



# **Beyond Buy-In: Engaging Authentically with Faculty on Student Success Initiatives**

June 12, 2018

# Navigating GoToWebinar



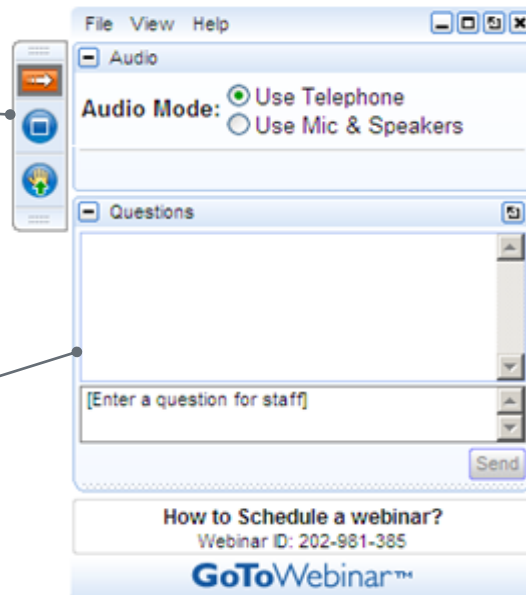
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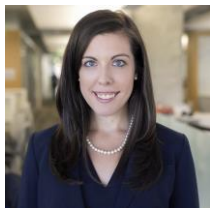
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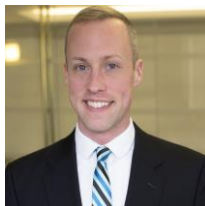


# Today's Presenters



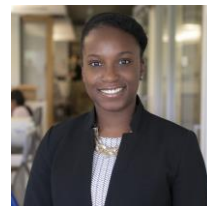
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# Key Themes



## **“Engagement” is ambiguous.**

Often, engagement is used to mean utilization rather than discourse.



## **“The Faculty” is vague.**

Target groups of faculty who have the most to gain by utilizing the platform.



We need to engage the faculty this year.”



We need the faculty to use the platform this year.”



“We need the Deans in the College of Science to use Institution Reports this year, as they are redesigning several majors.”

- 1 Moving Beyond Buy-In
  - 2 How Faculty Use the Campus Platform
  - 3 Strategic Roll-Out of Functionality
  - 4 Highlighting Best Practices From Across SSC
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# Moving Beyond Buy-In

Faculty are Needed to Cultivate Change

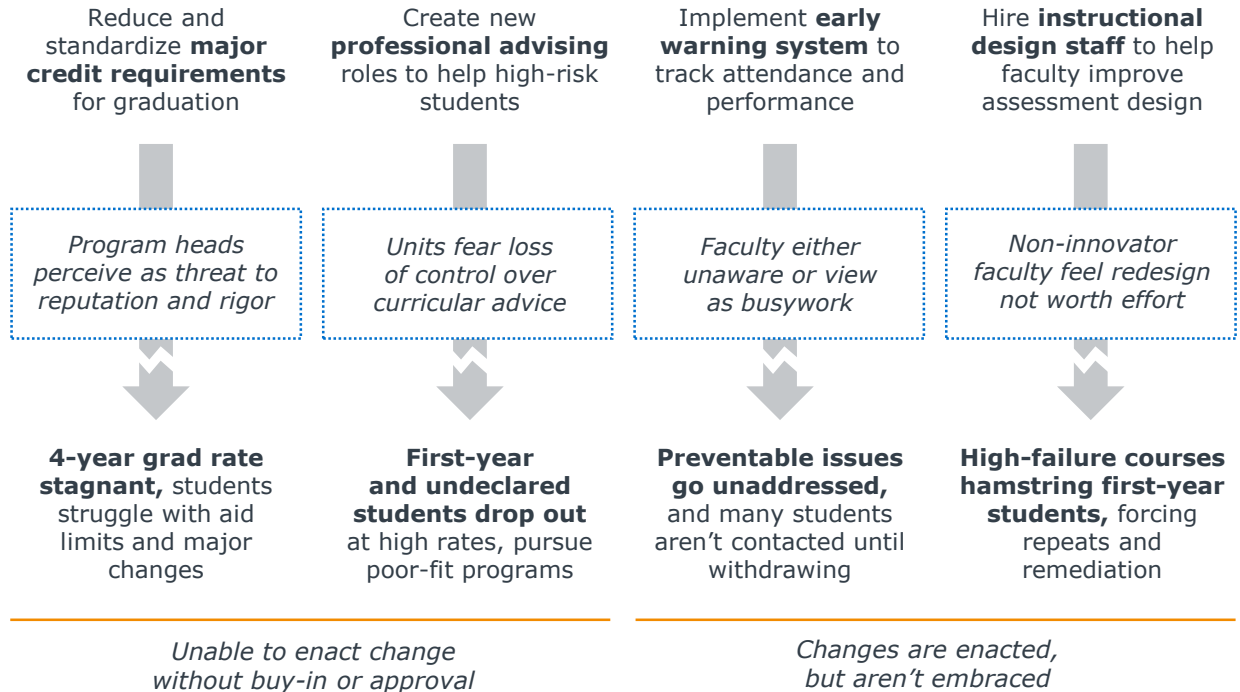
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SECTION

