Big Ideas Summit   MORNING SESSION

	Ideas	Pick One or Two	Resources Needed/Steps to Take
Group #1	FAQ video of common issues around FA, registration issues for students and faculty advisors that is easily findable - a dynamic website with links and phone numbers that is answered. Academic triage desk. These should go together so if self-serve doesn't work there is a PERSON who can assist. Provide a platform where students can access and get an answer. Long term idea - Think about offering a three year Bachelor's rather than four years – long term – a coop program? Summers are of work and credit. Get paid and earn credits. Internship/coop scholarships especially for students who are not being paid in their internships. Use OER textbooks - a culture change and a longer term item.	FAQ and Academic Triage Desk - Seminars for advisors money for professional development - requirement for faculty advisors. Can we model what corporations are doing? How do we make our website more manageable? Virtual assistants are being developed. We don't want to add another layer but figure a way to get all the folks that deal with these issues and define the holes and plug them.	
Group #2	Recruit WP alumni who are celebrities to teach a summer course. Paraprofessional program to allow working paras to complete their degrees and ultimately their certifications. Support English language learners/students who struggle with English. Present course content packaged into content more interesting to incoming students. Different ways to allow for demonstration os meeting SLOs - focusing on experiences of adult learners. Stackable credentials, - Build relationships with local businesses in which local businesses guarantee a year of employment for students who earn degree with high gpas.	Help students manage financing their degree. Assess risk, help them mitigate and work through the issues proactively. Stackable credentials and relationship to jobs working with businesses. Other ways of measuring learning outcomes using nationally recognized models for adult learners.	
Group #3	Continued use of hyflex model. Finding out student needs/desires. Channels for working accross disciplines. Meta Majors. Colate and disseminate the hidden curriculum. Develop a toolkit for accomodating working students. Acknowledge cultural and/or personal value in working while studying as opposed to increasing debt. Use different models for different programs (some programs don't need more students or already hightly accomodate working students).	1) Develop a toolkit for accomodating working students. 2) Channels for working across different disciplines/colleges; 3) Use of different delivery models for different programs depending upon students' need (e.g. summer/winter, length, platform)	
Group #4	Finding a job; learning to cope academically; finding peers/friends; on campus safety	Finding a job	Utilize technology to facilitate flow of information and provide resources for Marketing & PR to develop marketing collateral to help admissions with program specific information about internships and job opportunities. Create a tracking mechanism for Colleges to regularly solicit and store infromation about internships and placements so that such data can be shared with admissions and alumni relations. Increase on campus internships and provide resources to Colleges for relationship management with local companies to grow internships and placements.
Group #5	Reaching adult learners and specific populations. Understanding bureaucratic barriers and how to navigate on them. What can we do to make things easier to apply? Centralize services for resources for applicants so that they will be directed to the right place. Greater flexibility from all. Know who we are serving. What are their needs? Sticking to the ABCs of recuitment and retention. Differential advisement - giving permit vs mentoring? One size fits all does not work.	1. Re-orientation to the ABCs of recuitment and retention. 2. Increase responsiveness to customers (applicants, students, faculty, staff). Maybe centralize services for customers?	

