### 1st topic: Relationships Matter

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**What is the one student relationship initiative (whether it’s in chapter 3 or not) which you believe if started, broadened, or improved at SFA would yield the greatest improvement in the undergraduate experience?**

- Standardize the advising process across all colleges & hire enough professional advisors to meet the need
- Provide undergraduate housing for non-traditional students (i.e., students with children)
- Success coaches
- Study abroad / service learning / experiential learning
- Ensure that every student with a professional advisor also has a faculty mentor
- Put freshmen in a mentor relationship with an upper classman
- (3 way tie) Increase on-campus internship opportunities during early years on campus

**How can the divisions work together to increase and enhance student-student, student-staff, and student-faculty working relationships?**

- Effective advising, teaching, undergraduate research, mentoring, high-impact practices, & collaborations that positively impact students must count more in promotion, tenure, & annual review process
- Establish internships within non-academic areas for students with a staff member to mentor & follow up with students
- Create common areas to facilitate interaction & encourage faculty/staff to spend time in these areas
- Reinforce core objectives through increased Student Activities & Academic Affairs interactions
- Reward & recognize faculty who use engaging pedagogy such as high impact practices
- Consistent mentorship at department & college levels for students to go to throughout entirety of education (similar to coaching/mentoring in GenJacks program but to all students)

**How can the different levels work together to increase and enhance student-student, student-staff, and student-faculty working relationships?**

- Mentor program, adopt a student
- Create faculty/staff opportunities to allow for small group interactions between faculty/staff & student encounters supported by leadership, VPs, etc.
- (3 way tie) Department get-togethers on campus to allow students to get to know the faculty/staff in the department their major is in
- Have open forums (that people know about) where students can speak with the president, VPs, provost, etc.
- Promote linked classes taken by student cohorts
- VPs, president, & regents should attend student/faculty activities
- Recognize & award those people that build relationships
- (tie) Cross-training between academic advisors & financial aid (e.g., satisfactory academic progress) to increase retention in low-completing programs

**How do you see your role in increasing and enhancing student-student, student-staff, and student-faculty working relationships at SFA?**

- Engaging in conversations to guide students in how to effectively communicate with one another & differentiate between personality types
- Mentor a student worker; get to know them & their goals while at SFA
- By building in flexibility into my work schedule to allow myself to attend student events & activities (Be present)
- By learning about people across campus who I can connect students with (a handy referral sheet)
- Listen & facilitate: faculty & staff will spend the time to listen & validate a student’s concerns & facilitate finding solutions
- Host events throughout the year that connect various stakeholders together, hopefully increasing communication & collaboration
### 2nd topic: Expectations Matter

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**What is the one student expectations initiative (whether it’s in chapter 4 or not) which you believe if started, broadened, or improved at SFA would yield the greatest improvement in the undergraduate experience?**

- Evaluation process for student workers that emphasizes professional development & transferable skills for future career goals (Lumberjacks GROW)
- Creation of cross-divisional institutional expectations

- Emphasize rigorous academic expectations on our website—e.g., course attendance standards, student activities
- Make student research required component of certain courses & support with scholarships

- Lead by example, dress, professionalism, time management
- Create authentic learning environments (e.g., hands-on learning, field experiences, work study, internships)

**How can the divisions work together to establish and assist students in attaining high expectations?**

- Train campus work supervisors to mentor students & help develop skills employers want (NACE)
- Do we know what we want from our students? What determines “high expectations”? This needs to be identified first, then everyone lives & communicates the expectations.

- Create a culture that promotes academics with the same enthusiasm & attention that we give to athletics
- Emphasize the learning/academic opportunities the same or more than SFA’s “fun factors” at orientation

- Align policies & practices across divisions that are congruent & support high (academic & personal) expectations
- Talk with all students concerning financial aid, academic probation and/or suspension

**How can the different levels work together to establish and assist students in attaining high expectations?**

- High expectations for faculty/staff
- When putting forth expectation, be consistent in requiring expectation & “be firm, be fair & be consistent”

- Constantly emphasize that academics is the primary reason students are here
- Have a visible, well-known mission statement

- Support & encourage hybrid courses, flipped classrooms, pedagogies, & allow faculty to spend time developing new methods that count toward merit, service, prof’al development & tenure
- Support for setting deadlines & holding students accountable
- (tie) Re-evaluate/condense SFA Way...have it everywhere including website

**How do you see your role in establishing and assisting students in attaining high expectations at SFA?**

- Support students in professional development starting freshman year—we need to expect them to think ahead to post-grad plans early & often
- Clearly communicate what your expectations are & make sure they are actually high/rigorous

- To support the idea that success will involve work, time & effort
- Help them visualize & comprehend expectations & goals...be their biggest support/fan still holding them accountable

- Facilitate development of high quality active learning technologies & assignments
- Link expectations to assignments
- Provide service learning opportunities that connect with classroom learning