

2008 SST Retreat Group-work summaries

Note: There is a substantial amount of 'output' per work group. For the purposes of this handout, output is organized with the final task, "Developing an Action Committee Charge" presented first, followed by the groups' 3-5 actions, ending with the initial broad brainstorming list.

Group 1: Diversity

Action Committee Charge:

Tasks: Participants in each focus area will discuss priorities "voted" by the entire group and propose one specific action to be taken by the SST and the SST Executive Committee. Each small group will develop a 'charge' for an action committee to address the action.

Charge: Identify a person, place, or group to coordinate undergraduate diversity "efforts"
Stakeholders/Resources: There is already a list of all diversity stakeholders available through Center for Diversity and Enrichment.

3-5 Actions:

Task: Participants in each focus area will reach consensus on 3-5 proposed actions

1. Raise cultural competence of all UI employees (This action received 33 votes)
 - o Creating positive climate for diversity
 - o Increase odds of consensus (moving in the same direction)
 - o Respect and civility increased
 - o **Barriers:** Resistance, Employment contracts, Human and financial resources
 - o **Additional Forces:**
 - o Use new and existing resources (e.g., cultural competency/Roper group, Bridge program)
 - o Use existing resources by centralizing efforts and information
 - o Cadre of instructors as part of proposal
 - o Build on other ideas/programs
 - o Service learning

2. Common academic requirement across colleges (undergraduates and graduates) (17 votes)
 - o Raising competency of ALL students
 - o Welcoming environment
 - o Common experience
 - o **Barriers:** Curriculum, How does it fit with hours requirements, Human and financial resources

3. Create a coordination point (43 votes)
 - o Bring together staff
 - o Centralize:
 - Calendar
 - Committees
 - Data
 - Programming
 - o Unify the silos
 - o **Barriers:** Current state of communication, Ego/ownership, Data collection/sharing

Brainstorming:

Task: Generate a list of actions (e.g., programs, policies, practices) the University should take to advance student success in an area of focus from the University's special emphasis self-study. In their deliberations, each small group will consider the SST's definition of student success.

First sub-group of diversity brainstorming:

- o What is diversity?
- o All students expand awareness (service learning, academic credit)
- o Offer more than "it's good for you" as an incentive
- o Students want to give back to their communities
- o Mentoring programs (Iowa Edge)
- o Celebrate commonalities
- o Institutionalize the conversation
- o Raise cultural competency of entire UI community
- o Expand students' understanding of diversity (including self-awareness)
- o Model after Study Abroad (immersion broadens perspective; do better job of getting students out of Iowa City and country)
- o Determine learning outcomes related to diversity
- o Thought process, not an activity (teach the thinking process)
- o Diversity component of First Year Experiences
- o Engagement without exploitation
- o How do we represent UI accurately without critical mass?
- o Recognizing differences and celebrating them
- o Shared vision to serve
- o National Coalition Building Institute
- o Audit what's happening (coordination point)
- o Multicultural highlights piece
- o Use our data/share data
- o Interaction between diversity committees and offices
- o Prospective students and families
- o Funding issues
- o Academic course with 'service' lab
- o Not just CDE, all of us
- o What are the outcomes?
 - o Include parent buy-in
 - o Life after college (global economy)
- o Alumni life cycle
- o Bridging domestic and global diversity program
- o Make cultural competency relevant, not required (question of self-selection)
- o Safe place
- o Welcoming, nurturing
- o Ongoing, in their face
- o Multiple angles (utilize OCOB)
- o Increase community of color (visibility)
- o Positive environment for diversity for younger kids (youth programs)
- o Required staff and faculty cultural competency training
 - o Classroom management
 - o Accreditation issues
 - o Consider recruitment
 - o Student employees
- o Who are we recruiting? Students that can be developed.

