classroom what research says is “best practices”, “practice what I preach”
  o As staff of faculty engage 8 partner in student success
  o Relate learning to real world experiences opportunities/support of transferable skills
  o Hold students accountable to deadlines and responsibilities
  o Encourage a “learning centered” environment
  o Pursue positive relationships with other departments to support the classroom experience
  o Take students to conferences and help apply skills they learn at SFA
  o By setting high expectations
  o Providing a communication platform

- Carousel 2
  o Keep them safe (faculty/staff and students)
  o Go above and beyond with each student instead of sending them on their way with no guidance
  o Connect the arts with learning across curriculum and co-curricular
  o Retain and express our academic passions by fostering opportunities for that expression inside and outside of the classroom
  o Assist in finding resources ($$) to fund initiatives that are top priority to assist in the learning (classroom) experience
  o Having high expectations
  o Assist in removing barriers to learning
  o Encourage responsibility for their own learning and life experience
  o Curricular / co-curricular mapping
  o Care, facilities, create opportunities to support all students learning
  o Students, encourage and guide them appropriately
  o Articulate how assignments map on to employer-demand
  o Create activities to engage students in styles of learning they respond well too
  o Connect the work study experience with the real world job skills learned / mastered
  o Provide transformative experience
- **Challenge / support**
  - Hold students academically accountable (don’t pass / don’t play)
  - Role modeling life-long learning expectations

- **Carousel 3**
  - Showing how the skills they learn are relatable to after graduation
  - Helping students understand the relevance of all their resources and to help them make connections across disciplinary boundaries
  - Create hands on opportunity to gain experiences
  - Personal face to face encouragement: “you can do it” …” I have faith in you”
  - Making students write and use data to support their analysis
  - As an advocate for continued faculty/ staff development/training in active, student centered teaching
  - Supporting colleagues in their professional, and other wellness enhancing pursuits
  - Implementing high impact practices into my teaching
  - Encouraging and supporting students in making good choices
  - Creating student learning communities like Generation Jacks
  - Creating policy drafts / local practices that have empirical support in relationship with academic outcomes for students (teaching, scholarship, service)
  - Promotes optimal academic outcomes in faculty productivity (P+T)
  - Set expectations
  - Challenge students
  - Streamline scholarship processes between Financial Aid and Departments
  - Stay up to date in discipline and pedagogy
  - Having an attitude of “Helping” always
  - Encourage participation in independent academic research
  - Provide (support) the learning environment

- **Carousel 4**
  - Being supportive with students, staff, faculty
  - Good citizenship
  - Engagement
  - Support learning / communication at all levels
  - Continuity to teach and demonstrate the important of always learning in life
  - Develop a relationship with students scared of or indifferent to instructor through peer TAs
  - Provide leadership and support to faculty for engaging students
  - Help students to locate failure to encourage academic risk taking and innovation
  - To encourage critical thinking
  - Provide high standards in which students have to work
  - Provide opportunities to develop personally and professionally through certifications and attending professional conferences
  - Promoting interdisciplinary projects between departments
  - Give students opportunities to see how their learning applies to their lived realities