Round 1 Questions

1. **What are SFA's strengths when it comes to undergraduate education?**
   - Carousel 1
     - First year experience (SFA 101)
     - AARC / SI / tutoring
     - Dedicated and caring faculty
     - Desire to make each students experience personal (the whole student)
     - Primacy of teaching
     - Commitment to getting students engaged early
     - Attention from qualified faculty
     - Beautiful campus
     - Class size to faculty ratio
     - Regional recognition
     - Resident campus
     - Parents feel their son/daughter is safe and well cared for
     - Growth of online programs
     - Caring faculty, staff
     - Lumberjack Pride
     - Small-town atmosphere
     - Specific high ranking programs
   - Carousel 2
     - First year programming
     - Fostering relationships between faculty/staff/students
     - Smaller class size allows better communication
     - Willingness to encourage students
     - Caring/supportive environment
     - Faculty-student ration provides opportunity for learning
     - High participation in co-curricular experiences (70%+)
     - Nice looking campus
     - Supportive culture for first generation students
     - Can incorporate students (undergraduates) in research
     - Campus involvement / ability for students to be involved
     - Listening, acknowledging, responding to student needs / complaints
     - Understanding each other's role and responsibilities
     - Excellent faculty with intelligence and skills that improve the student experience
     - Individual relationships and commitment to success of everyone across campus
     - Campus support/pride provide sense of belonging
     - Presumably not too "big" to change
     - Teaching institution
     - Student success center (AARC)
     - SFA 101
     - Willingness to try new initiatives / make changes
     - Generally safe community for the initial transition to college
   - Carousel 3
     - Create a sense of family / community

- o Turing programs
- o Keep / maintain a beautiful learning physical environment
- o Student friendly faculty / staff
- o Remedial courses available
- o Mid semester grade reporting 100-200 level
- o Undergraduate research conferences
- o Accreditations
- o AARC
- o Knowledge and experience of employees
- o Program depth / focus
- o Accessibility of professors
- o Small class sizes
- o On-campus job opportunities
- o Embody a legacy of tradition
- o Make the most of scarce resources
- o Lots of professors with terminal degree teach in the core
- o Tying the importance of non-academics' experience to academics
- o Comfortability
- o Passionate alumni
- Carousel 4
  - o Faculty – qualified passionate and engaged
  - o Opportunities for experimental learning / service learning
  - o AARC
  - o Access to support services, health, counseling, course development, leadership, disability services
  - o Staff committed to student engagement and excellence
  - o Personalized experiences as a result of our small size
  - o Programs offered – Nursing, forestry, avocation
  - o Ability to build strong student-faculty collections
  - o Library resources online
  - o Generation Jacks
  - o Class sizes
  - o Instructors willingness to conduct research alongside students
  - o Professional development opportunities through engaging in campus activities
    - ▪ Ex: student employment, PHA, Jack Walkers
  - o Faculty / student ration – much like a quality liberal arts college education
  - o Beautiful grounds

2. **What are SFA's <u>weaknesses</u> when it comes to undergraduate education?**
- Carousel 1
  - o Low expectations
  - o Lack of uniformity in core curriculum
  - o Lack of consortium agreements at an international level
  - o Student motivation
  - o 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

- 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?

- o Too much emphasis on grades versus learning
- o Unable to articulate the importance of global engagement
- Carousel 3
  - o Lack of mentorships for staff/faculty/students
  - o Scarcity mentality
  - o Faculty/staff overextended
  - o Size of university to staff/faculty ration
  - o Lack of management/leadership training to support and inspire staff
  - o Lack of diversity
  - o Teaching modalities behind the curve for current / future students
  - o Not enough undergraduate research
  - o Not enough student internship opportunities
  - o Lack vision to gather resources
  - o Not being innovative with what we have
  - o No systematic review of course syllabi for clarity
  - o Faculty 4-course load with students who developmentally may need more
  - o Lower expectations of students in performance and accountability
  - o Lack vision to recruit students
  - o Not enough library database
  - o Rigid policies
  - o Lack of transparency with budgeting
  - o Not "selectively different"
    1. How are we different than all other universities?
  - o Classrooms that don't allow for interactive learning
  - o "Well, this is how it's always been done."
  - o Limited money support for research and professional development
  - o No centralized scholarship awarding (hurts recruitment)
  - o Lack of service to incoming transfer students
  - o Lack of transparency
  - o Students getting jobs or being prepared for employment
  - o Lack of partnerships
  - o SFA retains to many of its own graduates – too many instructors / professors got their degrees here, successful schools don't do this
- Carousel 4
  - o Need a "job" description of a student (classes do not know what it means to be a student)
  - o Not prepared for the shifting demographics (EX: Latino population)
    1. Lack of foreign language requirements to prepare students for work
  - o Limit the ability to work on campus, focus students on academics
  - o Provide service to help get students jumpstarted with careers
  - o Lack of clear identity and focus
  - o Location
  - o Need uniqueness
  - o Lack of collaborations across departments
  - o Spending funds on campus in ways not beneficial, multiple copies, Sawdust

