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Exploring the Impact of a Faculty-in-Residence Program on the Student Experience

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EXPLORING THE IMPACT OF A FACULTY-IN-RESIDENCE

PROGRAM ON THE STUDENT EXPERIENCE

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Abstract

Research shows faculty-student interactions outside of the classroom positively impact students' holistic development. Throughout history, a number of universities have created space in residential education for these meaningful interactions to occur by allowing faculty to reside in student housing. This study explored the student benefits of a faculty-in-residence program at a private liberal arts and sciences university in the Midwest. Through the utilization of a mixed methods approach, the researcher developed a deeper understanding around the phenomenon of faculty-student interactions within a faculty-in-residence program. According to this study, the majority of students participate in the program in some capacity. Still, the benefit of their participation hinges primarily on their level of engagement, which the research defined as the "physical and physiological energy" invested into a particular end (Astin, 1999, p. 519). Although students with little engagement alluded to feeling supported by the presence of faculty in the residence hall, higher education professionals could improve the program's impact by addressing some of the factors shaping a student's willingness to engage. A faculty-in-residence program offers a unique opportunity for universities to redefine learning for students in meaningful ways. If institutions utilize faculty-in-residence programs at their highest capacity, students who engage could greatly benefit.

Acknowledgements

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Chapter 1

Introduction

". . . a college's purpose is not to transfer knowledge but to create environments and experiences that bring students to discover and construct knowledge for themselves, to make students members of communities of learners that make discoveries and solve problems" (Barr & Tagg, 1995, p. 15).

Higher education's most important purpose should be learning. However, in recent years, institutional priorities began to reflect their students' desires for entertainment. Universities accommodate students to this end through "a vast smorgasbord of activities, academic and extracurricular, with which to fill most of the waking hours of their students' lives" (Bok, 2013, p. 15). A recent study indicated students at University of California "spent more than three *times* the number of hours engaged in recreation and socializing as they spent preparing for class" (p. 184). Although out-of-class opportunities prove vital to a student's collegiate experience, these programs should endeavor to enhance learning, not detract from it.

To maximize learning at a university, the ideal state would entail a seamless integration between the classroom and student life. Collaborations between academic affairs and student affairs prove essential. However, many universities still allow academic affairs and student affairs educators to operate in departmental silos (Barr & Tagg, 1995). This "traditional bifurcation of the curriculum and co-curriculum separates students' minds and identities" (Baxter Magolda, 2003, p. 232) and, ultimately, hinders learning.

Faculty-in-Residence Programs

Some universities have worked to bridge the gap between academic affairs and student affairs. One practical method they implemented with greater frequency is faculty-in-residence programs (Bridgeforth, 2010). Although these programs "are not new, they are taking on a more meaningful purpose in higher education (p. 47). The literature focusing on faculty-in-residence remains minimal, but a majority of the research speaks to the program's benefits (Bridgeforth, 2010; Browne, Headworth, & Saum, 2009; Dolby, 2014; Golde & Pribbenow, 1999; Rhoads, 2009; Shushok, Henry, Blalock, & Sriram, 2009; Umbach & Wawrzynski, 2005; Wawrzynski, Jessup-Anger, & Yao, 2011). Faculty-in-residence programs place a strong emphasis on academic learning beyond the classroom by "developing an academically student-centered community" within the residence hall (Bridgeforth, 2010, p. 48). The two key components making faculty-in-residence programs successful are the educational priority of the residence hall as well as the increased volume of faculty and student interaction (Schroeder & Mable, 1994).

Students living in residence halls often learn more than their commuting peers, because "living in a dormitory enhances the student's integration into the academic and social life of the campus and leads to more satisfaction with college, more interpersonal contacts with faculty and other students, and to greater personal and social competence" (Moos & Lee, 1979, p. 208). Despite extensive circumstantial benefits of living in the residence hall, the benefits prove even greater when institutions choose to prioritize learning in the hall through intentional programming. Fortunately, "many universities no longer view residence halls and dormitories as supplemental to academic planning, but as

integral and critical components to strategic academic development" (King Alexander, 1998, p. 13). This more holistic approach to education is essential because "general cognitive growth during college is fostered not just by coursework and academic involvement, but also by social and intellectual interaction with peers and faculty" (Pascarella et al., 1992, p. 12). Faculty-in-residence programs provide a space for these forms of interaction to occur with greater frequency–both formally and informally.

When faculty choose to invest in students outside of the classroom through programming or even conversation, students benefit a great deal (Cox & Orehovec, 2007). "Yet, meaningful faculty-student interaction outside the classroom is still elusive on many campuses" (p. 357). The few institutions that implement faculty-in-residence programs are working to change that reality because the benefits of those forms of interaction are so significant. "Frequent student-faculty contact in and out of classes is the most important factor in student motivation and involvement. Faculty concern helps students get through rough times and keep on working" (Chickering & Gamson, 1987, p. 3). A student's motivation and involvement lie at the core of that student's ability to succeed, which highlights further the importance of faculty-student interaction. Faculty-in-residence programs prove highly impactful because they utilize residence halls for learning and increase the volume of meaningful interaction shared by faculty and students (Benjamin & Griffin, 2013; Browne et al., 2009).

Purpose of Study

Faculty-in-residence programs often demand significant resources from an institution and, thus, make it difficult to seek funding without strong evidence of the learning benefits for students. However, few studies provide an in-depth analysis of

faculty-in-residence programs. Therefore, the researcher aimed to quantify interactions between faculty and students in this particular context, while exploring student benefits. This study sought to benefit educators in better understanding the value of engaging learning and facilitating faculty participation in residence halls. The following questions guided the researcher:

1. What types of interaction are faculty-in-residence and student having in the residence hall?

2. What is the frequency of interaction between faculty-in-residence and students in the residence hall?

3. How do students perceive the benefits they receive from a faculty-in-residence program?

Chapter 2

Literature Review

Academic and student affairs educators have begun to collaborate with greater frequency (Barr & Tagg, 1995; Bridgeforth, 2010; Shushok et al., 2009). The intent of this collaboration is to enhance learning opportunities beyond the constraints of the classroom. However, in order to pursue such opportunities, universities must shift from an instruction paradigm to a learning paradigm: ". . . in the Instruction Paradigm, a specific methodology determines the boundary of what colleges can do; in the Learning Paradigm, student learning and success set the boundary" (Barr & Tagg, 1995, p. 15). By taking advantage of the learning potential in residence halls, universities supersede the "instruction paradigm" boundary (DeCoster & Mable, 1974; Moos & Lee, 1979; Pascarella et al., 1992; Schroeder & Mable, 1994). The faculty-in-residence model exemplifies the learning paradigm and integrates faculty into the residential experience to enhance the learning benefits (Benjamin & Griffin, 2013; Browne et al., 2009; Dolby, 2014; Mara & Mara, 2011; Rhoads, 2009; Shushok et al., 2009; Sriram, Shushok, Perkins, & Scales, 2011).

Learning as an Institutional Priority

The learning paradigm. To the detriment of students, universities commonly view academic affairs as the silo in which learning occurs. However, in the learning paradigm, "the college aims, in fact, to create a series of ever more powerful learning

environments" (Barr & Tagg, 1995, p. 15). Creating the most effective learning

environments for students requires collaboration: "Partnerships among student affairs

professionals, faculty members, and academic administrators can serve as a

transformational tool to enhance the quality of the students' educational experience in its

most important aspects" (Martin & Murphy, 1997, p. 3). Often, these partnerships

enhance the learning occurring outside of the classroom (Blake, 2007; Kuh, 1994; Martin

& Murphy, 1997; Price, 1999; Schroeder, 1999; Westfall; 1999).

