

# Identifying Effective Practices for Student/Faculty Engagement in Residence Halls

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# Learning Outcomes

Participants will be able to:

1. Understand the spectrum of student/faculty interactions as described by Cox & Orehovec (2007).
2. Describe the conditions of student/faculty engagement on your home campus.
3. Identify 3 ways you can increase effective student/faculty engagement on your campus.



# Introductions

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Kate Baier, Senior Director, Residential Life

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Who's here?

# Faculty Involvement @ NYU

**How is student-faculty  
interaction on your  
campus structured?**

# Background & Literature Review

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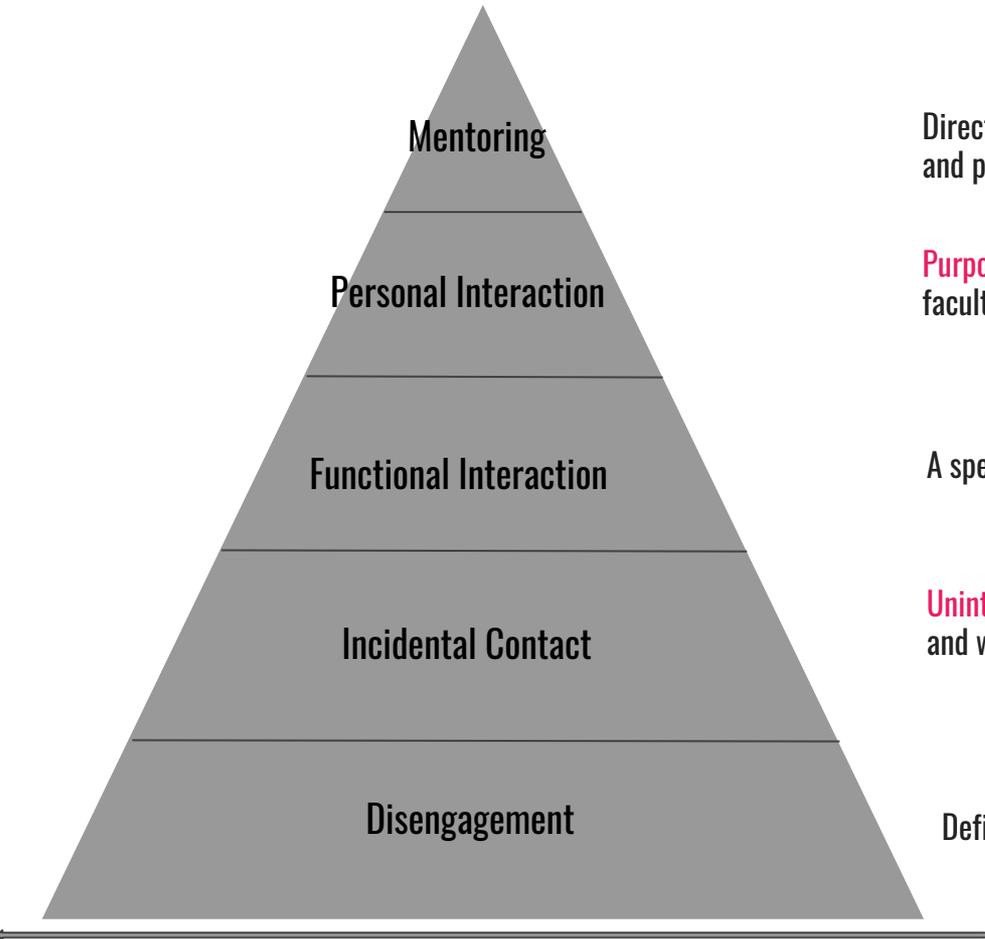
- Increased student satisfaction & positive student outcomes
  - ◆ Astin, 1993
  - ◆ Pascarella & Terenzini, 1991, 2005
- Improve student perception about the college experience
  - ◆ Brown, Headworth & Saum, 2009
  - ◆ Hart & Smith, 1993
- Academic persistence & learning
  - ◆ Tinto, 1993
  - ◆ Marchese, 1996
- Increased motivation & involvement
  - ◆ Chickering & Gamson, 1987
  - ◆ Cotten & Wilson, 2006
- For women, informal faculty-student contact increases feelings of affirmation, confidence, and self-worth
  - ◆ Kuh, 1995

Educators have long known that a significant portion of student learning in college occurs outside the classroom and that **faculty-student interaction is an important part of the college experience.**

Yet meaningful faculty-student interaction outside the classroom **is still elusive on many campuses.** Perhaps the most striking finding from this study is the general lack of out-of-class interaction between professors and students. This finding mirrors those from other studies (NSSE, 2006).

