Introductions

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Faculty Buy-in

- What is it?
- Why is it important?
- What keeps it from happening?
Creating Faculty Buy-In for the First Year
Student Experience

What is it?

- Shared vision and partnership
- Broaden definition
- Beyond a seminar

Why is it important?

- Provides collaborations and interdisciplinary experiences
- Increased sharing across boundaries
What Keeps it from Happening?

• Obstacles:
  – Internal
  – External

Outline

• Stakeholders
• Stewarding Stakeholders
• Long-term Buy-in
• First Steps
• Conclusion and Questions
Stakeholders

- Connection between priorities and FYE
- What is your FYE?
- Where do you want faculty involved?
- Who are you targeting?

Stewarding Stakeholders

- Planning
- Training
- Faculty Development Opportunities
- Incentives
- Gathering Evidence of success
Planning

• Start with the end in mind
• Encourage the heart
• Guiding coalition
• Shared vision
• Importance of celebration

Training – Possible Topics

• Importance of training
• Today’s Freshmen
• Types of Advising
• Faculty Resources
• Core Curriculum
• Technology resources
• Academic support services
• Interconnections among advising, success, and retention
• Transitions
Training - Types

- Written
- In person
- Ongoing
- Group vs. Individual
- Web-based
- Modules
- Timing

Outcomes of Training

- Understand philosophy and structure for advising
- Role of advisor
- Understand types of advising
- Familiarity w/University policies
- Familiarity w/degree programs
- Understand core curriculum and registration issues
- Understand how technology can maximize ability to properly advise
Outcomes of Training (con’d)

– Know strategies for advising
– Know student and academic support resources/services
– Use appropriate interventions regarding academic alerts
– Assist transition to sophomore year
– Collaborate other support units
– Understand importance of seminar curriculum structure

Faculty Development Opportunities

• Enhance other teaching
• Different view of “major” students
• Faculty revitalization
• Research/scholarship opportunities
• Presentation opportunities
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Incentives

- Stipend
- Time (load release)
- Professional development money
- Grant opportunities
- Access to administration, other faculty, other opportunities

Evidence of Success

- NSSE, YFCY, MAP-Works
- Assessment of:
  - Faculty outcomes
  - Faculty satisfaction
  - Student learning outcomes
  - Student satisfaction
Long-term Buy-in

• Lasting and sustainable partnerships

• Long-term buy-in issues

• Addressing obstacles

• Sharing evidence

Long-term buy-in Issues

• Planning

• Budget and other resources

• Effective communication and involvement

• Involving the right people
Obstacles

- Faculty and Student Affairs culture
  - Student Affairs Professionals assumptions
  - Faculty pre-conceived notions
- Tradition
- History
- Unionization

Addressing obstacles - External

- Budget
- Course load
- Tenure/promotion concerns
- Tradition/history
- Uncertain of the curriculum
- Never invited
Addressing Obstacles - Internal

- Priority not communicated
- Cultural conditions
- Limited perspective on FYE

Sharing evidence

- Internally – with faculty governance, with student government, with administration, with trustees
- Externally – with professional associations, institutionally-generated reports, peer-reviewed publications
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First Steps

• Remove obstacles
• Obtain buy-in from “above”
• Pick low hanging fruit
• New faculty orientation
• Change language
• Utilize students
• Keep faculty at the center

Keeping Faculty at the Center

• Not students, not academics—Faculty!!

• Thinking from faculty perspective

• Experience from faculty perspective
Additional Questions?