Significance of learning outside of the classroom. Many studies have examined

the significance of learning outside the classroom (Barr & Tagg, 1995; Baxter Magolda,

2003; Blake, 2007; Carini, Kuh, & Klein, 2006; Indiana University, 2013; Kuh, 1993,

1994, 1995, 2009). Moffatt (1989) found,

> About 40% of students, the do-it-yourself side of college [what took place outside
>
> the classroom] was the most significant educational experience. And for all but
>
> 10%, extracurricular learning had been at least half of what had contributed to
>
> their maturation so far in college. (p. 58)

Formational experiences outside of the classroom might include "conversations with

faculty after class and collaboration in research and teaching projects, living in a

residence hall, working on or off campus, participating in institutional governance,

involvement in clubs and organizations, and voluntarism" (Kuh, 1993, p. 278).

Opportunities to learn outside of the classroom are abundant. However, for learning to

occur, "all institutional agents must know how students learn and be familiar with the

out-of-the-class conditions that encourage students to take advantage of learning and

personal development opportunities" (Kuh, 1994, p. 117).

Student engagement. A student's engagement in the learning process is essential because it transforms program objectives into achieved learning outcomes. Student involvement "refers to the physical and physiological energy in various objects" (Astin, 1999, p. 519). Such objects can range in specificity from the full student experience to participation in a residence life program. Astin's involvement theory illustrates a direct correlation between student learning and involvement. The more students invest in their own experiences, the greater the benefit to their development. Therefore, learning cannot occur through programming without a student present—mentally or physically. Students receive the greatest benefit when they invest significant energy into their learning.

Student benefits. When a student engages in outside the classroom learning benefits can include the formation of values and greater self-knowledge. One particular study examined student reflections on how their out-of-classroom experiences impacted their development. Frequently mentioned outcomes among students included "social competence (84%), reflective thought (72%), altruism (70%), autonomy (66%), knowledge acquisition (65%), confidence (63%), practical competence (62%), and self-awareness (60%)" (Kuh, 1993, p. 284). As another significant benefit, students grow in their own sense of self, referred to as *self-authorship*: "College students need to develop [this] internal compass to achieve complex learning" (Baxter & Magolda, 2003, p. 232). Universities should aspire to make learning—within or outside of the classroom—a contribution to a student's holistic development.

Learning within the Residence Hall

Residence halls serve a meaningful role in student learning on college campuses, and some of the learning that occurs in residential living merely results from proximity to

campus resources. In comparison to commuters, residential students "have significantly more social interaction with peers and faculty and are significantly more likely to be involved in extracurricular activities and to use campus facilities" (Pascarella, Terenzini, & Blimling, 1994, p. 27).

Although mere location can yield benefits to student learning, the potential of residence halls far exceeds the effects of incidental student engagement. Universities must come to understand the primary purpose of residence halls as "educational, not managerial" (Bliming & Miltenberger, 1984, p. 26). When programming prioritizes learning, residential education "may enhance the impact of college, not only in areas such as student values, attitudes, personal development, and persistence, but also in student cognitive growth and intellectual growth" (Pascarella et al., 1992, p. 11).

Social and emotional benefits. Students in residence halls establish a greater understanding of self-concept due to the increased number of interactions with both faculty and peers in comparison to their commuting peers (Blimling, 2015; Pascarella et al., 1992). A student's social environment offers a substantial educational impact. For example, students who live on-campus often more likely engage in discussions with a more diverse array of peers (Indiana University, 2013). Such conversations often provide a platform for individual growth. Other benefits include gains in self-confidence and increases in social awareness, as well as development of a student's values (Pascarella et al., 1992; Schroeder & Mable, 1994). Living in a residence hall significantly contributes to "greater personal and social competence" (Moos & Lee, 1979, p. 208).

Cognitive benefits. Residential students achieve greater intellectual development than their commuting peers because "cognitive growth during college is fostered not just

by coursework and academic involvement, but also by social and intellectual interaction with peers and faculty" (Pascarella et al., 1992, p.12). One study found "students on-campus and off-campus entered the university with approximately the same academic backgrounds, grades, and other similar predicators. However, the students who lived on-campus preformed better academically than those students who lived off campus" (Blimling & Miltenberger, 1984, p. 28). In addition, students who live in residence halls make greater strides in critical thinking skills during their college experience (Pascarella et al., 1992). Residence halls thus provide significant opportunities for students to develop their intellect (Schroeder & Mable, 1994).

Faculty-in-Residence Programs

In recent years, a historical model of residence life has gained significant traction in the field of student development: *faculty-in-residence programs*. Many institutions have worked to make learning a campus priority. According to Barr and Tagg (1995), the time has come for colleges to shift from a teaching paradigm to a learning paradigm: "Roles under the Learning Paradigm, then, begin to blur. Architects of campus buildings and payroll clerks alike will contribute to and shape the environments that empower student learning" (p. 24). This perspective illustrates the integration of learning into all portions of the university, and that particular philosophy proves foundational to the faculty-in-residence mission. More recently, universities have worked towards a "closer integration of the student's living environment with his or her academic or learning environment" (Pascarella et al., 1994, p. 32). This holistic perspective aids students in learning more efficiently and effectively.

Program description. Faculty-in-residence programs vary slightly in structure from one institution to another, but the central purpose of the program remains to engage students in relationships with faculty. The implementation of this aim takes place by having faculty members live within residence halls. Roles and responsibilities for faculty can range from formal to informal engagements. As Rhoads (2009) reflected on his experience in a faculty-in-residence program, "I mostly dealt with educational aspects of the residential experience through what often is termed *programming*—planned activities and events with particular educational goals and outcomes" (p. 20). On the other hand, some faculty-in-residence supervise student employees as a part of their responsibilities (Benjamin & Griffin, 2013). Again, the purposes of the programs might vary from institution to institution, but the intent is to connect faculty to students in meaningful ways that facilitate learning within the residence halls.

Faculty-student interactions. Extensive research has shown the unique value of faculty-student interaction (Chickering & Gamson, 1987; Komarraju, Musulkin, & Bhattacharya, 2010; Mara & Mara, 2011; Lundberg & Schreiner, 2004). One study emphasized the impact of faculty in establishing campus culture, claiming,

> Campuses where faculty emphasize best practices have students who are engaged, perceive they are supported, and gain from their college experiences. This suggests that faculty attitudes and beliefs and behaviors can play a role in creating a culture that fosters student learning. (Umbach & Wawrzynski, 2005, p. 174)

The models teachers set for students have a deep influence, so positive engagement with faculty has lasting affects on student learning. "Conditions for growth are maximized when academic experiences are reinforced through non-classroom interactions with

faculty and other students" (Pascarella et al., 1992, p. 15). Many positive outcomes—from academic to social development—stem from faculty-student engagement.

Differing types of engagement between student and faculty produce a variety of learning outcomes. According to Cox and Orehovec (2007),

> While educators know that faculty-student interaction outside the classroom is
>
> associated with positive outcomes, there is little understanding of the process by
>
> which such interactions take place…such an understanding is critical; without it,
>
> efforts to develop structures and cultures that foster these educationally
>
> productive interactions will be limited in both their effectiveness and efficiency.
>
> (p. 344)

Cox and Orehovec concluded five types of interactions exist between students and faculty, including mentoring, personal interaction, functional interaction, incidental context, and disengagement. With the addition of a faculty-in-residence position, students gain the increased ability to engage faculty more frequently in less common interaction types (mentoring, personal interaction, and functional interaction).

Student benefits. The benefits of faculty-student interaction occurring in a traditional university become heightened on campuses that have faculty-in-residence programs. A few universities prioritize this historic method due to its emphasis on student learning (Schroeder & Mable, 1994). These programs "improve students academic and social growth which are essential elements for fostering an environment that creates retention" (Bridgeforth, 2010, p. 47). More specifically, students prove likely to "engender benefits in at least three major ways: improving students' perceptions of their educational experience in college, enhancing mental orientations toward learning,

and improving scores on quantifiable measures of student achievement" (Browne et al., 2009, p. 24). Students' encounters with faculty outside of the classroom benefit student learning.