1

# It's Hard to Make Change Without the Faculty

## Faculty Buy-In is Critical to Organizational Improvement



# Moving Beyond “Buy-In”

Lack of resistance is not the same as acceptance, and even acceptance isn't enough for **enduring change**



**Faculty co-ownership** is the key to a healthy climate for innovation



**Passive noncompliance** can present greater risks than active resistance





# The Need for Peer Influence

Tepid Response to Training When It's Led by Outsiders, Higher-Ups



**Faculty are most receptive to:**



Admin and  
Leadership



Student  
Support Staff



EAB  
Consultants



**Other  
Faculty**

“We don’t appreciate outsiders trying to tell us how to do our jobs.”

*Webinar Feedback from a Faculty Member*



# How Do We Want Faculty to Use the SSMS?

Functionality by Role

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SECTION

2

# Faculty Utilization by Role

Highlighting Compelling Use Cases

## Academic Leadership



**Historical Trend Analytics**



**Predictive Analytics**



**Population Health Analytics**



**SSMS Activity Analytics**

## Instructors



**Smart Student Profile**



**Manage Office Hours**



**Review Student Participation & Progress**



**Early Alerts**

## Faculty Advisors



**Smart Student Profile**



**Campaign Management**



**Appointment Scheduling**



**Coordinated Care Network**



# Strategies for Rolling out Functionality to Faculty

Two Options for Phased Roll-out

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SECTION

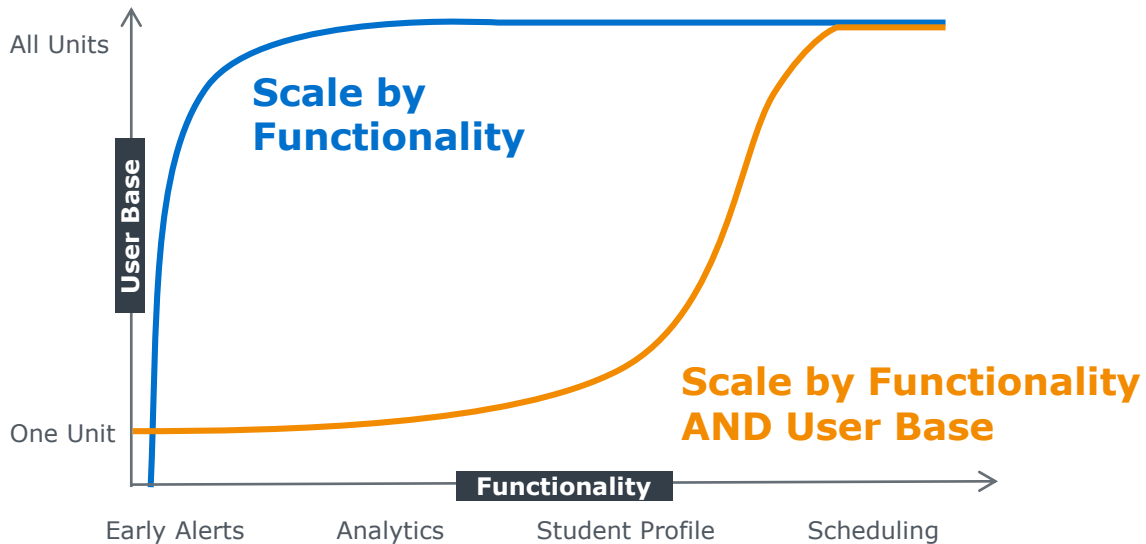
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# Customizing Roll-Out Strategy