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Group #6	Better presence/outreach - feeder schools and communities (Wayne, Englewood); Informing communities about who we are/enhance our image, ie renovated science labs; admissions office and relationship building and perspectives of , ie, school counselors of WPU; relationships with school districts for/and dual enrollment courses; having a greater presence at area community colleges; target outreach for world language, ESL and bilingual teachers use as a recruitment tool	show off who we are; live stream tours of departments/colleges, even during open houses; connect with churches and community groups/councils, involve community leaders; allow community leaders to have meetings on campus	IT; admissions; faculty to give tours;
Group #7	Ideas: Innovations: Unwritten rules/hidden culture (challenge with doctoral students) Idea: Go out to local community to host 6-week courses. This would be in collaboration with community organizations such as nonprofits, churches, etc..). Could begin with stackable certificates with a clear path to a degree. Idea: Offer 7-week courses (in all formats - f2f, hybrid, asynchronous and online synchronous) to undergrads beginning in the fall. Idea: Approach the packaging of undergraduate freshman with more nuance. For example, students have to work and some are often older than the traditional aged freshman. These are not necessarily degree completion students, but nevertheless require more flexibility than a blanket packaging system can offer. Idea: Paying attention to how we offer online courses (specifically how we coordinate with WPOnline). We want to offer flexibility with courses length as determined by program directors, program requirements, and department chairs.	ONE: How we offer courses; The length and online options. TWO: More flexibility with Freshman cohorting/packaging.	
Group #8	Could HS students be invited to end of term presentation? Can we get lists of teachers and counselors? Can we send notes to students? Can we have faculty liasons to a HS near where I live? Flexible terms based on competency - constrained by terms and the faculty load module. Hyflex ability has potential; need better technology to do that - best of both worlds Zooming in. How can we better explain the purpose and benefit if faculty office hours? How do we strengthen the notion of helping students through personal connection? Phone calls to perspective students really makes a difference. Email doesn't get much of a response. Is there a course that would appeal to adult learners on environmental issues (i.e., with SCPE)? Marketing focus on persons looking for a career change or who want to branch out. Learning is lifelong. Analytics that can inform us. Soft skills into curriculum such at career dev. and networking valuable.	ONE: Partnership with Admissions to be more active in high schools - e.g., inviting HS students to sit in on WP student presentations; being able to write to teachers & counselors. TWO: Integrating an assignment in courses to come to virtual office hours. Helps to normalize doing that.	Guidance/direction from Admissions.
Group #9	1)Do more to bring advisors into dorms to advise new students right from the start. 2)Help for working students-2 seven week classes 3)points for online office hours mutually beneficial 4)Student input and how do we incentivize faculty and staff 5) Student involvment in faculty research projects, how do we motivate collabloration? How do we build community?6)Building office hours into the class and SLO and flexibility is needed on part of faculty ie zoom, online, etc, Same for advisement, it should be offered online, non traditional options	Faculty should build office hours and or advisement into the syllabus. Meetings should be both individual and group meetings. Use class time (See # 3 and 6). Reward stucture: how is it recognized? Impact of faculty and student collaboration	Starfish; connection to existing resources; faculty time; incentive for faculty student research, we do have Provost support;workspace for the collaboration to take place

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Group #10	We are similar to other institutions. Not enough distinction. Breaks in tradition have served other institutions well. Redefining the campus. Retention work. Other institutions marketing very effective in getting message accross, they target very well. Money is used for digital marketing. Target older undergraduates--fertile ground for us. Does the university need to pivot dramatically to focus on growing graduate programs? Is there a real commitment to that? What are the profiles of the targets? Do we want to align grad to undergraduate programs or the other way around? Targets--adults that haven't completed a Bachelor's degree? Strategy: We look at "adding on"; We don't look at what are we going to "not do." How do we keep the quality of grad programs--develop reputation?	Ramp up adult or recompletion program. Perhaps have different starting points.	Resources needed to insure that programs that pilot more frequent start point for students are supported.
Group #11	Ideas: Innovations: Unwritten rules/hidden culture (challenge with doctoral students); meta majors; contract for advising between student and advisor- active advising for course planning esp when consider change major; algorithm for network analysis to analyze courses taken in certain majors to help with course planning; GA State "major picker" software; 6) early identification of struggle point for students IE math. 7) counsel students in additinon to course advisement - learn how to navigate in a college environment. Need for updating the advising system - use automation when possible, but the advisor needs to be the mentor of the student. 8) Demystify the college experience - increase accessibility to students who need us. IE Zoom times. 8) Cross disciplinary courses and programs to break the silos Professional skills +communication skills! Nursing and English/writing skills.	Open door zoom hours - increase persoal connections and provide mentorship. Cross disciplinary programs and meta major to increase efficiency of degree completion (can help with recruiting undeclared students.	More willing faculty for advising as a mentor and providing access add link for virtual office hours to make sure it is more easily accessed. Do not abandon zoom - Create space for cross disciplinary programs planning.
Group #12	The need to address information barriers that help students navigate through the multiple systems across divisions.Q: Is help accessible to students? reminders, checklists, cheat sheets, additional videos can help. Making degree works more student-friendly and transparent. Advisor training for advisors at periodic intervals. Addressing accessability issues to work around students' availability. Thinking about the language we use when speaking to students. Reframing /Normalizing 'hand-holding' as 'support' so that we do not undervalue students. Use a more humane approach. Need to create and sustain a consistent culture across divisions, so that folks in different roles are conveying the same message.Helping students understand where to go for support, e.g. with writing or test-prep. Normalize seeking help systems. Focus more on relationship-building approaches and build trust. Providing strength-based feedback to students.	6- minute video of faculty sharing one tip/approach they have used to build community - best practices that faculty have used. Best practice sharing- Majors show and tell- Time for interaction. Clarify expectations of different roles- for advisors- what is a good faculty advisor- in behavioral and informational sense, with a focus on relation-building. Provide information (video) to let students know about academic support resources.	Resources for creating videos and creating cheat sheets and policies for documenting and sharing best practices