Faculty benefits. Not only do students benefit from faculty-in-residence programs, but faculty also benefit. For example, after serving in a residence hall for nine years, Rhoads (2009) grew in understanding the validity of student affairs professionals. In particular, he offered, "Residential education professionals embrace a never-ending responsibility" (p. 17). His presence in the hall allowed him to understand the importance of residential education in student learning and success.

Faculty members who participate in residential living often grow not only in understanding the need for residential education, but frequently, they also allude to becoming more informed in their teaching. "For example, Pamela Johnston (2007) remarked that her life in a student residential community at the University of Missouri continued to influence her teaching methods and perception of her role as an educator long after her live-in role ended" (Sriram et al., 2011, p. 42). Faculty members benefit from greater awareness of student life. (Rhoads, 2009; Sriram, et al., 2011).

Conclusion

Faculty-in-residence programs have had great success in institutions that have chosen to implement them (Browne et al., 2009). "Although faculty-in-residence programs are not new, they are taking on a more meaningful purpose in higher education" as they bridge the divide between academic and student affairs (Bridgeforth, 2010, p. 47). Many sources mention the importance of faculty-in-residence programs, but few attempt to evaluate with depth and clarity the benefits to students (Cox &

Orehovec, 2007; Dolby, 2014; Mara & Mara, 2011; Shushok et al, 2009). The increase in faculty exposure for students and the seamless learning environment provide significant benefits to student learning. However, using generic research on each of these topics to inform the conversation on faculty-in-residence programs simply proves insufficient. The literature necessitates additional research on student benefits emerging from faculty-in-residence programs moving forward to help guide the development and implementation within higher education institutions.

Chapter 3

Methodology

This study sought to quantify the faculty-student interaction occurring within the faculty-in-residence program at a private liberal arts and sciences university in the Midwest. To accomplish the task effectively, the researcher utilized a convergent parallel design. This type of mixed methods approach "occurs when the researcher collects and analyzes both qualitative and quantitative data during the same phase of the research process and then merges the two sets of results into an overall interpretation" (Creswell & Clark, 2010, p. 77). This approach results beneficially in a more complete understanding of the topic because the researcher can use "separate qualitative and quantitative methods as a means to offset the weaknesses inherent within one method with the strengths of the other" (Creswell, 2009, p. 213).

Convergent parallel design studies utilize one of three common variations. However, the parallel-databases variant approach appeared the most fitting for this study. This method allowed the researcher to equally prioritize the qualitative and quantitative strands while using "the two types of data to examine the facets of a phenomenon" (Creswell & Clark, 2010, p. 77). The parallel-database variant approach provided a comprehensive assessment of the faculty-in-residence program because of its ability to incorporate the strengths of both the qualitative and quantitative approaches.

Context

Faculty-in-residence programs take on many unique forms due to universities' varied needs (Perlman, 2006). Some institutions implement a traditional residential college model in which faculty oversee all areas of student life, including discipline and educational programming. Often in this model, students take foundational curriculum courses and dine in their residential communities (Schroeder & Mable, 1994). This model necessitates high levels of faculty involvement, usually offering faculty significant course reductions.

An example of a faculty-in-residence model with less faculty involvement comes in a programming model. This model requires faculty-in-residence to engage students in the residence hall through programming and social interactions but requires no faculty responsibility around issues of student concern (Perlman, 2006). Universities with a programming model elect student affairs professionals to oversee the residential experience rather than the faculty-in-residence.

Generally, the university studied exemplifies a programming model. A previous president of the university designed the first residential space for the faculty-in-residence program with a dining hall (Perlman, 2006). However, following the program's beginning, the other residence halls did not include dining options for faculty-student interactions. Therefore, the primary focus of the university's faculty-in-residence program became to connect students and faculty through intentional programming. At the studied university, student affairs professionals hold the primary responsibility for student concerns (Anonymous, personal communication, January 19, 2015).

The researcher focused on the original residence hall for the faculty-in-residence program due to its primarily sophomore population. For the sake of anonymity, the researcher referred to the residence hall as Hadley Hall throughout the study.

Quantitative Research Component

The researcher utilized the survey design method, which "provides a quantitative or numeric description of trends, attitudes, or opinions of a population by studying a sample of that population" (Creswell, 2009, p. 145). Data collection involved distributing a survey that primarily sought to quantify the type and frequency of faculty-student interactions within the residence hall.

Participants. The researcher emailed the survey to 269 students who live in Hadley Hall. Hadley Hall, a coeducational residence hall, predominately houses sophomore students. Given that the research occurred midway through an academic year, the researcher found it helpful to focus on sophomores due to their more extensive exposure to the university's faculty-in-residence program. Each student lived in another residence hall with a faculty-in-residence his or her first year, giving each student added perspective. The experience made them incredibly helpful for gleaning rich data.

Instrument. The researcher acquired permission to use a faculty-in-residence expectation survey from a contributor in faculty-in-residence research. The researcher adapted the survey to assess experiences rather than expectations. In order to maintain the integrity of the instrument while making the necessary adaptations, the researcher's process included "identifying the purpose of the instrument, reviewing the literature, writing the questions, and testing the questions with individuals similar to those you plan to study" (Creswell, 2011, p. 157). The adaptation resulted in an eight-item survey

exploring the nature of faculty-student interactions within the residence hall. The survey

began with questions regarding demographic information and continued with questions

related to frequency and type of faculty-student interaction.

Procedure. First, the researcher obtained IRB approval from both the institution

at which the researcher attends as a graduate student and the institution at which the study

took place. Collaboration with the institution at which research occurred proved essential

in acquiring appropriate permission required to invite Hadley Hall students to participate

in the study. After receiving IRB approval, the researcher distributed the survey to all

sophomores in Hadley Hall via email. Before accessing the questions through Survey

Monkey, the student had to electronically sign the consent form; the survey remained

open for two weeks. Names or identification numbers were not recorded in order to

insure confidentiality and anonymity. However, if students wanted to follow a link to an

additional survey, they could provide their information for a chance to win an incentive.

Analysis. The researcher used descriptive statistics for analyzing the data.

Descriptive statistics "indicate general tendencies in the data, the spread of scores, or a

comparison of how one score relates to the others" (Creswell, 2011, p. 182). The

analysis allowed trends to emerge for frequency and types of faculty-student interaction.

Qualitative Research Component

Beyond simply quantifying faculty-student interaction, the researcher sought to

explore the particularities of those encounters. Therefore, the qualitative portion of the

research explored student benefits of having faculty live within the residence hall. In

accomplishing this task, a phenomenological design proved the most fitting. Using a

phenomenological approach allowed the researcher to focus "on exploring how human

beings make sense of experience into consciousness, both individually and as shared meaning" (Patton, 2002, p. 104). This translation from experience to meaning making is often referred to as the phenomenon. A phenomenon clarifies the experiences of individuals, so it is necessary for the researcher to explore "how they perceive it, describe it, feel about it, judge it, remember it, make sense of it, and talk about it with others" (p. 104). The phenomenon explored in this study was faculty-student interactions that occurring faculty-in-residence program.

To identify this phenomenon effectively, the researcher studied the perceptions and experiences of students living in the residence hall. The researcher implemented purposeful sampling because it allowed for the gaining of "information rich" responses to aid in describing the phenomenon with both depth and clarity (Creswell, 2011, p. 206).

Participants. Within the selected population of sophomores within Hadley Hall, the researcher emailed approximately 50 randomly selected students to participate in the survey. To those students invited to participate, the researcher offered a small incentive for those who volunteered. The researcher interviewed the nine students who expressed interest in participating in an interview.