Second sub-group of diversity brainstorming:

- Recreation Center/Library: is there an opportunity to infuse diversity and inclusion in activities?
- How do we train all to consider all aspects of diversity (ex: ability, political views, sexual orientation)
- Work on what students understand diversity to be
- Importance of 'training the trainer'
- Use Pick One as opportunity to make certain that groups/activities are open and welcoming to diverse groups
- Notions of diversity folded in all classes, experiences at UI
- Infused seamlessly across campus
- Find all kinds of experiences that broaden student experiences (study abroad, opportunity to visit urban areas/rural)
- Training for faculty, TAs, others
- Build climate of civility, respect, multiculturalism
- Multicultural competency across disciplines (e.g., education, nursing, business, etc.)
- Put resources behind ideas
- To address issues, break down barriers, silos; consider how campus is planned to facilitate diversity issues
- Create a diversity/multicultural center
- Student success center
- Use information we gather (e.g., exit information from Registrar's)
- Create uniform exit interviews for faculty/staff and then use the information
- Doing more to understand why students leave and/or why they don't come to UI and then changing the way we do things
- Assessment/research needs to be more important on campus
- Staffing is too lean to deliver what students need
- Welcoming climate for all

Group 2: Faculty engagement in student success

Charge for a Task Force on Faculty Engagement

Tasks: Participants in each focus area will discuss priorities “voted” by the entire group and propose one specific action to be taken by the SST and the SST Executive Committee. Each small group will develop a ‘charge’ for an action committee to address the action.

Charge: Assessing benefits, interest in, and barriers to faculty engagement in undergraduate student success

- o *Identify and disseminate best practices*
- o *Explore/expand opportunities to connect faculty to effort*
- o *Identify, assess, and build incentives for faculty/student engagement*
- o *Recommendations for building and sustaining institutional support for faculty engagement in student success*

Stakeholders: recommend that task force include Deans, DEOs, faculty (research, large lecture, small seminar, etc. who teach undergraduates), TA/staff, and students
Students should include not only those who are already leaders and involved, but also students who could benefit from even more faculty engagement.

Barriers: Administrative resolve, Resources (time and money), Cultural/institutional, Cynicism

3-5 actions:

Task: Participants in each focus area will reach consensus on 3-5 proposed actions

1. Compile best practices (21 votes)
 - o Research best practices at Iowa and elsewhere
 - o Distribute information to faculty and teaching staff
 - o Marketing/how to communicate best practices?
2. Identify incentives: individual, departmental and collegiate (58 votes)
 - o What incentives exist?
 - o Professional portfolios
 - o Where does message come from about faculty engagement? Provost- Deans- DEOs)
 - o How is message delivered? (e.g., faculty to students in general education courses)
 - o Incentives to departments and individual teaching faculty/staff
3. Identify and expand existing programs (11 votes)
 - o Writing fellows
 - o Undergraduate research assistants
 - o Resources: places to meet
 - o Faculty sponsorship of events/organizations

Brainstorming:

Task: Generate a list of actions (e.g., programs, policies, practices) the University should take to advance student success in an area of focus from the University's special emphasis self-study. In their deliberations, each small group will consider the SST's definition of student success.

- Change culture:
 - Burdens for faculty
 - Rewards for faculty
- Need collaboration between students-staff and students-faculty (link)
- More and better places where students, faculty and staff meet casually (eat together, receptions, movies). Can be physical or virtual
- Encourage/entice faculty to be involved with formal and informal incentives
- Faculty review sessions in residence halls
- Marketing across departments and colleges (CFT website?)
- "when I know there's a need, I like to fill it" (service ethic)
- List of best practices
- Team approach: at the departmental as well as individual level; rewards to department
- Faculty sponsorship of events/organizations
- Targeted invitations
- How do we think about general education and who do we convey about purpose of general education
- Tie resources to engagement
- Portfolios: interaction with students outside of class valued in tenure/promotion portfolios (especially the latter)

Group 3: Assessment

Action Committee Charge:

Tasks: Participants in each focus area will discuss priorities “voted” by the entire group and propose one specific action to be taken by the SST and the SST Executive Committee. Each small group will develop a ‘charge’ for an action committee to address the action.

Charge: Propose and implement a mission, purpose, structure, funding, rationale for a Center for Undergraduate Assessment

Resources:

Time commitments of committee, SST Executive committee involvement

New positions: Director of Center, support staff

Space, Technology, Money

Policy

Stakeholders:

Provost's office, Faculty, Staff, Advising, Student Affairs, All SST committees, ITS, Create an open dialogue, Seek money, IRB, Campus experts, CRUE, SST

Environmental conditions:

Board of Regents approval, leadership, President Mason, HLC, Big 10: what is the culture?, Office vs. center, Redundancy. Campus attitudes on creating centers

How realistic?

