

## Faculty Buy-In for the First Year Experience

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### **Are you aware of grant opportunities specific to developing such programs at HBCU's?**

I would suggest checking out <http://foundationcenter.org/>. Likewise, there are programs not specifically for developing better first year advising and/or first year seminars for HBCUs, but you might want to look at the Title III grant offered through the federal government because those grants directly relate to increasing retention/student success and best practice models show that programs like those at Pace work. Title III is highly competitive, so if you are going to work on this project, I would suggest planning for at least 6 months before considering an application. Find other Title III award recipients, build relationships, and ask them for a copy of their submitted proposal that you can use as a guide. The National Science Foundation is also a resource as they are constantly funding projects to increase the pipeline for underrepresented populations in STEM related fields. If you look at those programs, you would need to target your project to first year seminar courses that concentrated on STEM retention, etc. but it would be a viable option. Finally, I would suggest looking into private grant operations. The Lumina Foundation, Bill and Melinda Gates Foundation, and others all address

### **Did the UNVI01 program show to improve retention? If so, to what degree?**

The pilot program was too small to track retention. We used the data on student satisfaction and faculty satisfaction to build an argument for implementing the full program. We also used national data and research about the importance of faculty relationships with students to argue for continuation of the program. This research and data is available through many different sources.

### **Do you have a residential learning community model on campus with Student Affairs working with freshmen faculty?**

No, we don't.

### **Do you have any specific suggestions for FYE initiatives outside of a UNVI01 type class like faculty involvement in residence hall programs, student orientations, etc.?**

I think the most important thing to consider in involving faculty in residence hall programs is to recognize that they may be uncomfortable in what to many of them is an unfamiliar environment. Often residence hall professionals and RAs forget that a residence hall environment or a dining hall environment is unusual for people who do not work or live in them. To address this, any time we had faculty in the residence halls we would make sure that there was a student staff member assigned as a host to them. This student would ensure that the faculty member was able to navigate in what to them might be a foreign environment. Our goal was to make sure that the faculty member had at least a neutral experience (though hoping for positive!) and would share that experience with their colleagues even if they never came back to the residence halls again.

# ACADEMIC ■ IMPRESSIONS

## **Can you briefly describe what the course covered - its content?**

UNVI01 had four sections: liberal learning, self-awareness and self assessment, advising, and educational planning. The focus of the liberal learning section was to discuss the importance of liberal learning and general education on the overall education of astute. The self-awareness and self assessment sections focused on assessing students' skills and developmental level as a way of enhancing their self-assessment. The advising section not only dealt with issues of academic and personal advising but also contextualized advising in the larger framework of an undergraduate education. The last section of the course was spent planning both the next semester and the next four years.

## **Besides improvements in retention, what other research findings do you typically cite to support faculty buy-in and engagement?**

In making the arguments for this program to various constituencies we drew on many different research and theoretical bases. These included research on student success, retention and attrition, student involvement, and developmental theory.

## **Who was responsible for collecting annual data on the program?**

This staff for the centers of academic excellence (CAE) were responsible for collecting all the data on the program.

## **Can you include data on the pilot project at Pace? How many sections, students, faculty, and also the same data for when you fully implemented?**

I don't have the data on the pilot project at Pace University. I can tell you that there were five sections taught by five faculty. There were approximately 20 students in each section. We used the old syllabus that we had changed to some degree, but it didn't look at all like the syllabus that we ended up using in the full implementation of the program. People interested in full data on the program can contact Sue Maxam who is the university director for student success at Pace University. Her e-mail address is [smaxam@pace.edu](mailto:smaxam@pace.edu)