

Lists of contacts, internships, opportunities

Faculty/staff/students who have participated in leadership/honors/fellowship experiences previously

Full cost of tuition due at the beginning of the semester—big burden on those students who have a monthly stipend (grad student—international student)

Giving upper class students the opportunity to mentor new students in a department or field/college

If money is no object what is something that we should start at UND—

Support study abroad

Provide living wages for students on campus

Get students into lab experiences quickly (those who are most competitive contribute to building of experience, not just as an assistant

Supporting first year research (HIP)

Campus journal—publish student work, give them opportunities to refine/revise work to a publishable place so they can use that for more opportunities, have HIP learning experience (Writing Intensive, UG research, etc.)

New incoming freshman students—students don't read their email, how do we be intentional about getting them information and getting them connected to their advisors and support staff (And for our online students—they need that engagement and connections)

Living wages for students to work on campus—acknowledge their work and lives

Faculty who are student oriented, not just research

Hiring advisors that understand full field

Research assistant opportunities that serve state and community and giving student opportunity

Mixed messages—small tight knit and also competitive for honor and leadership

What's our identity--R1 or SLAC?

More options/opportunities in special opportunities, outside of the class (financial options and out of class options so students don't feel trapped or out of options and out of control (takes its toll on students

Goals of getting them out quickly and before they have huge debt—but it has to keep their wellbeing at the central

Wellbeing—the whole family unit, time, attention, and wellbeing is somewhere else when they are part of a bigger unit (loss of health insurance, family hardships, family illness)

Things we had in place (support systems, securities) that erode or disappear—how do we help what is our role?

Success may be that: UND is not the place for them—hard to acknowledge or sell, but we have to get them to a place that they are safe and their needs are being met

Measurements that include success in other ways (not just retention and persistence)—is retention the most important thing?

Quality of learning should supersede how quickly they graduate