Timing is right!

Need intentional focus on SST to make center move forward

Needed! Lacking at UI

Next Step:

SST charge to set up committee of stakeholders for proposal

3-5 actions:

Task: Participants in each focus area will reach consensus on 3-5 proposed actions

1. Structure for support of students articulating and developing their goals (23 votes)
 - o Use of ritual programs as building blocks for discussion
 - o Institution needs to identify our goals for students
 - o Evaluate what practices are already in place
 - o Tied to SST goals (learning outcomes-based)
2. Create a culture of assessment on campus (9 votes)
 - o Creating shared definition of assessment
 - o Policy expectations
 - o 2-way assessment (student also assess faculty/staff and the institution)
 - o Pre-enrollment through graduation
 - o **Barriers:** Money, Attitude, Time, Lack of understanding of importance of assessment, Lack of training, Fear of results, Existing silos/decentralized culture at Iowa, New way of thinking about learning
3. Create a centralized Center for Undergraduate Assessment (59 votes)
 - o Develop assessment toolbox for training purposes
 - o Focus on whole student experience
 - o Opportunity to share what assessments are being done
 - o Advisory board with faculty, staff, and students
 - o Data focused initiative
 - o Need to know if current assessment is working and what information is being collected
 - o Clearinghouse for all of campus

Brainstorming:

Task: Generate a list of actions (e.g., programs, policies, practices) the University should take to advance student success in an area of focus from the University's special emphasis self-study. In their deliberations, each small group will consider the SST's definition of student success.

- Centralize assessment: one person with advisory from others
 - Academic assessment
 - Assessment of other factors (whole person)
- Create assessment toolbox
 - Include the 'why' – to create a culture of assessment: what's to be gained?
- Come to shared definition of assessment: demystify
- Student understanding of goal-setting and being able to assess progress
- What are our expected outcomes for graduates? How do our practices mesh with those? Put in the hands of students
- Part of assessment is students assessing faculty/staff
- Use multi-pronged approach to getting message out regarding culture of assessment
- Create institutional research office for purpose of creating information regarding students and information regarding culture of assessment
- Communicate information gathering as an institutional priority
- Brainstorm questions to be asked as part of assessment. What do we want to know? What do we want to do with it? (may eliminate several current surveys)
- Create policy setting expectations of assessment of student success
- Create support structure for students to create personal goals (students don't necessarily come with these; 25-30% of students do this as part of College Transition)
- Create expectation that we'll be asking students whether they've met goals
- Follow through with college 'pre-semester' concept for new students
- Need reinforcement throughout the year. Capture faculty/staff who inquire of students progress toward personal and institutional goals
- Faculty/staff need to be familiar with institutional goals
- Get deans/DEOs on board. Take time at beginning of year: this is what we're here for
- Opening 'convocation': broad participation: football stadium
- Coming into campus: ritual of entering/graduation: ritual of exiting
- Celebration of those who inspire/engage students. Offer different levels of toolboxes...extract from student engagers
- Push out definition of student success
- Work with message group to include culture of assessment as part of communicating message
- Include culture of continuous improvement in culture of assessment. Communicate caring and improvement as purpose of assessment
- Faculty/staff need systematic way of reflecting on what we're doing and its effect on students
- Spaces for reflection – day of reflection when people join and engage

Group 4: Health and Wellness

Action Committee Charge:

Tasks: Participants in each focus area will discuss priorities “voted” by the entire group and propose one specific action to be taken by the SST and the SST Executive Committee. Each small group will develop a ‘charge’ for an action committee to address the action.

Charge: Enhance and unify student activities/healthy lifestyles promotion by:

- *Establishing a central repository calendar on UI website and coordinate group usage of such calendar*
- *Reducing red tape to implementing student activities*
- *Pursuing facilities and transportation to support student late night activities*

Resource Implications: IT support, Human Coordinator, Finances

Units/Stakeholders: Student Life, IT, Facilities, Student Services, UISG, Administration

Environmental Conditions: Facility hours, Flood/new construction/moving offices, Being open to change

How realistic?

