

Engagement and Data Gathering Session

Group: New Faculty

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Date: October 31, 2014

Design: Survey

Attendees: 26

KEY DATA:

1. What makes SFA special? Unique?

- a. Truth
 - i. Geographic location (Nacogdoches, the Piney Woods, location as relative to major metropolitan areas)
 - ii. Our students
 - iii. The size of the school
 - iv. Small class sizes
- b. Trend
 - i. Positive, personal relationships between faculty and students
 - ii. Nacogdoches community
- c. Unique idea(s)
 - i. The high percentages of first-generation college students and minority students make this a valuable and important institution.

2. What could SFA do or be to encourage you to support the university?

- a. Truth
 - i. Increase faculty salaries
- b. Trend
 - i. Provide more activities for faculty families with small children
 - ii. Provide free tickets to faculty for sporting events, cultural events, dining hall
 - iii. Support faculty with more travel and research funds, lower teaching loads
- c. Unique idea(s)
 - i. Increase engagement between administration and faculty of all levels
 - ii. Work toward creating a greater community among faculty

3. What is one innovative idea SFA should implement?

- a. Truth
- b. Trend

- i. Upgrade classroom technologies
 - ii. Provide free tickets to faculty for sporting events, cultural events, dining halls
 - iii. Increase community collaboration
 - iv. Raise admissions standards
 - v. Diversity projects
- c. Unique idea(s)
 - i. Group activities for faculty with children
 - ii. Freshman reading/book program

4. What do students need to get from a college education/experience to be successful in life?

- a. Truth
 - i. Critical thinking skills
 - ii. Problem solving skills
 - iii. Communication/inter-personal skills
 - iv. Writing skills
- b. Trend
 - i. Opportunity to apply knowledge
 - ii. Personal financial/budgeting skills
 - iii. Personal responsibility and time management
- c. Unique idea(s)
 - i. Cultural competence
 - ii. A transition plan
 - iii. Appreciation for learning, discovery, and the fact that failure is not fatal

5. What have we not asked you that you would like to discuss?

- a. Truth
- b. Trend
- c. Unique idea(s)
 - i. The nature of the faculty's role in these activities discussed/described here

ALL DATA:

1. What makes SFA special? Unique?

- a. Small, community oriented
- b. Purple abounds
- c. Atmosphere and school spirit...quite different from some/most schools in the northeast
- d. Where we live—the Piney Woods ecosystem
- e. Lumberjack mascot, regional identity, natural beauty, not part of UT or TAMU system
- f. All departments are close together
- g. Encouraging collaboration
- h. Geographic setting
- i. The students

- j. Professor/student ratio and relationships
- k. Size
- l. Warmth
- m. Flexibility
- n. Stability
- o. Transparency
- p. The culture
- q. Very student-focused
- r. The high percentages of first-generation college students and minority students make this a valuable and important institution.
- s. Intimate classes
- t. The location
- u. Small class sizes
- v. Good location
- w. Nac! I've found the town to have a positive influence on the campus.
- x. Smaller university
- y. More personal faculty-student relationships
- z. Its students
- aa. Location
- bb. Number of first-generation students
- cc. Small town
- dd. Small classes
- ee. Student body
- ff. Tight-knit faculty; easy to work across departments
- gg. Location
- hh. Services to students
- ii. Individual-centered

2. What could SFA do or be to encourage you to support the university?

- a. More activities for families with young children
- b. Be willing to pay faculty a competitive wage
- c. Be more open minded, a little less conservative
- d. Re-assess retire/rehire policy
- e. Recognize/value experience and knowledge gained elsewhere
- f. Be more intercultural proactive
- g. Less administrative hassle, more time for research, teaching, grading
- h. Be less good 'ol boy, more professional
- i. Be more supportive of women/families (tenure clock, family-friendly scheduling, nursing rooms)
- j. Increase engagement between administration and faculty of all levels
- k. Work toward creating a campus community
- l. Increase faculty salaries

- m. More faculty support by the administration
- n. Focus on affordable but quality training and education
- o. Better pay for professors
- p. Provide better salaries to encourage support. Being the lowest paid state institution in Texas is not encouraging.
- q. More interaction.
- r. Empower faculty ideas (with funding)
- s. Free stuff for faculty, like football tickets or cultural event tickets
- t. I already support the university; let me light the bonfire!
- u. Increase faculty pay
- v. More focus on academics
- w. Streamline the identity of the school
- x. Provide more faculty support (pay, travel and research funds, lowered teaching loads)
- y. Be more supportive of faculty instead of demanding

3. What is one innovative idea SFA should implement?

- a. Plastic playground equipment for kids
- b. Free perks for faculty (e.g. tickets to games, free lunches in the dining halls)
- c. Free lunch for all faculty in the dining halls
- d. Group activities for faculty with children to encourage bonding and cooperative events/activities.
- e. Upgrade technology
- f. Market university more creatively/sophisticatedly
- g. International collaboration
- h. Better recruitment policies across the state and U.S.
- i. Higher student standards
- j. Freshman interest groups
- k. Freshman reading/book program
- l. Local access TV show
- m. Strong connection to the community to inspire industry and give students more applications for learning
- n. The use of tablets in the classroom
- o. Develop interdepartmental activities
- p. Diversity
- q. Be open to new academic programs (major/minor)
- r. More family activities for faculty and their families on campus.
- s. More community collaboration.
- t. School spirit activities that highlight uniqueness and encourages students to be proud of school and not wear other university logos to campus
- u. Raise admission standards
- v. Diversity projects
- w. Dig into the community

- x. Smaller classes with more pay for teachers
- 4. What do students need to get from a college education/experience to be successful in life?**
- a. Critical thinking skills, interpersonal skills, documentation skills, financial-money-budgeting skills, how to work with others, work ethic
 - b. Need to be challenged to grow, compelling them to leave their comfort zones, compel them to manage their time, priorities, and commitments.
 - c. Real world application of content, concepts, etc.
 - d. Self-sufficiency, critical thinking/problem solving skills, innovative thinking, ability to juggle/weave multiple resources together to make a stable positive life as an adult
 - e. Knowledge/skill applications and connections
 - f. Follow up after graduation
 - g. Cultural competence
 - h. Learn how to think, learn how to write
 - i. Problem-solving skills
 - j. Ability/willingness to embrace diversity
 - k. Basic math, basic English
 - l. Stick-to-it-ive-ness
 - m. Instill appreciation for learning and discovery
 - n. An actual education
 - o. Good communication and critical thinking skills
 - p. Self-responsibility and less entitlement
 - q. The idea that failure is not fatal; you fail forward and you don't "always win."
 - r. Team-building/interpersonal relationships
 - s. Professionalism, practicality, and resilience
 - t. Business skills (management, finance, and marketing)
 - u. A combination of life learning experiences and education to prepare for a productive life and career
 - v. How to think
 - w. A quality education from professors that care
 - x. Critical thinking skills
 - y. Ability to write in a coherent fashion
 - z. Knowledge
 - aa. Soft skills
 - bb. Leadership ability
 - cc. Communication skills
 - dd. Applicability to real situations
 - ee. The ability to think and manage responsibilities effectively
 - ff. Mentorship from faculty members
 - gg. Hands-on experience
 - hh. A transition plan

5. What have we not asked you that you would like to discuss?

- a. How to re-image the university to make high school or transfer students want to come here (or stay here if they're local)
- b. The nature of the faculty's role in activities