Procedure and analysis. First, the researcher identified a population who could provide rich data from their experience. Next, after selecting and inviting students to participate, the researcher conducted interviews, giving the chosen students a consent form and description of the interview protocol at the start of the interview. The interviews were recorded, transcribed, and coded with each student's permission. The researcher began each interview by reviewing the context and purpose of the study with the participant. The researcher then asked a series of questions leading the student to

reflect on the types and quality of interactions they have had with their faculty-in-residence. In addition, the researcher asked the students to articulate what benefits they feel they have received from those relationships. After concluding the interviews, the data required analysis. Analyzing the interviews necessitated coding, "the process of segmenting and labeling to form descriptions and broad themes in the data" (Creswell, 2011, p. 243). Several themes emerged from the data. The researcher organized these themes while considering the order of the previously mentioned research questions.

Mixed Method Analysis

Another valuable component of this study came in the analysis that occurred when the researcher completed both the qualitative and quantitative components of the research. This analysis provided a more complete understanding of a student's experience in faculty-in-residence programs. To stay true to the study design, much of this analysis occurred in Chapter 5 by connecting both the qualitative and quantitative results to the literature. After integrating the two data stands, the researcher interpreted how the "data converged, diverged, related to each other, and/or produced a more complete understanding" (Creswell & Clark, 2010, p. 79). Merging the sets of data allowed the researcher to thoroughly respond to the research questions.

Chapter 4

Results

The researcher collected both qualitative and quantitative data to understand

better the faculty-student interactions within a residence hall. The researcher intended to

offset the weaknesses of each method by utilizing both. Due to the convergent parallel

design selected as the most fitting methodology, the researcher did not connect the

qualitative and quantitative components until Chapter 5, an approach which allowed for

each method to inform the phenomenon separately first.

Qualitative Component

The study's qualitative component produced rich data that allowed for a fuller

understanding of the student experience within a faculty-in-residence program.

Participants shared their experiences, which proved generally quite positive. The

literature informed the research protocol, and participant responses revealed four main

themes and many sub-themes. The first theme developed as participants' understanding

of the faculty-in-residence program, while the second theme emerged as a factor

influencing student engagement. In the second theme, three sub-themes materialized:

programmatic awareness, student's perception of busyness, and the availability of

incentives. The first two themes clarified students' participation in the program. The

third theme was faculty-student interactions in the residence hall, with two sub-themes:

interaction frequency and type. Finally, the fourth theme—the student benefit of a

faculty-in-residence program—held three sub-themes: greater awareness of faculty support, out-of-the-classroom learning, and increase in sense of belonging.

Theme 1: Participants' understanding of the faculty-in-residence program. To begin each interview, the researcher asked participants what they viewed as the purpose of the faculty-in-residence program. All nine participants posited the program's foundational purpose as connecting faculty and students through the residential experience. For example, Carli said, "I guess it is nice for them cause they get to live on campus and then it is nice for the students cause they get to actually know them beyond the classroom." All participants seemed aware of faculty living in the residence hall.

Beyond basic explanation of the program, some participants spoke in greater detail to the program's values. Eight participants indicated a sense of care, comfort, and support as main priorities of the faculty-in-residence. Tyrelle stated, "The mission of the faculty-in-residence program would definitely have to be to show genuine concern and support to students outside of the classroom." Many participants stated the program serves as built-in support system for the residential community. Brad even expressed surprise regarding this non-traditional experience with faculty: "I would say there is a certain aspect of seeing that teachers aren't just professors that only teach and that is all they do. They care about the students . . . . they really do care." In general, most participants felt supported and cared for by the faculty-in-residence, even when relatively uninvolved in programming.

More specifically, when explaining the sense of comfort and care within the program, four participants mentioned the program's intent to create a sense of home and family for students. Matthew offered,

I think the mission or what is communicated to me is that it is supposed to be kind

of this way of transitioning students from high school into living by themselves

away from their family . . . . And so they want to try and make that transition

smoother by kind of having a place holder for your real family at [the university].

Many viewed the presence of families in the residence hall in a positive light. Seven

participants provided examples of programs or interactions they had engaged in with the

faculty-in-residence's spouse or children. For example, when talking about his faculty-

in-residence, Ben said, "They had kids that were always running around and they throw

birthday parties for the kids outside that we were all apart of." The involvement of the

faculty-in-residences' families translated into many participants viewing the program as

intending to construct a "home" environment within the residence hall.

All participants appeared aware faculty lived in their residence hall, and many

also indicated the program's main priority of caring for and supporting students, which

included references to the concept of family. The participants viewed the program as a

bridge between faculty and students. For example, Ben said,

I know it is designed to give us, or at least this is what I think, to give us better or

closer relationships with the faculty here. Because I know a lot of times students

think there is a pretty big disconnect . . . . So this is an attempt to bridge the gap

between students and faculty.

Each participant provided an objective understanding of the program as an opportunity

for connection between faculty and staff. However, some students further explained the

values they believe shape the faculty-in-residence program's purpose. The overall

perception of the faculty-in-residence program from their perspective seemed positive.

Theme 2: Factors that impact the student's participation. The next theme pointed to the factors influencing student engagement in the program. During the interview, participants mentioned the reasons they either engage or disengage from the faculty-in-residence program. The sub-themes that became apparent to the researcher included the students' awareness of the faculty-in-residence program, the perception of their own busyness, and the incentives available for participation.

Sub-theme: Programmatic Awareness. Students could possess two levels of programmatic awareness. Theoretically, the first level offers an understanding of the program's purpose, and practically, the second level provides an awareness of specific engagement opportunities. In general, interviewees expressed a lack of awareness of the faculty-in-residence program's purpose, but they felt consistently informed through email about the particular events occurring in the hall. Both levels of awareness or lack thereof affect a student's willingness and ability to engage.

Eight participants mentioned they did not have a very in-depth understanding of the faculty-in-residence program's purpose. Katie said with little confidence, "I guess I would describe it as a person who works at [the institution] who wants to be more involved with the students' lives whether they are part of their subject that they teach or not." Although students have some understanding, their ideas seemed underdeveloped. Their limited assessment of the benefits makes it difficult for them to want to engage. When asked what inhibits participation in the program, Matthew stated,

> So for me, there is no motivation if I have so many other things to do – to say well
> am I really going to take time out of my day at 9:00 at night to go eat cheesecake

in an apartment of a person that I don't really know so well. That doesn't make

so much sense to me so that is why.

Participants minimally understood the program, making it difficult for them to sacrifice

their highly valued time to engage.

When it comes to ways of engaging in the faculty-in-residence program, no

students mentioned insufficient knowledge about opportunities available to them. Eight

participants mentioned receiving frequent informational emails pertaining to specific

programs, with one exception of a Resident Advisor involved in the creation and

implementation of faculty-in-residence programs. For instance, Ben stated, "I know I get

emails from him for opportunities multiple times a month for different things that he does

offer." All participants articulated feeling informed around the ways they could engage,

which differs a great deal from their broader awareness of the program's purpose.

Sub-theme: Student's perception of busyness. With time as a limited resource,

many participants mentioned its impact on their engagement in the program. Five

participants felt too busy to participate in a majority of the programs available. For

instance, Caleb said, "Honestly, my schedule is pretty nuts, so I don't get to do many of

the activities that he offers." On a college campus, a variety of activities compete for a

student's attention, and the interviewees alluded to that reality. Carli said, "I play tennis

so I'm pretty busy anyway and don't have much free time." Students mentioned some

faculty-in-residence who sought to address this issue. Katie stated,

This year just the fact that a lot of the things that he has . . . is from this time to

this time come whenever it is convenient. That's nice or a lot easier to take

advantage of. Rather than a let's meet at this time and it is going to take five hours

because that is not practical for a college student.

Generally, participants agreed that adding to their current commitments on campus felt

impossible, even for such beneficial investments.

