Integrating Student Development Theory into Faculty Practice
Concordia College, Moorhead, Minnesota

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Goals for Our Session Today

- Provide an overview of small private college organizational structure.
- Articulate how Student Development Theory and Student Affairs practice can and should inform faculty teaching.
- Share how a Student Affairs and Academic Affairs partnership can exist and thrive.
- Demonstrate examples of how to format FYE faculty workshops and/or development opportunities.
founded in 1891
4-year undergraduate
ELCA
liberal arts
91% of students graduate in 4 years
11:1 student/faculty ratio
85% faculty have terminal degrees
students from 31 countries
41 religions & thought traditions
9% students of color

Concordia College at a Glance
Concordia’s First-Year Experience Program

- 60% of FY students brought in transfer credit in 2018
- 85% retention rate from first to second year
- Inquiry Seminars
- writing & speech
- Orientation
- First-Year Transition (FYT) Labs, Fall ‘14
- advising model
- residential campus
FIRST-YEAR EXPERIENCE AT CONCORDIA
Academic Affairs and Student Development & Campus Life

- 232 faculty members
- 488 staff members
- Perceptions: different priorities, crazy schedules, unfair discrepancies in expectations, “my job is more important than yours”
- Realities: budget-time constraints, shared or complementary priorities, synergy gives us energy
How Did We Get Here?

Mentoring At-Risk Students through the Hidden Curriculum of Higher Education

Buffy Smith
“Best Practices for Teaching in the FYE”

A half-day summer workshop including:

1. What students bring to college
2. Relevant student development theory
   a. Focus on Sanford’s Challenge and Support Theory
   b. Dr. Laura Rendón Validation Theory
   c. Touched on Perry’s Intellectual and Ethical Development
3. Misconceptions on info literacy; how to scaffold assignments for research
4. Tips to make syllabi more accessible and supportive of Gen Z; ideas for mini-units on academic integrity, core curriculum, and the liberal arts
Summer Workshop
For FYE Faculty. 3 half day workshops.

Fall Workshop
Recap of Summer & Info for Faculty Mentors

Assessment
Direct & Indirect Data
Goals for Best Practices in FYE Workshop

● Understand shared FYE programmatic goals.
● Discuss who first-year students are today and what they bring.
● Discuss how to aid today’s students in their transition from high school to college-level research.
● Generate course materials and ideas to introduce students to the core curriculum, the liberal arts, and academic integrity.
Our Big-Picture Goals

- Educate FYE faculty about who students are today
- Help foster a classroom and campus environment where all students will thrive
- Ask faculty to acknowledge that content expertise is not enough
Data
Our Advice

● Start now
● Keep a learning frame of mind
● Build change from the bottom up
● Do your homework
● Build relationships
What We’re Planning
Q & A

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Please remember to submit your evaluation on Guidebook!

https://guidebook.com/g/fye19/