

1.1 Faculty Development

- Continuing education support should be considered
- Make clear the resources/incentives that will be available for faculty including presenting at conferences
- Make sure the student discussions include diverse groups representative of the college as a whole/each campus
- Make sure we use the updated knowledge and those faculty using the new strategies to revise the curriculum
- Play to faculty strengths – those that are tech savvy could serve as mentors to others

1.5 Close Achievement Gaps

- Create smaller student union groups for each (consider including ESL/ESOL students)
- Make sure to include WOW in the African American Female initiative
- Make orientation mandatory for these groups – would allow for dedicated time to ensure students are prepared on day 1
- Make sure actions are based on proven research, best practices, and take into account differences between groups
- Also address course modality when planning supports
- Would help to have someone coordinating between the groups working on these plans to share and follow up with students
- Ensure there is accountability after implementation – follow up to ensure services are provided
- Faculty will need training on what is being provided, how to share information, and how they can support

2.1 Robust Industry Partnerships

- Partnership types need to be defined – especially priority partners and then assess how well those priority partners are doing – include a front-line person in these (central person who could work with campuses/programs)
- Connect skills employers are looking for to curriculum, including soft skills
- Provide a list of all opportunities that students have that can be shared each semester
- Reconsider hosting Industry Day as was done in the past
- The academic side should work with the Foundation to develop/growing these partnerships – we could have endowed faculty and sponsorship of events/programs

2.5 Student Ready Culture

- How will meet the needs once we understand them – are we committed to doing so?
- Make sure we communicate the results of the research to everyone
- Should include a holistic orientation to set a successful foundation and help set goals & communicate with faculty
- Have advisors speak to students upon admissions to gain perspectives
- Student Ready also means preparation for the real world, which means tough love – not endless chances to get it right

3.1 Community Engagement

- Include CEL events in the Fall Welcome Back meetings so faculty/adjuncts can include them in their syllabi
- Share CEL in course shells even if not attached to a course (within appropriate departmental areas)
- Create a central hub where everyone can see the opportunities
- There should be a college website that showcases faculty and their achievements

3.3 Leverage Community Partnerships

- Wondering who will have access to the database, who will oversee that it's kept up to date
- Not sure how increase of exposure to partners would be measured – could we connect partners to grad hires?
- How do we ensure the partnerships have a reciprocal relationship – do they share our logo at meetings or on their webpage?

4.1 Employee Growth

- Identify employee life cycle points where promotions/raises for those who have excelled could occur (3 years, 6, 9?) – tie PD to promotions and part of annual review
- Invest in succession planning
- Separate general employee training and training for advancement
- Make sure time is provided to participate in PD at all levels within normal working hours
- Supervisors would like more training on how to communicate to their employees what is going on at the college and topics that impact the college
- For the classification study prep – could a past review be shared – how was the last classification study done, what big changes were made and could we consider using in-house process for the next one rather than an outside consultant
- Can the advancement opportunities also include faculty who do not want to go into administration – new, mid-career, senior scholars

4.2 Improve Communication

- Need to address faculty/student communication
- Blue and white so big things get diluted or missed – streamline it
- Create a way to know who has left and who takes their place
- Identify a way for employees uncomfortable sharing ideas with their supervisor can still be heard – a place for questions to be asked/answered
- Would help to have a communications tile that would take folks to different headers or a hub like a chat board for employees to track communications & organized so same types are shared in the same place
- Make a formal commitment to 2-way communication – including the SPC employee voice in all conversations
- Make sure shared decisions include not just what was decided but how it was decided – include the relevant data that was used to make the decision

4.3 Employee Engagement

- Having virtual feedback sessions like this one provides a safe space to share thoughts
- Small breakout online sessions after information is shared to process and provide feedback
- Consider new and/or a more well-rounded representation on committees – need fresh perspectives – provide a list on who is on different committees
- Provide opportunities to network with different levels of employees
- Not all employees feel empowered – it would help if this action plan could be more defined and explained – not sure where it is headed or what it really means
- Morale is missing – how will it be addressed including burnout

Did our Priorities Capture Feedback from the Fall – YES!

- Include a timeline for these actions.
- Not everyone is aware of the work that is going on regarding this plan.

How to be kept informed moving forward (by most votes)

- Continue feedback sessions with surveys after to allow time for reflection (but provide information before via email)
- Blue and White
- Discussion with Supervisor
- Targeted Email Summaries
- BOT meetings

Student Feedback

Academic Excellence

- Students focused on faculty professional development as a priority
 - Instructors knowing the multiple things they are balancing in their lives – children, jobs, etc. – getting to know the students, understand “unique needs”
 - Faculty knowing their students – their belief makes them believe in themselves
 - A staff that is engaged and made to feel important translates back to the classroom
- They also felt having a strong curriculum and providing supports – are the most important things we provide students
 - Accessibility services provides better insight into student needs for faculty and helps students know they are going to be supported
 - Lost clinical time is concerning to the students – they worry they are not getting as good preparation as prior classes – COVID restrictions
 - Need to have additional support for class activities and faculty to help them make the move online in a better way – all online has email based feedback only – they sometimes need more in order to know how to get better and how to connect the learning to why it’s important to learn
 - Live Online got good feedback – students like it
 - Some all-online classes have videos by professors not actually teaching the class.

- The professors who are immediately on you make you feel like you are supported – be like Dr. Weideman!

Economic Mobility

- Equity – affordable and access to scholarships
- Helping students financially and an incredible education makes SPC the best place to be
- Having a partnership with a company that provides employment opportunities or knows of SPC is huge
- Having the skills to present themselves to employers in the best light – being prepared to enter the workforce
- Pathways to Bachelors – having someone give you a list of everything you need to do has been the most helpful thing ever. Advisors have been amazing.
- Having curriculum adjusted to meet what employers need – improve what we have – could have certifications in new areas – airborne precautions etc. – micro-credentialing
- Student ready culture – one of the biggest difficult factors – juggling kids and other demands. This is like the bonus that says we are really here to support you

Community Engagement

- Interacting with employers in a non-threatening or high-risk environment give us a chance to practice those skills
- We need to partner with community partners – more resources
- Networking is key for us. But also having a chance to give back
- It also sets us as students as ambassadors of the college – they see us as well educated and lets us tell the community who we and who the college is

Ongoing Feedback

- By far these types of sessions work best
- Or provide extra credit to participate