Sub-theme: Incentives. During the interviews, all nine participants mentioned

the incentives faculty-in-residence utilize to increase participation in events. Whether

food or event tickets, students emphasized programming rarely occurs without incentive.

Annie illustrated this notion: "I go if it is like Qdoba – they had for their son's birthday.

They invited everyone to. Or like cake. But if it is just like cookies and candies, I don't

go." Not all students expressed the same emphasis on quality of food, but all of them

mentioned its presence in programming. One student made note that this emphasis on

incentives may prove problematic. Tyrelle said:

> Sometimes even with college students it is always like we come to get free food.
>
> Sometimes it is like that with the faculty-in-residence . . . . I would say for the
>
> faculty and the way it is now, more people use it for the free aspects than actual
>
> relationship building . . . . It's like oh let's go down there and get a free cookie
>
> and then come back up.

Incentives seemed of high importance to each participant and served as one motivation

for participating in the program.

Theme 3: Faculty-student interactions within the residential community.

One of the interviewer's main focuses was to examine the frequency and type of

interactions participants had with faculty-in-residence. Among interviewees' responses,

there appeared variety in the frequency of interactions with faculty. Nonetheless, types of interactions revealed greater consistencies among participants' experiences.

Sub-theme: Frequency. The researcher found involvement varied among participants, ranging from zero involvement to weekly interactions. Three out of nine participants stated they had no involvement with their faculty-in-residence this academic year. Four participants stated they interact with their faculty-in-residence about once a month; two participants interact a few times a month with their faculty-in-residence. The interviewees made the connection that the frequency of their interactions shape the type and depth of interaction they have with their faculty-in-residence.

Sub-theme: Type of interactions. The type of interactions participants had with their faculty-in-residence appeared inconsistent. The primary type of interactions interviewees had with their faculty-in-residence were general greetings. Nathan, for example, said, "I mean it is more a passing relationship. Just an exchange of pleasantries in the mornings whenever I see them. But it's definitely friendly – not like a forced acquaintance type relationship." This perspective proved consistent in seven of the nine participants who described their interactions in passing with faculty. Blake described a majority of his interactions with his faculty-in-residence as an "occasional greeting." Frequently, greetings seemed the foundation of participants' relationships with faculty.

The second most common type of faculty-interaction with the participants are conversations at hall programs. During this academic year, eight participants attended at least one faculty-in-residence program. When Carli described the event she attended, she said, "I talked to the professor. There were like eight people I think who went – so we sat like right across the table. He was really nice." Six participants alluded to similar

experiences. They described these encounters with faculty as positive but surface-level. Other types of interactions emerged the interviews, but they proved sporadic and inconsistent in the data, unlike participants' descriptions of their general greetings and conversations within a hall program.

Theme 4: Benefits of a faculty-in-residence program. Students articulated a wide array of benefits in their interviews. However, a few sub-themes originated from consistencies in their responses. The researcher identified three sub-themes to encompass the benefits participants expressed: greater awareness of faculty support, out-of-the-classroom learning, and an increased sense of belonging.

Sub-theme: Greater awareness of faculty support. The most prevalent benefit participants alluded to was faculty approachability and support. While only one participant mentioned utilizing faculty support, five mentioned knowing peer who sought some type of support from a faculty-in-residence. For instance, Tyler recounted, "My friend had a question about [a course]. It was a lot quicker for her to go and knock on the apartment of the professor. Like he goes on rounds whenever there is a big test." Most participants felt actively supported by the faculty-in-residence program, even if, they did not articulate taking advantage of particular conversations or events.

The words used to describe the faculty-in-residence included approachable, supportive, caring, and safe. Six students said, if they had an issue and needed to talk to someone, they felt willing to speak with their faculty-in-residence. Often, interviewees did not articulate it as their first option, but they viewed it as a possibility. Brad said, "I would definitely feel comfortable going to them, but first I would go to my RA…but I wouldn't hesitate to probably go see my faculty-in-residence either though." Largely,

students viewed faculty as available for care and support within the faculty-in-residence program. Tyrelle illustrated his experience: "There is a lot I would go to them for . . . . They do create a safe space – very nice – create a safe space for everyone I would honestly say. But yes I am comfortable with them." All participants viewed support and care as the intention of the program, but seven articulated faculty-in-residence as a welcoming, willing support system. Many participants articulated the program as a resource available when and if they needed additional support.

   Sub-theme: Out-of-the-classroom learning. Although the location of learning shifts from a classroom to a residence hall in a faculty-in-residence program, some participants still perceived they could still learn a great deal from a professor. Five interviewees made a reference to learning from faculty-in-residence. Brad articulated his excitement for learning about a new subject: "She is a teacher in more like dance, she does dance classes, that is not my field of study, but it was interesting to hear like what she did that was always really interesting." He felt able to learn things about a specialty he does not engage with in his studies. Nathan summarized many students' feelings by saying, "So you have two rather intelligent people who can offer their perspectives on things." A wide-variety of examples revealed students gain new insights through conversations and programming with faculty-in-residence.

   Sub-theme: Increased sense of belonging within the campus community.
During the interviews, students often referenced an increased sense of belonging as a result of the faculty-in-residence program. Six participants mentioned feeling more connected to the university community as a whole through the program. Katie said,

Even though [this university] is small compared to many universities there are

still a lot of times where professors would not necessarily know your name unless

they had you in lab. It is nice to have a professor who you don't even have know

at least about you.

Generally, students expressed feeling more connected, and some said the program made

the university feel smaller. Nathan mentioned when describing the program benefits, "So

everything is an attempt to assimilate the students and make everything – make [the

campus] feel that much smaller." Being known by faculty on even a conversational level

has led some participants to feel more connected to the campus community.

Students not only felt more connected to faculty through the program but also

established new friendships through events they attended. Three participants voiced

excitement around developing new relationships with peers through faculty-in-residence

programming. Nicole said the mixers she attends through the program have "helped [her]

to start to get to know some of the other people in [her] unit." Brad said,

I have been able to meet a lot of my floor mates like a lot of people that I know by

like going and seeing [the faculty-in-residence] . . . . Because I remember like I

wanted to meet some of the people, but there was never really a good time to.

Eight participants acknowledged becoming more connected to a faculty member or peer

through the faculty-in-residence program. These connections helped those students feel a

stronger sense of belonging in Hadley Hall and in the broader campus community.

Quantitative Component

For the quantitative component of this research, the researcher sent three email

appeals to 269 sophomore students in Hadley Hall for participation in a survey via

Survey Monkey. Each appeal yielded a different number of responses for a total of 124

completed surveys ($n = 32$, $n = 90$, $n = 2$). In total, the survey response rate proved

relatively high at 46.10%, just under the recommended response rate of 50% or higher

(Creswell, 2011). However, due to the nature of some questions asked in the survey, the

researcher needed to allow participants to skip items for the relevancy of the data

collected. Therefore, not all participants answered every question.

The eight-item survey asked questions related to the frequency and types of

interactions students have with their faculty-in-residence. The researcher utilized a

diversity of questions types to best fit the question being asked. With this survey, the

researcher intended to gain a deeper understanding of the faculty-student interactions

occurring within a residential setting. Of those who completed the survey, 95.93%

seemed aware of the institution's faculty-in-residence program. Due to the high levels of

awareness among respondents, the survey provided useful data for better understanding

the fundamental intention of the program, increased faculty-student interaction.

Data analysis. The researcher completed an analysis of the data through the use

of descriptive statistics. Data collected through the Likert response scale questions

allowed for the utilization of central tendency and dispersion analysis. The remaining

types of questions only allowed for a basic analysis using frequency distribution.

Demographics of participants. The survey asked respondents to provide their

gender, race, and expected grade point average. Forty-two percent of participants

identified as male and 58% as female. In relation to racial background, 88% of

participants selected Caucasian, while the remaining 12% included the minority groups of

African-American ($n = 7$), Asian-American ($n = 3$), Hispanic ($n = 3$), and other ($n = 3$).

