

# ACADEMIC · IMPRESSIONS

## Questions to Consider to Improve Buy-In

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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.*

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- 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.*

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