TO: SST Executive Committee
FROM: Tom Rocklin and Bill Nelson
DATE: August 17, 2007
RE: Draft: Priorities from SST Retreat

Fostering and Expanding Student Engagement
(in activities/programs/endeavors that matter for student success; these can be academic and non-academic, in-class and out-of-class, curricular/co-curricular/extra-curricular)
1. Clear and Consistent Expectations for Engagement in Educationally-purposeful Activities
   a. The "Message Project"
   b. "Pick One"
   c. New traditions and rituals; celebrations and ceremonies
   d. Recognition and rewards
2. "Clearly-marked Pathways" for Student Success
   a. Expanded First-Year Orientation
      i. CT, 1st-year seminars, CIC, Camp X
   b. Student Success Support Services
   c. Early-warning networks
3. Expanded Opportunities for Engagement
   a. Learning Communities
   b. Peer Educators
      i. Supplemental Instruction
      ii. Teaching and Research Assistants
      iii. Ongoing Orientation
      iv. Peer Educator Training
4. Address Barriers to Engagement
   a. Friday Classes ("and drinking culture")
   b. Uses of Space/Expand Notion of "Learning Environments" (issues include: access to housing, mix of first-year students and upperclass students in housing, getting students in the habit of using campus spaces/learning environments)
   c. Large Classes (particularly in the first year – see below)

Fostering and Expanding Faculty Engagement (in 'what matters for student success')
1. Clear and Consistent Messages
   a. Faculty Advisory Group/Faculty Council on First-year Student Success
   b. Recognition and Rewards
   c. Another 'message project"? "Pick One" for faculty?
2. "Clearly-marked Pathways" (Faculty Involvement)
   a. Expanded First-Year Orientation
      i. CT, 1st-year seminars, CIC, Camp X
   b. Early-warning networks
3. Expanded Opportunities for Engagement
   a. Learning Communities
   b. Active Learning in Large Classes
   c. Faculty Advisors (to organizations, to residences)
   d. Student Assistance

        i.   Research Assistantships
       ii.   Teaching Assistantships

4. <u>Address Barriers to Engagement</u>
   a. Rewards and Recognition
   b. Friday Classes
   c. Uses of Space/Expand Notion of "Learning Environments" (design of classrooms, gathering spaces in academic buildings)
   d. Large Classes (particularly in the first year – see below)
5. <u>Faculty Development</u> (Topics might include student development, what matters for student success, adopting active learning pedagogies, outcomes assessment)
   a. Center for Teaching
   b. New Faculty Orientation
   c. Workshops and Symposia
   d. TA Training

Fostering and Expanding Staff Engagement (in 'what matters for student success')
1. <u>Clear and Consistent Expectations for Engagement in Educationally-purposeful Activities</u>
   a. Another "Message Project"?: Facilitating students' involvement in experiences/activities/etc. that complement, not compete with, students' academic work.
   b. Recognition and rewards
2. <u>"Clearly-marked Pathways" for Student Success</u>
   a. Expanded First-Year Orientation
      i. CT, 1st-year seminars, CIC, Camp X
   b. Student Success Support Services
   c. Early-warning networks
3. <u>Expanded Opportunities for Engagement</u>
   a. Learning Communities
   b. Share Expertise on Student Development and Student Success with Faculty
   c. Peer Educators
      i. Ongoing Orientation
      ii. Peer Advisors
      iii. Peer Educator Training
4. <u>Address Barriers to Engagement</u>
   a. Uses of Space/Expand Notion of "Learning Environments" (issues include: access to housing, mix of first-year students and upperclass students in housing, getting students in the habit of using campus spaces/learning environments, creating a sense of welcome and belonging, making a large place feel small)
   b. Large Classes (particularly in the first year – see below)
5. <u>Staff Development</u> (Topics might include: student learning; what matters for student success in co-curricular/extra-curricular settings; defining student affairs work as fostering student success; effective teaching strategies; communicating effectively with faculty/facilitating faculty work effectively; outcomes assessment)
   a. Center for Teaching
   b. New Staff Orientation
   c. Workshops and Symposia

"Infrastructure" Elements (things that need to be addressed to move forward on any of the above)

"Infrastructure": Defining Student Success at UI
- What elements should this definition include?
- How should this definition be developed and disseminated?

"Infrastructure": Research and Assessment
- What matters for student success at UI (outcomes? longitudinal research? NSSE and CAAP?)
- What are we doing for student success and with what impact?
- What matters for student success after the first year
- Identifying students at risk; who's successful and not and why;
- Outcomes assessment (in-class/out-of-class, curricular/co-curricular/extra-curricular, academic/non-academic)

"Infrastructure": Resources
- Financial (how much and from whom? . . .)
- Human (need for staff and faculty development, thin staff, leadership in transition, see below re cultures, stopping to start . . .)
- Space (housing, gathering spaces, classrooms . . .)
- Information/Instructional Technologies

Other Issues to Consider/Address (raised in the retreat conversations):
Communication
- What is happening
- Across units, entities
- About what matters

Culture
- Creating a culture of engagement/addressing cultures of disengagement
- Creating a culture of collaboration/addressing a culture of decentralization and lack of collaboration (e.g., between academic and student affairs, student affairs and faculty, students and faculty, students and staff)
- Creating a culture of assessment (this has begun in undergraduate majors, but not in other areas in any systematic way)
- Focusing attention and effort on undergraduates and their success
- Making a large space feel small
- What can and should be required?
- Addressing competing priorities/clarifying mission? Addressing competing priorities/clarifying mission? What to stop doing?