Most students who responded to the survey had high grade point averages, most commonly in the 3.5 - 4.0 range (52%, *n* = 62). Only one student indicated expecting to have a 1.99 or below by the end of the next academic year. All other students indicated falling either in the 2.5 – 2.99 range (8%, *n* = 10) or the 3.0 – 3.49 range (40%, *n* = 48).
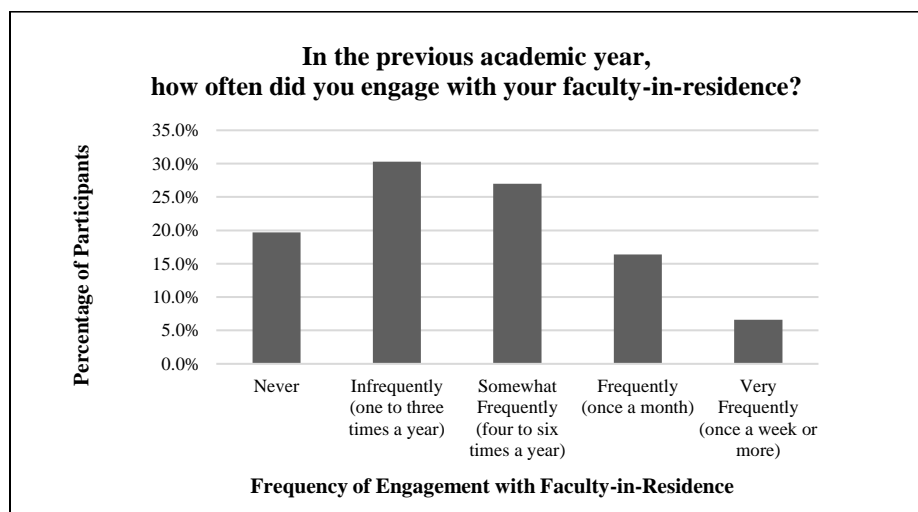
Frequency of interactions.

Figure 1. 122 out of 124 participants answered how often they have engaged with their faculty-in-residence in the previous academic year. The frequency distribution bar chart above shows only a minority of participants never engaged with their faculty-in-residence (19.67%).

For questions regarding frequency, the researcher utilized a Likert response scale (1 = Never, 2 = Infrequently – *one to three times a year*, 3= Somewhat Frequently – *four to six times a year,* 4 = Frequently – *once a month*, 5 = Very Frequently – *once a week or more*). A majority of respondents engaged their faculty-in-residence at least once (see Figure 1). Only 19.67% of have never interacted with their faculty-in-residence. The average response was 2.60 and the most common response was a 2 (infrequently). However, fifty percent of participants reported engaging with their faculty-in-residence somewhat frequently to very frequently (*n* = 61), which indicates each of those students engaged their faculty-in-residence more than four times in the previous year.

In the previous academic year, how often did you participate in faculty-in-residence programs?
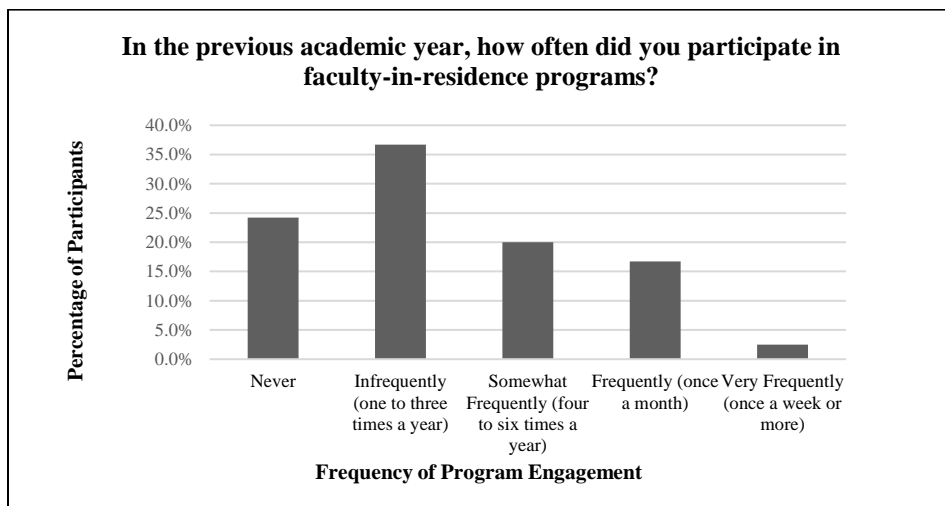

Figure 2. 120 out of 124 participants answered how often they have engaged in faculty-in-residence programs during the previous academic year. The frequency distribution bar chart above shows a majority of participants engaged at least one time in a faculty-in-residence program (24.17%).

Students commonly engaged their faculty-in-residence through intentional programming in the residence hall. The researcher asked participants how often they had participated in faculty-in-residence programs during the previous year (Figure 2). The average response was 2.37, with the most common response as 2 (infrequently). However, most respondents specified participating in at least one faculty-in-residence program (75.83%, $n = 91$). Thirty-nine percent of students participated in more than four faculty-in-residence programs during the previous academic year. Few indicated they participate in programs very frequently (2.50%, $n = 3$).

Type of interactions. The researcher allowed participants to check all applicable responses when asked what types of interactions they had with their faculty-in-residence. The options they could select from included general greeting or unintentional encounters; academic-related questions/discussions; housing concerns; hall programming; career questions/development; and personal life. The total response count was 197 for the 107 students who answered. See Figure 3 for a summary of interaction types.
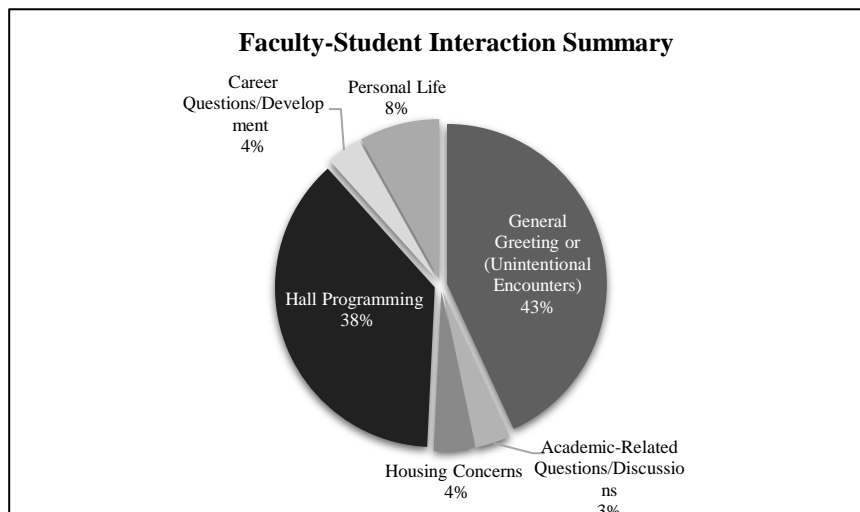
Faculty-Student Interaction Summary

Figure 3. When completing the survey, participants could check all of the applicable types of interactions they have had with faculty in the residence hall. Out of the 197 total response count, the most prevalent types of interactions with faculty are general greetings (43.15%) and hall programming (37.56%).

Forty-three percent of noted interactions were general greetings or unintentional

encounters, while 38% were hall programming. Interactions related to personal life,

career development, housing concerns, and academics comprised only 19%.

