2022 Student Success Conference Responses Organized by Emergent Themes

I.   As a person, unit, or student group, what do you need and what do we, as a university, need to do to create a more accessible and inclusive campus or classroom climate?

Emergent Theme	Responses
People	More CDAR staff & money
	More support for international students and IPO program
	People (more teachers)
	Central ADA Coordinator (one doesn't exist here) to move forward accessibility initiatives & bring the right people & resources to the conversation
Standards and Accountability	Clear expectations for accessibility goals/initiatives - top down
	Standards for digital content
	Captions
	UDL
	Accessible assessment
	Have follow through on acc/inc issues
	Pathways forward/goals need to be clear from the top down (e.g. Expect all employees to attend w,y,z trainings, expect all digital content to be accessible in these key areas, etc.
	Consistency & predictability for syllabi
	Vet 3rd party websites/courses online before rolling them out to students (each semester!)
	Discourage lack of structure or non-adherence to course management tools (Canvas)
	Cleaner/simpler processes - expectations/course materials
	Language - accessible vocabulary
Buy-in	Need buy-in - top down and buy-in bottom up (both ends)
	Faculty buy-in, their time constraints (more open communication)
Focus	Need data - where are we, where do we want to be, what is our vision, where do we want to be, what are the stories
	Need to know data, be able to tell the story, help from academic partners, vision, build case for support
	Need to give the why to everything
	Helping people find their "why"
	more structured focus/+ for forward momentum
	Conscious of goals/mission in all work - i.e. placement, recruitment, training, programming
	Clarity

Trainings/Awareness	Educate more about IDEA issues
	Advocate more for staff & self to use pronouns
	Temporary faculty new hire required trainings on these areas
	Onboarding needs overhaul to be inclusive & accessible. Very disconnected & inconsistent as is
	To know the barriers
	Support for how to handle anti-trans/feminist/LGBTQ legislation. Gender equity, diversity
	Accessibility workshops that help faculty/staff practice the skills in an interactive/fun way
	ASL class for faculty, staff, and students
	Require Optional Trainings
	Education around trauma-informed care and the aftereffects of trauma. (we're seeing a lot of the impacts of trauma on students that some might not recognize as symptoms, but are interpreted as excuses
	Intentional training for student staff, for pro staff, in accessibility & inclusion
Collaboration	Knowing "who to know" to partner with
	Connecting and sharing across department
	Cross unit collaboration
	How to ask for help
	Get the resources we already HAVE out to those who need it. They often don't know even what to ask, let alone where to ask/go
	More collaboration among faculty & staff such as collaborative advising.
	to begin to work together as a campus community, to listen together
	Knowing linkages around campus when so many things depend on "who you know"
	Connections - who to talk to, to get something done
Communication	More open communication (esp. along the "hierarchy" of staff)
	Consistent communication
	Transparency
	Communication across campus departments and units
	Shared resources across units
Maps/Directions	3D campus map showing inclines
	Accessible campus map
	phone accessible campus map (that works)
	Central map coordination
	A way to know WHO is WHERE in each building on campus, and where each department is located
	Directions to office in email signatures

Physical	ADA training - accommodations ADA compliance Wheelchair accessibility, especially old buildings Better desks/tables Climate control more ramps/elevators/door buttons School supplies pantry - include free school supplies (pencils, notebooks, pens, etc.) Sidewalks are terrible Old tech recycling
Student Community	Community (grad) Build a collective identity vs personal belief Get clubs involved for sense of belonging Utilize peer-to-peer perspectives/mentorship
Monetary	Resources for finding funding for non-stem grad opportunities Funding Appreciation & $$ Income that doesn't keep us @ poverty financial support for students Address financial needs of students who are working/need to work to attend school Pay all student employees a living minimum wage Pay structure needs to be equitable and transparent - do more with less is not sustainable
Mental	Understand mental health impact on students Care plans Create a culture of empathy and self-care. Trauma informed approach. Communities of care, well-being Put observations of student issues into action - trauma informed care/work Self-advocacy 101 program? Work towards making community at large more welcoming Information about trauma responses
Emotional support	safe energy in classroom/welcoming environment icebreakers/mixers for students Cohort teaching Consideration, somehow, for working students, parenting students, etc Emphasize students are more than students
Academic	Flexible syllabi & assignment choice Have them (students) create rubric Meaningful grades Class size –too many, too large Online anonymity –easy, little professor engagement or student interaction Accessible content in LMS Understanding today's learners

