I. What problems are you trying to address and solve?

Example: 1. Improve retention, 2. Advising – not enough professional advisors and gap in advising between December and March for major selection, 3. UNV 101 (freshmen seminar course) – faculty didn’t teach, thought as joke, adjunct instructors and lots of guest speakers

II. Who are your stakeholders?

a. Identify stakeholders and map where you are hoping for participation, engagement, and involvement. What is the most important place to have faculty and why?

Example: Orientation events, first year seminar, fireside chats in the residence halls, welcome week, advising, living learning communities, etc.

Why? – we needed people to be able to do this given the lack of advising resources and ability to hire more advisors, but I also knew the positive outcomes available to us by utilizing faculty.

III. To what degree is faculty buy-in to FYE an institutional priority? Who is “demanding it”?

Example: Provost (and through him the president) were demanding it, although they might not have described it that way. I communicated it that way.
IV. What are your institutional priorities and how does your first-year experience connect and build on these?

Example: The priority was to improve retention and address the complaints about advising.

V. What is the first year experience? How are you defining it?

Example: Comprehensive Freshmen Advising Program

VI. Which faculty are you or should you be targeting? Tenured? Pre-tenured? Full-time? Adjunct? Senior? Opinion leaders?

Example: We wanted full-time faculty, and preferred tenured and pre-tenured people. Pre-tenured were difficult to recruit because remuneration was a stipend instead of load release (time was more important to them than money). Also wanted faculty opinion leaders so that they would/could influence others. Well-respected faculty were chosen as committee members.
Faculty Involvement and Effects on Retention

References and Resources


Ball State Strategies: http://www.bsu.edu/freshmanconnections/facultystaff/


"Faculty Can Make A Difference in Student Persistence." Colleague. State University of New York, pp. 21-25