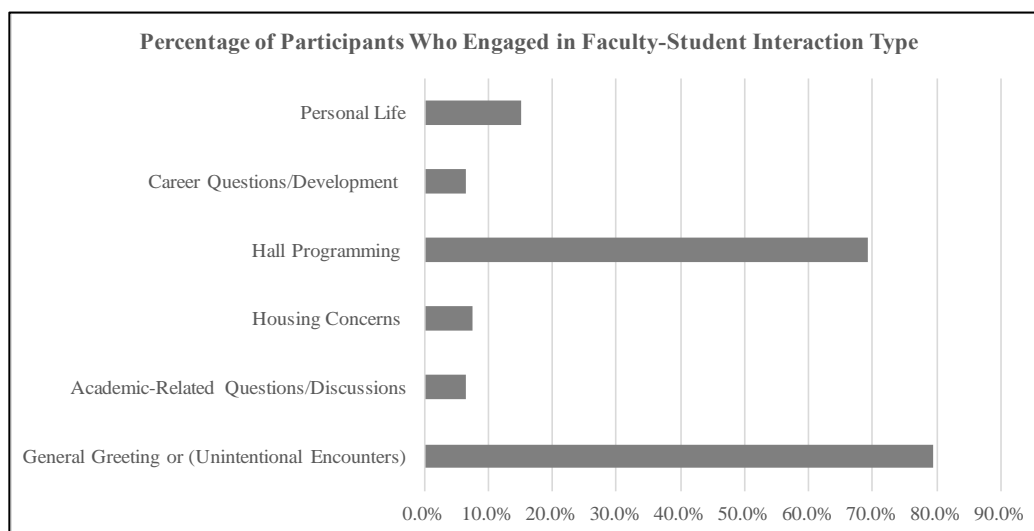*Figure 4.* The above bar graph illustrates the percentage of participants who selected the corresponding faculty-student interaction type. The two most prevalent types of interactions among students are general greetings and hall programs.

A majority of students interacted with faculty-in-residence in some capacity (*n* =

107) (Figure 4). Seventy-nine percent of students indicated having general greetings (or

unintentional encounters) with their faculty-in-residence ($n = 85$). Sixty-nine percent of students interacted with faculty-in-residence through hall programming. Although more minor, 15% of students interacted with faculty in conversations relating to their personal lives ($n = 16$). The researcher allowed participants to write in other responses if necessary, but the participants did not note any other types of interactions.

Overall comfort with faculty. As the final question in the survey, the researcher asked participants if they felt more comfortable seeking out a faculty member for assistance because they knew them from class or the residence hall. Thirty-nine percent of students indicated they felt more comfortable seeking out a faculty member for assistance if they know the professor because they live in their residence hall ($n = 45$).

In Chapter 5, the researcher further analyzed the qualitative and quantitative components of the research. The analysis utilized both the components, individually and together, to examine the phenomenon of faculty-student interactions in the residence hall at an in-depth level.

Chapter 5

Discussion

Noteworthy research articulates the benefits of faculty-student interactions, but few studies explore the nature of those interactions in a residential setting. A residential environment has the unique potential to help students foster connections between students' curricular and co-curricular learning experiences. Through the use of a survey and number of student interviews, this study investigated the type of interactions students have with faculty-in-residence and what they perceive the benefits of those interactions to have for their student experience. Themes that emerged from both the qualitative and quantitative approaches include the following: participants' descriptions and responses around program engagement, faculty-student interaction, and student benefits. In the sections below, the researcher made connections between these themes and the literature, while also providing an overview of implications for student affairs practice, suggestions for future research, and limitations of the study.

The Reality of Student Engagement

With two of nine interview participants and 6.6% of survey participants engaging with their faculty-in-residence more than once a month, the remaining students' engagement proves minimal or nonexistent with their faculty-in-residence. A faculty-in-residence program has the potential to be a high-impact practice. However, these

. . . practices share several traits: they demand considerable time and effort,

provide learning opportunities outside of the classroom, require meaningful

interactions with faculty and students, encourage interaction with diverse others,

and provide frequent and meaningful feedback. Participation in these practices

can be life changing. (Indiana University, 2013, p. 21)

Although the faculty-in-residence program fits this definition for a few students who

participated in the study, most would not define the program this way. Because "both

institutions and students have roles to play in creating the conditions for engagement and

for taking advantage of engagement opportunities," the university must continue to assess

program involvement (Kuh, 2009, p. 697). If the university works toward fostering

additional student engagement through influencing students' motivating factors, the

faculty-in-residence program's impact would grow.

According to the qualitative research completed for this study, factors influencing

student engagement include programmatic awareness, student's perception of busyness,

and the use of incentives. If future studies further investigate these complex factors,

perhaps higher education professionals could offer solutions leading students to engage

more time and energy into the faculty-in-residence program.

Faculty-Student Interactions

Within the residential hall, "faculty encounters with students vary in quality and

frequency" (Shushok et al., 2009, p. 13). This variation stems from environmental

complexities, inconsistencies in student and faculty engagement, and the ability to

connect socially among other things. Studies often highlight faculty-student interactions

for their benefit (Chickering & Gamson, 1987; Golde & Pribbenow, 1999; Komarraju et

al., 2010; Lundberg & Schreiner, 2004; Mara & Mara, 2011). Still, those benefits are not often mentioned with diversity reflective of the types and the true quality of interactions that faculty-in-residence have with students.

A majority of faculty-student interaction within a faculty-in-residence program includes interaction through general encounters and hall programming, not necessarily meaningful mentoring relationships. Of the survey participants, 79.44% engaged faculty in a general greeting and 69.16% in a hall program, while only 14.95% engaged faculty in a conversation concerning their personal life. The minimal investment of time and energy in these predominant interaction types limits their impact on the student experience. As cited in Chapter 4, six of nine interviewed students mentioned their relationships with their faculty-in-residence as positive but surface-level. The nature of these relationships shape a program as one in which students feel support more than they receive it because the majority of such students lack consistent engagement.

Benefit of Perceived Faculty Support

However, the program proves still meaningful even for students who do not invest significant time and energy in engaging the program. They "learn to see faculty members as more than classroom figures who share knowledge and assign grades" (Shushok et al., 2009, p. 13). Eight of nine interview participants alluded to feeling supported by the presence of faculty in the residence hall. Similar to the study by Benjamin and Griffin (2013) on resident advisors' relationships with faculty-in-residence, students benefited by feeling a "sense of home" when interacting with or observing faculty members' families. Interviewees noted that, if they needed support, faculty-in-residence felt welcoming and approachable to having those types of interaction. Although only one student of nine

interviewed mentioned utilizing faculty for a support system, 19% of interactions recorded in the survey seemed support-oriented (personal life, career questions/ development, housing concerns, and academic-related concerns/questions). Overall, the research provided a strong sense—both qualitatively and quantitatively—that students perceived faculty-in-residence as available and supportive.

Implications for Practice

Although the campus community has respected and valued the faculty-in-residence program for over two decades, the university has not yet established a formal mission or vision for the program. Boston University's faculty-in-residence program operates under the core philosophy "to provide opportunities for informal, day-to-day relationships to blossom between faculty and students, which reflects a deep understanding that this [program] is a fundamental element of a truly inventive, creative, and collaborative education" (Dolby, 2014, p. 31). The researched institution would benefit from a clearer mission like that of Boston University.

The research revealed several benefits from the creation and implementation of a mission statement or guiding philosophy. The utilization of a mission might offer greater clarity to the students of the program's purpose, leading them to deepen their investment. In addition, a mission statement guides faculty-in-residence in their work, creating a more consistent and effective campus-wide initiative. Finally, it offers a framework for program assessment, which often leads to quality improvement.

Beyond the formation of a stronger program mission, student affairs practitioners could also explore motivation techniques. All nine interviewed students mentioned the presence of food driving their participation in programs. However, faculty-in-residence

could explore other methods to motivate students through more effective marketing that articulates program benefits, while also increasing student participation and engagement.