- o Lack of scholarship funding / affordability
- o Scheduling of student's lunch and afternoon classes
- o Pathway students
- o Older dormitories feel cold, institutional and compare unfavorably to newer residence halls (Steen, 19, 16, 20)
- o Old history building – need a new one
- o Lack of support (time and money) for faculty to provide transformative experience
- o Leadership training for all students
- o Limited ability to link course for learning environment / inflexible schedules
- o Lack willingness to change
- o Unified commitment to learning as an intrinsic good
- o Low faculty salary
- o Raise entrance requirements

3. Creating or strengthening partnerships with which external entities could create <u>opportunities</u> 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 baizing 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 <u>threat</u> 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 (undergard)
- 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

- o Making H.I.P. visible, credit bearing, and funded so they count toward degrees
- o Student research / scholarship / creative activities
- o Capstone experience
- o Mentoring of students / faculty/staff/prof. areas
- o Campus wide adoption of the certified student leader program (articulation of co-curricular learned transferable skills)
- o Service learning through curriculum / major
- o Mount Holyoke making the Lync program (liberal arts to career pathways)
- o Freshman experiences / broaden SFA 101
- Carousel 2
  - o Permitting/fostering student learning from their "failures" without poor grade (skills/knowledge/growth)
  - o High expectation
  - o Involve students in research / creative activity beyond the classroom
  - o Make it normal and expected for students to seek help if they need it
  - o Focus on improving writing
  - o Focus on the implementation of high-impact practices
  - o Guided reflection on work (GROW)
  - o Connecting student's majors with real world opportunities / experiences on or off campus
  - o Interdisciplinary content and collaborations for students in a global society
- Carousel 3
  - o Personalize MySFA experience to include student specific information
  - o Experiential learning, mentorships
  - o Global engagement initiative
  - o Undergraduate research opportunities UROP (p.19)
  - o Normalize help seeking behaviors (p.31)
  - o Service learning / community project based learning
  - o Add a learning component to each student worker / notable assignment
  - o GROW – connecting student employment to real world job skills
  - o Provide out of class learning opportunities
  - o Provide and reward learning for everyone at the institution
  - o Allow students to fail on projects
  - o Require infusion of core curriculum objectives throughout required coursework
  - o Set goal: every student completes at least one high impact practice per year
- Carousel 4
  - o Undergraduate research / scholarship / creative work – individual experiences in their discipline
  - o Active learning
  - o Expectation of study abroad / internship for all students
  - o Cultivate on environment where learning is the key for students and all faculty
  - o None of these are real in solving the academic problem
  - o Introspect and experimental learning
  - o 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
       1. What it's like to be a student today, how the university fits together
   - 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