Weighing the Pros and Cons of Scaling by User Base vs. Functionality

## Developing the Right Strategy for You

*Increasing User Base vs. Expanding Functionality*





# Best Practices for Onboarding Faculty

What We've Learned from our Members

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SECTION

4

# The Faculty Champion Role

## Leading Meaningful Engagement with Faculty



### Faculty Champion

- Moving beyond “buy-in” to **focus on engagement** is an investment in enduring change
- Transparent collaboration with faculty starts on day one with your **faculty champion**

#### Role

- Advocate for faculty perspectives
- Agent of transparency

#### Rationale

- Almost two-thirds of faculty support more technology use in higher education
- Faculty primarily learn about digital products from colleagues



### Ideal Qualifications

- **Embedded** in faculty networks
- **Empowered** through institutional positions
- **Enthusiastic** about technology



### Strategic Responsibilities

- Provide **transparency** to faculty through ongoing updates on SSC
- **Share institutional knowledge** of faculty “fault lines”



### Key Opportunities

- Seize on the faculty members who consider themselves “**early adopters**”
- Serve as a **public representative of SSC**

# How Faculty Champions work with Departments

## Leveraging Eager Faculty Champions

**Identify faculty champions** from among senior or influential faculty members.

Ask faculty members if they are willing to serve as peer trainers for roll-out.

### Faculty Champions Will:

1



#### Play a Key Role in Roll-out to Faculty

- During rollout, host training sessions
- Available for in-person, on-site trainings by request

2



#### Act as a Peer “Consultant”

- Listens to faculty member’s unique challenges related to the Campus platform
- Presents Campus as a solution to problems, rather than mandating how all faculty should use it



Faculty view peer champions as credible problem-solvers and allies



# Introducing the SSC Faculty Fellows Initiative



## Provost Encourages Faculty to Apply for New Intensive Advising Program



### SSC Faculty Fellows Initiative

In the spring of 2016, Bloomsburg invited any interested faculty to apply for a new pilot advising program charged with overseeing a small caseload of undeclared freshmen and implementing SSC as an advising and planning tool **in their department.**



#### Before Launch

**Faculty are disengaged;** many don't prioritize advising

**Faculty Champion identified**



#### Spring 2016

Provost works with Enrollment and Academic Achievement to develop a **proposal and application** for SSC Faculty Fellows Initiative



#### Summer 2016

Faculty Fellows are selected by the Provost and allocated a **25% course reduction** so they can begin training and advising students over the summer



#### Fall 2016

Faculty Fellows advise assigned students on major selection, registration, and GPA improvement through tutoring and supplemental instruction

# Faculty Representatives at Point Loma

## Collecting Faculty Input and Building Grassroots Influence Prior to Rollout

### Point Loma Identified Faculty Representatives to Serve on "Beta" User Committee

*After participating in initial training with chairs in May, faculty reps meet twice a semester to:*



Troubleshoot issues and suggest product enhancements



Share practices and ideas generated during the discovery process



Discuss ways SSC might help improve advising campus-wide



Brainstorm next steps for full rollout, including expectations for other faculty



**POINT LOMA**  
NAZARENE UNIVERSITY



### Tips for Recruiting Your Faculty Reps



#### **Make the ask in person**

"Could I buy you a cup of coffee and talk to you about a new advising tool and how we might use it?"