Support from Administration	Higher Admin support & communication People in positions of power who speak to this Acknowledgement/support for what already doing
Transportation	transportation-more shuttles Scooter rentals Bike rentals "to-go" Free parking Moscow/Pullman transportation
Self-care	lead with empathy but take care of self Normalize the feeling of uncomfortability for the purpose of growth Encourage student self-advocacy You have to learn how to ask for help; asking within itself is challenging
Resource Awareness	"Palouseafest" style resource fair at the beginning of each semester PalouseaFest - more often (in winter?) (midterms?) 3rd/4th week of Feb? Spring Intro to UI for new spring students Resource events (more often) - get clubs involved. Information about important resources for students of various backgrounds. I know we have a lot but when I first started college, I was unaware, so just more marketing about these resources.
Website	Manageable website - too hard to find info Website for Current Students, not focus on prospective Website accessibility A manageable school website - current students
How and When to meet options	Make the time & space Understand time constraints Accessible - more accessible w/ staggering hours Balancing needs of rural/remote students. How can they get quality support if traveling to campus is a challenge? Focus time…meeting free days…or meetings days w/ no class Take the worker/training to them
Amplified Student Voices	More workshops with faculty & students more/amplified student voices More workshops between students More students on admin committees

	As a student in the classroom: early warning & midterm grades meaningful feedback with grades use accessible vocabulary: lectures should be a learning experience don't assume a student's major, beliefs, identity, etc. based on appearance course evals throughout semester offer options for final project format allow student feedback on curriculum tell students how you want to be addressed make advising more than a box to check: build a relationship instead of just lifting advisor hold for registration
Moscow community	Support in the community Community partners outside of the university-wide community Recognizing donor's vested interest Community leaders who respect this

II.   *What can we do – as a person? As a unit? As a collaborator?*

	Person	Unit	Collaborator
Bring the tools to the students	Bring Writing Center in to chat about outlines Bring library to talk about research Go to Them!	We need to bring advising, at least initially, to students & provide information on support services throughout the semester Accessibility transfer specialist to help HS students transfer their IEP and 504 plans to higher ed	Tabling event Invite in-service from other departments Service directory

| Walk the Talk | Continue to set an example for other & younger students
Lead with joy
Advocate for change
Be intentional
Stay informed
Refuse to qualify brilliance
Ask for permission
Continue learning
Be open to ideas & not so "negative"
Speak up
Stay open/stay kind.
Be better about putting signage on my door
Universal Design
Ask always for text with PDFs | Help create awareness/momentum in unit for acc/incl issues.
Create more inclusive environments for all students.
Work with faculty & staff to provide resources to achieve this. Identify specifics.
Processes/checklist (accountability) Is it accessible? Who's seeing it? (captions)
Image descriptions for social media
Get in on conversations about program development & encourage inclusion and accessibility
Live captioning during Zoom
Help promote inclusion
Focus more on inclusion, accessibility & diversity in ongoing training (student & pro staff) - UDL
Develop flexible models for learning | Support but call out
Communicate & explore solutions
Engage in policy conversations. Where are there stumbling blocks?
Connect with Meggie Cafferty about expanding food pantry to include school supplies |
| Enhance Collaboration & Community | Inter-university collaboration
Meet more people around campus and learn what they do and how their work impacts student success
Build collective identity vs personal identity
Attend higher admin stuff | Form a united front
Collab with other units & departments cookie/snack/activity Friday
Be proactive about campus presence
Schedule meet & greets.
Ask for other perspectives, even if we are the "experts"
Keep communicating with co-workers to know wtf is going on | Reach out to other units
Back to idea of working with Wellness Center
Build relationships outside of my department
Create informal group of the other staff I've met & touch base consistently
Facilitate conversations with unit leaders
Communicate clearly with faculty & campus |

			partners - encourage conversation & follow through with ideas Continue communicating regularly with faculty/student support services Cross-department touch points Collaborate more closely with CDAR
Build up Students	Integrate student voices as much as possible - more intentionally seek out Peer learning Talk with students as often as possible Be a better listener, advocate more strongly for students (provide resources, be support buddy) Incorporate strategies for sense of belonging Genuinely connect with students - build connections and LISTEN Be positive & celebrating of student accomplishments Understand that students are different than "before" (2 years at home are hard for young people)	Being intentional with student employees/work study Advocate for higher pay for student staff Be responsive Develop flexible models for learning Listen	SHOW UP! to show that you care Support on social media
Build Empathy	Create time & space for staff & students to have their voice & to provide ideas for how I can be more inclusive or supportive. Be more thoughtful & proactive in addressing the needs of staff Carve out a moment to		Have close connections & regular conversations with faculty, staff, admin, students Help connect internal stakeholders to better understand their tales and how they effect each other. Take that

	acknowledge others'/student struggle. Understand that students are facing different challenges than we ever did: the need to work is far greater, family values have changed priority, we need to address the need for flexibility to a larger degree than due dates/deadlines.		story out Ask what folks need help with
Reach out		Connect the case for student success to external stakeholders who will make … investments that have meaning to them and helps the UI reach our goals	Communicate ideas to administrative staff who have more resources and voice