- o Set goals and accumulate the funds strategically
- o Set and track some measurable goals for student learning
- o Finance division work with center for teaching and learning to offer presentations to classes involving job duties / skills
- o Cross training
- o Promotion of trainings and events
- o Initiative clearing house
  1. Who's working on what?
- o Promoting activities and interests
- o University affairs housing programs connect to academic affairs for better academic presentations
- o Intentional internships – jobs on campus that match area of study
- o Development of structural referral guidelines across the units
- o Cross unit coordination
- o More collaborations that provide direct and meaningful learning opportunities for students
- o Share resources to maximize learning opportunities for students
- o Set goals and allocate funds strategically
- o Create learning communities that combine linked courses with career and professional development (like Generation Jacks)
- o Make Academics the center of the institution
- Carousel 4
  - o Create a one stop shop
  - o Coordinate and communicate clearly with one another and faculty and staff
  - o Leverage resources according to a clear mission and focus
  - o Support more shared decision making
  - o Create the opportunities together for students to impact their own learning through resources and outside of SFA
  - o Support study abroad with funding
  - o Stop dropping students for nonpayment before the semester even starts
  - o Implement a cross divisional "think tank" to suggest creative solutions to program needs
  - o Not have "no" be the default response
  - o Work together to create a strong cultural identity and sense of belonging
  - o Affiliate with university as opposed to department / division – we see all lumberjacks
  - o Articulate and continuously reinforce one common goal
  - o 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 interdisplinary 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
     - Spending more time on feedback on draft and final work
     - Emphasize learning versus "studying"
     - Continuing to test reading comprehension
     - Developing more field/study abroad experience (preferably service-learning)
     - Engage students early in academically oriented co-curricular
     - Model in my classroom what research says is "best practices", "practice what I preach"
     - As staff of faculty engage 8 partner in student success
     - Relate learning to real world experiences opportunities/support of transferable skills
     - Hold students accountable to deadlines and responsibilities
     - Encourage a "learning centered" environment
     - Pursue positive relationships with other departments to support the classroom experience
     - Take students to conferences and help apply skills they learn at SFA
     - By setting high expectations
     - Providing a communication platform
   - Carousel 2
     - Keep them safe (faculty/staff and students)
     - Go above and beyond with each student instead of sending them on their way with no guidance
     - Connect the arts with learning across curriculum and co-curricular
     - Retain and express our academic passions by fostering opportunities for that expression inside and outside of the classroom
     - Assist in finding resources ($$) to fund initiatives that are top priority to assist in the learning (classroom) experience
     - Having high expectations
     - Assist in removing barriers to learning
     - Encourage responsibility for their own learning and life experience
     - Curricular / co-curricular mapping
     - Care, facilities, create opportunities to support all students learning
     - Students, encourage and guide them appropriately
     - Articulate how assignments map on to employer-demand
     - Create activities to engage students in styles of learning they respond well too
     - Connect the work study experience with the real world job skills learned / mastered
     - Provide transformative experience

- o Challenge / support
- o Hold students academically accountable (don't pass / don't play)
- o Role modeling life-long learning expectations
- Carousel 3
  - o Showing how the skills they learn are relatable to after graduation
  - o Helping students understand the relevance of all their resources and to help them make connections across disciplinary boundaries
  - o Create hands on opportunity to gain experiences
  - o Personal face to face encouragement: "you can do it" …" I have faith in you"
  - o Making students write and use data to support their analysis
  - o As an advocate for continued faculty/ staff development/training in active, student centered teaching
  - o Supporting colleagues in their professional, and other wellness enhancing pursuits
  - o Implementing high impact practices into my teaching
  - o Encouraging and supporting students in making good choices
  - o Creating student learning communities like Generation Jacks
  - o Creating policy drafts / local practices that have empirical support in relationship with academic outcomes for students (teaching, scholarship, service)
  - o Promotes optimal academic outcomes in faculty productivity (P+T)
  - o Set expectations
  - o Challenge students
  - o Streamline scholarship processes between Financial Aid and Departments
  - o Stay up to date in discipline and pedagogy
  - o Having an attitude of "Helping" always
  - o Encourage participation in independent academic research
  - o Provide (support) the learning environment
- Carousel 4
  - o Being supportive with students, staff, faculty
  - o Good citizenship
  - o Engagement
  - o Support learning / communication at all levels
  - o Continuity to teach and demonstrate the important of always learning in life
  - o Develop a relationship with students scared of or indifferent to instructor through peer TAs
  - o Provide leadership and support to faculty for engaging students
  - o Help students to locate failure to encourage academic risk taking and innovation
  - o To encourage critical thinking
  - o Provide high standards in which students have to work
  - o Provide opportunities to develop personally and professionally through certifications and attending professional conferences
  - o Promoting interdisciplinary projects between departments
  - o Give students opportunities to see how their learning applies to their lived realities