#### **Ask faculty to partake in a discovery process and share findings with peers**



#### **Frame the responsibility as an honor, but one that is informal**

"Think of it as being the first person in your department with an Apple computer. We need your help to allay fears and answer questions."

# Making SSC Engagement Part of the Culture to Improve Student Support



## How ECSU Successfully Rolled Out SSC to Faculty



### Provided Access to Tailored Resources

ECSU created a website to house SSC training materials and set up a dedicated email address to answer faculty questions



### Engaged Faculty Directly

Farrah appointed an SSC liaison in every department to engage faculty through one-on-one and group trainings



### Instilled Accountability

Farrah announces progress reports and other campaigns with fanfare, and dept. chairs can easily see lists of faculty who have not submitted through SSC



**Rinse and Repeat:** ECSU runs campaigns with ongoing accountability across the year, making faculty engagement the norm

“You have to embed faculty engagement into your culture by repeating your process over and over. After about three times, it becomes 'what we do' and faculty will buy in.”

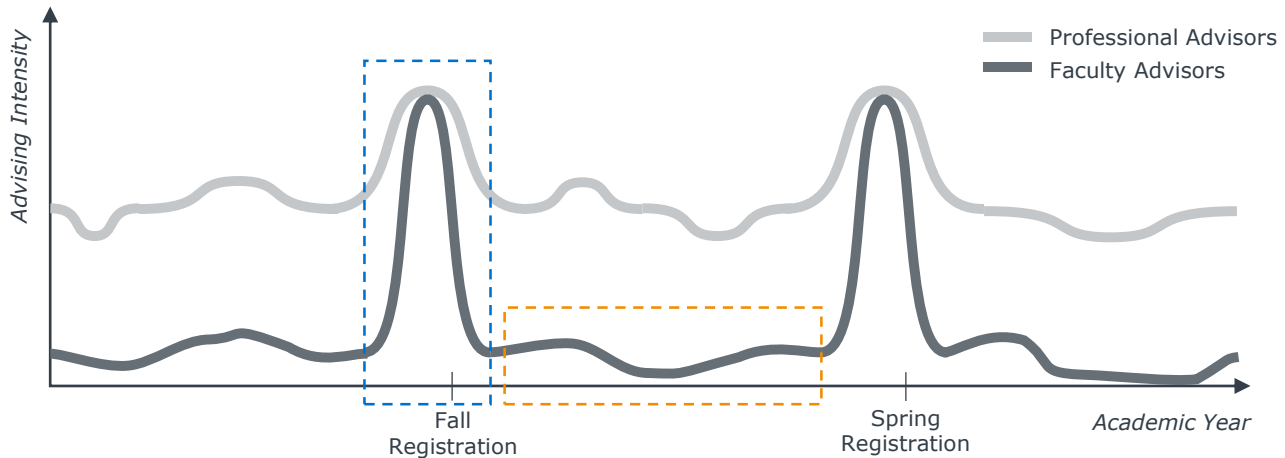


*Farrah Jackson Ward, PhD*

*Associate Vice  
Chancellor for  
Academic Affairs,  
Math and  
Computer Science*

# Managing the Peaks and Valleys

## Advisor Workload Highly Concentrated Around Registration Periods



### Peaks

- Multiple hours of appointments every day, 15 to 30 minute sessions
- Focused on course registration and reactive intervention
- **Faculty often frantic and in need of quick information or help**