Finally, a valuable implication for any university is to create additional opportunities for students to see faculty outside of the classroom. Even though many students do not invest consistently in programming, they feel supported and cared for by faculty-in-residence because of the presence of faculty members in residence hall.

Limitations

A potential limitation for this study might come with the limited diversity of demographics represented among participants, especially grade point average. Only about 9% of respondents had a grade point average below 3.0. In addition, only 13% of survey participants indicated races other than Caucasian—a percentage nearly reflective of the student population, but an increase in participation would make the research claims more accurate. The limited scope of the study is another limitation. All interview and survey participants were sophomores recruited from a single residential hall because each had experienced a completed academic year within a faculty-in-residence program. Expectantly, their experience equipped them to provide informed responses. Because depth of program understanding felt important, the researcher decided not to include freshmen in the study.

Another limitation arose in the exploration of a singular university because faculty-in-residence programs vary a great deal between institutions. These two primary limitations—diversity of participants and limited scope—necessitate caution when applying findings and implications from this study to other faculty-in-residence programs.

Implications for Future Research

A number of additional opportunities for research around faculty-in-residence programs exist. First, because many of the current studies use a qualitative framework, researchers ought to replicate a mixed methods approach like this particular one at other institutions with faculty-in-residence programs. Another area that could benefit from more in-depth research is a correlation study between specific types of faculty-student interactions and student benefits. Lastly, a study that explores how low-performing academic students engage a faculty-in-residence program is needed. Additional research about students with low grade point averages would provide a broader perspective of the program's effectiveness.

Conclusion

Minimal research explores faculty-in-residence programs through a mixed method approach. This current research sought to explore the phenomenon of faculty-student interactions within the residence hall in its fullest sense – both qualitatively and quantitatively. After learning more about the type and frequency in which students interact with faculty members, a clearer perspective emerges concerning the diversity of students' experiences within the program. With the understanding that even minimal engagement produces benefits, opportunities for the researched institution to continue to develop the program exist. Finally, this research can serve as a guide from which all institutions can learn how to support students in bridging the gap between their respective academic and residential experiences.

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Appendix A

Survey Questions

1. Your gender
   - o Male
   - o Female

2. What is your racial background?
   - o African-American
   - o Asian-American
   - o Caucasian
   - o Hispanic
   - o Native American
   - o Prefer not to indicate
   - o Other _____

3. At the end of the next academic year, what do you expect your cumulative college grade point average to be?
   - o 3.5-4.0
   - o 3.0-3.49
   - o 2.5-2.99
   - o 2.0-2.49
   - o 1.99 or below

4. I am aware that my university has a faculty-in-residence program.
   - o Yes
   - o No

5. In the previous academic year, how often did you engage with your faculty-in-residence?
   - o Never
   - o Infrequently (one to three times a year)
   - o Somewhat Frequently (four to six times a year)
   - o Frequently (once a month)
   - o Very Frequently (once a week or more)

6. In the previous academic year, how often did you participate in faculty-in-residence programs?
   - o Never

o Infrequently (one to three times a year)
o Somewhat Frequently (four to six times a year)
o Frequently (once a month)
o Very Frequently (once a week or more)

7. For what reasons, have you engaged your faculty-in-residence (Check all that apply.)?
    o General Greeting or (Unintentional Encounters)
    o Academic-Related Questions/Discussions
    o Housing Concerns
    o Hall Programming
    o Career Questions/Development
    o Personal Life
    o Other _____

8. In general, I would feel more comfortable seeking out a faculty member for assistance if I knew him or her
    o Because of the course I take with him/her.
    o Because he or she lives in my residence hall.

Appendix B

Interview Protocol

1. Are you aware of the faculty-in-residence program at your university?

2. How would you describe the faculty-in-residence program? Or what do you know about the program?

3. How often do you interact with the faculty-in-residence staff?

4. Please explain or describe your contact with faculty-in-residence staff (if applicable).

5. What advantages do you think there are in your university having a faculty-in-residence program? If any?

6. What faculty-in-residence programs have you taken advantage of?

7. Have you had other interactions with faculty-in-residence staff outside of programming?

8. Other comments if you would like to add anything….

Appendix C

Taylor University Informed Consent

EXPLORING THE IMPACT OF A FACULTY-IN-RESIDENCE PROGRAM ON THE
STUDENT EXPERIENCE:
You are invited to participate in a research study on the student benefits of the university's
faculty-in-residence program. You were selected as a possible subject because you are a student
who has experienced the program for at least one year and live in [Hadley] Hall. We ask that you
read this form and ask any questions you many have before agreeing to be in the study.
The study is being conducted by Lauren Oliver who is a Master of the Arts in Higher Education
and Student Development at Taylor University in Upland, Indiana.

STUDY PURPOSE:
The purpose of this study is to study the benefits of a Faculty-in-Residence program on students.
The study will seek to quantify the interactions between students and faculty, while exploring
students' opinions on their own experiences in the program.

NUMBER OF PEOPLE TAKING PART IN THE STUDY:
If you agree to participate, you could be one of approximately 470 students who have been
invited to participate in this research.

PROCEDURES FOR THE STUDY:
   If you agree to be in this study, you may be asked to do the following things:
   1. Participate in an individual, face-to-face, semi-structured interview, lasting about 30 to 45
      minutes.
   2. Agree to being recorded during the interview for the purpose of transcription.
   3. Agree to be quoted and/or have your experiences referenced in the results of the
      researcher's study.

RISKS OF TAKING PART IN THE STUDY:
While on the study, risks are minimal. The risks of completing the survey may be emotional risks
resulting from recounting parts of your college experience.

BENEFITS OF TAKING PART IN THE STUDY:
Direct benefits are unknown. However, your participation will contribute to a study that is
capable of providing new insights to [researched] university on where they could make
improvements to the faculty-in-residence program for the future.

CONFIDENTIALITY
Efforts will be made to keep your personal information confidential. We cannot guarantee
absolute confidentiality. Your personal information may be disclosed if required by law. Your
identity will be held in confidence in reports in which the study may be published. Transcripts

and recordings will be stored in a password-protected computer. Tape recordings of interviews will only be made accessible to the researcher and will not be used for any other purposes. Organizations that may inspect and/or copy your research records for quality assurance and data analysis include groups such as the study investigator and his/her research associates, the Taylor University Institutional Review Board or its designees, and (as allowed by law) state or federal agencies, specifically the Office for Human Research Protections (OHRP) etc., who may need to access your research records.

PAYMENT
You will not receive payment for taking part in this study.

CONTACTS FOR QUESTIONS OR PROBLEMS
For questions about the study, contact the researcher or faculty advisor:
Researcher:
Lauren Oliver
Lauren_Oliver@taylor.edu
(608) 780-4663

Faculty Advisor:
Dr. Tim Herrmann
TmHerrmann@tayloru.edu
(765) 998-5142

Host university contact was provided to students.

Inquiries regarding the nature of the research, your rights as a subject, or any other aspect of the research as it relates to your participation as a subject can be directed to Taylor University's Institutional Review Board at IRB@taylor.edu or the Chair of the IRB, Susan Gavin at (765) 998-5188 or ssgavin@taylor.edu.

VOLUNTARY NATURE OF STUDY
Taking part in this study is voluntary. You may choose not to take part or may leave the study at any time. Leaving the study will not result in any penalty or loss of benefits to which you are entitled. Your decision whether or not to participate in this study will not affect your current or future relations with your university.

SUBJECT'S CONSENT
In consideration of all of the above, I give my consent to participate in this research study.
I will be given a copy of this informed consent document to keep for my records. I agree to take part in this study.

Subject's Printed Name: _____

Interview Consent
Subject's Signature: _____   *Date:* _____

Audio recording Consent
Subject's Signature: _____   *Date:* _____

Printed Name of Person Obtaining Consent: _____

Signature, Person Obtaining Consent: _____ *Date:* _____