**What makes our finding remarkable is that such disengagement occurred within a well-funded residential college intentionally designed to foster meaningful interactions between students and faculty members outside the class.**

Nevertheless, both students and professors were universally frustrated by the infrequency of interaction. (Cox & Orehovec, 2007, p. 357)



Mentoring

Direct assistance with **career and professional** development, **emotional** and psychosocial support, and **role modeling**

Personal Interaction

**Purposeful** interaction that revolves around the **personal interest(s)** of a faculty member and/or student

Functional Interaction

A specific, **institutionally related** purpose

Incidental Contact

**Unintentional** contact between the faculty and students (i.e. polite greetings and waves are typical of this type of interaction)

Disengagement

Defined as faculty and students **not interacting** outside the classroom.

Frequency of contact

What do you think is the nature of student-faculty interaction in your residence halls? How do you know?

# Benchworks Institutional Questions

Spring 2016

**OQ8. In thinking about the past semester, which of the following statements best describes your interactions with faculty in your residence hall (e.g. Faculty Fellows in Residence [FFIR], Faculty Affiliate [FA])? (N=3386)**

1. I have not had any interactions with faculty in residence.
2. I have had unintentional or random interactions such as greetings in the hall, elevator, or lobby.
3. I have interacted with faculty when I have had questions about academic or NYU-related concerns or programs in the hall.
4. I have had intentional interactions that revolved around my or the faculty member's personal interests.
5. I consider my faculty in the residence hall as a role model who provides me with career/professional development advice and/or emotional support.

**OQ9. What did the faculty member do to foster the interactions you selected above? (N=1477)**

**OQ10. Please share a memorable interaction with a faculty member from your residence hall. (N=1387)**

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# Results from Study at NYU

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Disengagement -- 37.0%

Incidental -- 32.5%

Functional -- 13.9%

Personal -- 11.8%

Mentoring -- 4.7%

## What the faculty members **did...**

**Mentoring**

Recurring events, genuine interest in well-being or friendly disposition

**Personal Interaction**

Interesting event, friendly disposition, recurring events and a warm welcoming home

**Functional Interaction**

Events, friendliness of the FFIR and happenstance

**Incidental Contact**

Friendly disposition, elevator niceties and initiating conversation

**Disengagement**

Interesting events

←————→  
**Frequency of contact**

## Memorable interactions...

**Mentoring**

Personal or purposeful interaction, genuine interest in well-being and interesting event

**Personal Interaction**

Interesting event, intentional but superficial conversation and recurring events

**Functional Interaction**

Interesting events, program related conversation and food at the program

**Incidental Contact**

FFIRs' kids or pets, interesting events and elevator niceties

**Disengagement**

Elevator niceties and interactions with the FFIRs' kids or pets

←————→  
Frequency of contact

**What are the opportunities for increased student-faculty interaction?**

# Practical Strategies

- Structured events are important
- “Assertive friendliness”
- Presence in high traffic areas
- Personalized interactions
- Kids and pets



**“Our study suggests that virtually EVERY type of interaction between faculty members and students can have positive effects” (p. 359)**

5.18



Overall Satisfaction

5.76

Faculty as Mentor

5.18



Overall Satisfaction

5.47

Personal Interactions

# 5.18



Overall Satisfaction

# 5.36

Functional Interactions

5.18



Overall Satisfaction

5.24

Incidental Interactions

5.18



Overall Satisfaction

4.89

No Interactions

4.82



Personal Interactions

5.58

Faculty as Mentor

# 4.82



Personal Interactions

# 5.11

Personal Interactions

# 4.82



Personal Interactions

# 5.01

Functional Interactions

4.82



Personal Interactions

4.91

Incidental Interactions

4.82



Personal Interactions

4.50

No Interactions

**What training, development  
or other needs are there to  
maximize student-faculty  
interaction?**

# Q & A

# Thank You!

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