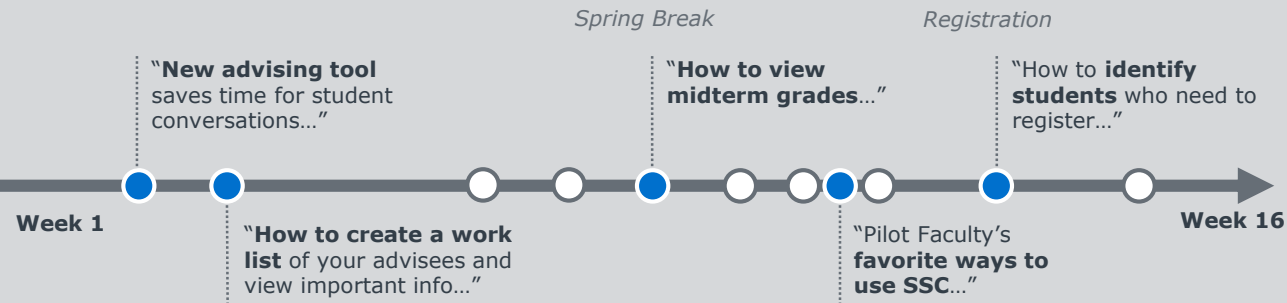
### Valleys

- Sporadic appointments at student request, 30 to 60 minute sessions
- Focused on academic performance and long-term planning
- **Faculty largely focused on priorities outside of advising**

# Nudge Emails at Shippensburg

Program Owner Launches “Just-in-Time Tips” Email Series to Full Campus

## Sample Email Calendar



## Key Ingredients

### Urgency in Messaging



Frequent, timely emails motivate faculty to act

### Clear Action Steps



Content includes step-by-step guides and resources

### Behavior Reinforcement



Constant reminders reinforce SSC’s value for faculty

### Peer Validation



Quotes from faculty users validates SSC’s utility

# Faculty Messaging



Successful Faculty Strategies from Small Institutions Could Work Anywhere

## Small Schools Leading the Way on Progress Report Participation



**Keuka College**

1,730 students

**90%** faculty participation



**Elizabeth City State University**

1,310 students

**98%** faculty participation



**Samford University**

3,341 students

**83%** faculty participation



**Eastern Mennonite**

1,259 students

**92%** faculty participation



**Kentucky State University**

2,025 students

**86%** faculty participation

## What Are the Secrets of Their Success?

- 1** Set expectations at the start of the term
- 2** Ask for faculty input on reporting dates
- 3** Send reminders before due dates
- 4** Allow faculty up to a week to respond
- 5** Ask chairs to nudge non-responders
- 6** Close the loop when alerts are resolved

### Erin Wheeler

Former AVP of  
Retention & Student  
Success  
Kentucky State



*"Faculty won't mind working with you if you give them the right tool and the right direction."*

# Progress Report Mega-Campaign

Four Critical Moments Targeted for Reporting Across the Semester

## Progress Report Calendar

Targeting First- and Second-Year Courses



1

### Week 2

- Absenteeism

**55%** response rate

**225** at-risk cases

2

### Week 4

- Absenteeism
- Participation
- Assignments

**25%** response rate

**553** at-risk cases

3

### Week 8

- Midterm grade of C or below

**23%** response rate

**712** at-risk cases

4

### Week 10

- Finals concerns
- Students close to earning an A

**21%** response rate

**825** offered help

**48 hours**

Students contacted by advisors within two days of alert

**1,249 faculty**

participated in 2016-17 (up 35% over 2015-16)

*"Collecting more data has helped us to analyze trends and provide feedback to faculty for additional collaboration."*

– Monica Burnette  
Director, Projects and Planning



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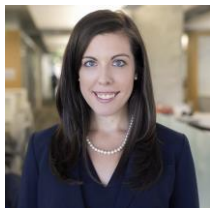
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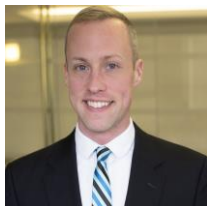


# Questions?



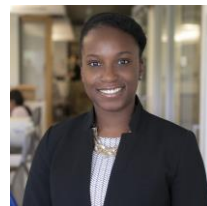
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