Very for some aspects; new thinking and support required for others

Next steps:

SST subcommittee

Approval from top-down administration (e.g., for changing red tape, etc.)

3-5 Actions:

Task: Participants in each focus area will reach consensus on 3-5 proposed actions

1. Create environment that promotes healthy non-alcoholic student activities to 2am (34 votes)
 - Use an alternative downtown venue like Old Capitol Mall, Recreation Center, community and outlying areas
 - Create new traditions (tailgates/block parties, promoting spring activity like Riverfest)
2. Promote and target safety and wellness to the off campus student population (3 votes)
3. Promote/develop/facilitate green initiatives (include clean air/anti tobacco, recycling) (20 votes)
4. Streamline approval process to promote more student activities (one stop shop, workflow, minimal signatures) (29 votes)
 - **Barriers:** policy/risk management
5. Promoting healthy lifestyles (physical/mental awareness) (9 votes)
 - 24/7 health hotline
 - adequate staffing of health resources
 - satellite offices where students are located

Brainstorming:

Task: Generate a list of actions (e.g., programs, policies, practices) the University should take to advance student success in an area of focus from the University's special emphasis self-study. In their deliberations, each small group will consider the SST's definition of student success.

- o Block party like activities without alcohol
- o Policies: good Samaritan
- o Promote MapWorks
- o Public awareness of counseling services and importance of mental health in overall wellness
- o Advisory group on mental health services
- o Access issues (UCS/SHS): staffing and location
- o Transportation issues to healthy activities
- o Target off campus population on personal safety/fire issues
- o Recycling
- o Strategic on campus entertainment initiatives
- o Moving union toward more student-centered
- o Looking into multi-use of buildings day/evening/night
- o Dining advisory committee
- o Market tobacco cessation information to students (CAFÉ)
- o Fitness activity promotion
- o Initiatives with new wellness center
- o Promote healthy choices (eating decisions/healthy choice approach)
- o Nutritional awareness activities on and off campus
- o Examine student athletic traditions
- o Coordinate weekend off-campus activities (address transportation issues)

Group 5: Student Academic Engagement

Action Committee Charge:

Tasks: Participants in each focus area will discuss priorities “voted” by the entire group and propose one specific action to be taken by the SST and the SST Executive Committee. Each small group will develop a ‘charge’ for an action committee to address the action.

Charge: Recommend mechanisms to improve, clearly communicate, and maintain academic expectations and standards that demand engagement by all students.

For example:

- *Expand peer leadership in academics and beyond*
- *Expand seminars beyond first year*
- *Address class size*

Resource implications: personnel, classroom space, and money

Involvement: faculty, students (key), and staff

3-5 Actions:

Task: Participants in each focus area will reach consensus on 3-5 proposed actions

1. Improve the academic expectations and standards for all students (57 votes)
 - Promote 3 study hours for 1 hr. credit rule
 - Increase peer leaders in academics
 - Implement provost’s assessment plan
 - Reward good teaching/not popular teaching – change reward system (money, tenure, teaching load, salary)
 - Offer innovative and exciting classes
 - Better incentives for teaching first year seminars
 - Seminars for all grade levels (sophomore seminars, etc.)
 - Give hard exams early in semester
2. Disconnect between classroom and real world (26 votes)
 - Create policies that support study abroad
 - Create classes that relate to the outside world
 - Create internships within the University
3. Improve perception of the value of general education requirements for students (8 votes)
 - Create a task force (including students)
 - Change culture/attitude
 - Establish value of general education program
 - Examine long-term/career benefits (and report back)
 - Admissions/orientation venues for discussion

Brainstorming:

Task: Generate a list of actions (e.g., programs, policies, practices) the University should take to advance student success in an area of focus from the University’s special emphasis self-study. In their deliberations, each small group will consider the SST’s definition of student success.

