

Introductions

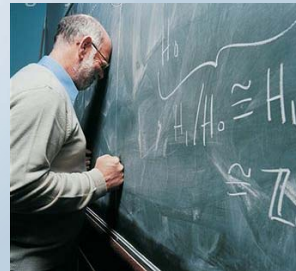
- Marci Colb
- Patrick Love



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Faculty Buy-in

- What is it ?
- Why is it important?
- What keeps it from happening?



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What is it?

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

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Why is it important?

- Provides collaborations and interdisciplinary experiences
- Increased sharing across boundaries



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What Keeps it from Happening?

- Obstacles:
 - Internal
 - External



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Outline



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

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Stakeholders

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

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Stewarding Stakeholders



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

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Planning



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



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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

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Training - Types

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



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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

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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

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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



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Evidence of Success

- NSSE, YFCY, MAP-Works
- Assessment of:
 - Faculty outcomes
 - Faculty satisfaction
 - Student learning outcomes
 - Student satisfaction



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Long-term Buy-in

- Lasting and sustainable partnerships
- Long-term buy-in issues
- Addressing obstacles
- Sharing evidence



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Long-term buy-in Issues

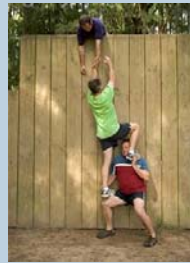
- Planning
- Budget and other resources
- Effective communication and involvement
- Involving the right people



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Obstacles

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



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Addressing obstacles - External

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

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Addressing Obstacles - Internal

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



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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

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Keeping Faculty at the Center

- Not students, not academics—
Faculty!!
- Thinking from faculty perspective
- Experience from faculty
perspective



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Additional Questions?



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