- 1st year seminar:
 - Expand to second year students
 - Include in faculty load
- Communicate benefits of general education courses
- Reevaluate GE and foreign language
- Culture creation: provide students, faculty and staff incentives for engagement (Iowa Challenge: students, faculty, staff)
- Get rid of grades
 - Redefine:
 - 80% = pass, less than = minus and more than equals +
- Get rid of Community College matriculation agreement: courses not available

- General education courses are a time to explore (first 1-2 years)
- Faculty give difficult exam early in the semester, October is too late
- Reevaluate second-grade only option
- Advising intervention: student goals vs. reality and alternative option
- Use a team approach to consider options
- Change policies to encourage study abroad, internships, research
- Mentor program matching students for success
- Value of liberal arts education: do social norming
- Elevate academic integrity
- Practical application of major/career interest
- Shift from extrinsic to intrinsic motivation
- Do 'choosing a major' programming (e.g., Round robin/speed dating for majors)
- Broaden supplemental instruction:
- Peer education, more courses and more instructors
- Emphasis on active learning
- Clear connection between UI and career
- Scholarships to students who show academic improvement
- Communicate study skills and expectations: 'how to'; follow-through: faculty must DEMAND academic engagement
- Balancing in and out of classroom experiences (e.g., student organizations)
- Balancing work and school (especially with rising tuition)
- Demanding more from students=detriment for faculty (in faculty view)
- Evaluation admissions standards: Come to Iowa, expand, learn, be challenged
- Uniform student assessment
- GPA and grades: not marketing tools

Group 6: Student Engagement in Educationally-Purposeful Out of Class Activities

Action Committee Charge:

Tasks: Participants in each focus area will discuss priorities “voted” by the entire group and propose one specific action to be taken by the SST and the SST Executive Committee. Each small group will develop a ‘charge’ for an action committee to address the action.

Charge: Identify, foster, coordinate and publicize experiential learning programs.

Organize: Encourage departments to offer credit options, practica, service learning general education course

Recognize/Reward: Scholarships, Academic credit, Transcript notation, Awards

Engage:

- o Faculty to faculty: show that these opportunities exist and don't have to be a burden
- o Student to student: peer programs
- o Staff: university-wide service project

Create/Foster:

- o Encourage student led opportunities
- o Develop spaces for meetings

Resources: financial

Units/Stakeholders: everyone

Barriers: Costs, Creating buy-in and awareness

Strategies: flex credits, corporate sponsors

3-5 Actions:

Task: Participants in each focus area will reach consensus on 3-5 proposed actions

1. Establish and coordinate recognition (12 votes)
 - o Co-curricular transcript
 - o Awards
 - o Scholarships
 - o Academic credit
 - o Process experience/capstone experience
2. Establish and coordinate NEW experiences (44 votes)
 - o Alternative spring breaks
 - o Camp Herky
 - o Pre-school trips
 - o University-wide service project
 - o Academic departments for credit
 - o Students helping create projects
 - o Mentorship
3. Technology engagement (16 votes)
 - o iTunes U
 - o Facebook applications
 - o Blogging and sharing
 - o Social networking
 - o FY Website
4. Remove barriers of engagement (11 votes)
 - o Space – meetings
 - o Chalking
 - o Parking
 - o Others
 - o Internal costs
 - o Transportation

- 5. Increase leadership programs: quality, quantity, coordination (9 votes)
 - o Mentoring
 - o Leadershape
 - o Coordinating Council

Brainstorming:

Task: Generate a list of actions (e.g., programs, policies, practices) the University should take to advance student success in an area of focus from the University's special emphasis self-study. In their deliberations, each small group will consider the SST's definition of student success.

- o Provide a way for students to process experiences
 - o Follow up Pick One – expand to upperclass
 - o Some way to share experience: Pick One Web? Blog and share?
 - o Mentorship – non-advisor for student processing
- o Increasing leadership program quality and quantity
 - o Establish Iowa Leadershape
- o Technology
 - o Itunes U: podcasts of speakers, lectures, books, etc.
 - o Merging information onto Facebook
- o Co-Curricular transcript
 - o List of things to do before graduate
- o Camp Herky – transition for first-year
 - o Trips off-campus, community experiences
 - o CT class for all
 - o CT instructors as mentors
- o Broad-based break programs
 - o Alternative spring breaks and other break trips
 - o Interest-specific (e.g., women's issues)
 - o Iowa Tour of state and resources (Corn Tour)
- o Goal setting
- o Engaging staff in leading opportunities (e.g., a staff/faculty person with interest in women's issues could lead an interest-specific trip)