



MAXIMIZING FACULTY / STUDENT INTERACTIONS



JEFF SHERROD

THE INSTITUTE FOR GOD



OVERVIEW



**WHY RELATIONSHIPS
MATTER**



CURRENT STATE



POTENTIAL INHIBITORS



**IDEAS GOING
FORWARD**



WHY RELATIONSHIPS MATTER

“Student-faculty interaction has a stronger relationship to student satisfaction with the college experience than any other involvement variable, or, indeed, any other student or institutional characteristic” (Astin, *The Four Critical Years*. 1977).



“When we talk to those who attend Christian colleges and universities, they say that one of the best parts of that experience is getting to know—and be known by—the professors and administration. Being invited to have a meal together. Getting to know them outside the classroom. Getting help sorting out difficulties they face. Students notice the people who care. And this is demonstrated by giving time and attention—the ministry of presence.”

Source: Faith for Exiles pg. 135



WHY RELATIONSHIPS MATTER



Current: Committed Christian faculty members who engage in the academic, spiritual, and vocational development of students.”
COA Standard 4 EE 11

Previous: A spiritually mature faculty who engage in modeling and mentoring relationships with students. Standard 9a EE1

- ■ ■ ■ ■
- ■ ■ ■ ■

WHY RELATIONSHIPS MATTER

2 Tim 2:10-11 Now you have observed my teaching, my conduct, my aim in life, my faith, my patience, my love, my steadfastness, my persecutions, and my suffering the things that happened to me in Antioch, Iconium, and Lystra.

1 Cor 11:1 Be imitators of me, as I am of Christ.

- ■ ■ ■ ■
- ■ ■ ■ ■



THE CURRENT STATE

Inside Higher Ed's 2022 *Student Voice* survey ranked faculty as excellent or good in six areas:

1. Academic rigor - 83%
2. Communicating course expectations - 77%
3. Choice of instructional materials - 72%
4. Engaging lectures and assignments - 73%
5. Use of technology - 69%
6. **Building relationships with students - 59%**



GALLUP'S BIG SIX



2014 2019

My professors care about me as a person.



I have at least one professor who makes me excited about learning.



I have a mentor who encourages me to pursue my goals



During college, I have job or internship where I apply what I'm learning.



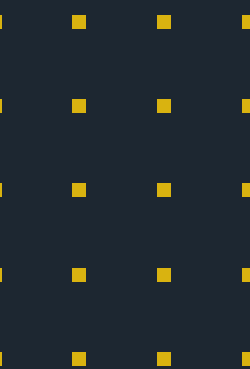
During college, I worked on a project that took a semester or more.



I am extremely active in orgs. and extracurriculars



0 10 20 30 40 50 60 70



POTENTIAL ISSUES

1

**ADMINISTRATIVE
CREEP**

2

**CULTURAL
ISSUES**

3

**STUDENT
ANXIETY**

4

**WHAT STUDENTS
DON'T KNOW**

5

**NOT ASSESSED
OR REWARDED**



LIGHT TOUCH APPROACHES

- Celebrate what faculty are already doing.
- Start faculty meetings with appreciative inquiries.
- Hold creative office hours.
- Faculty led prayer times in student housing.
- Faculty advising during registration.
- Graduation Exit Interviews



BUILDING RELATIONSHIPS IN THE CLASSROOM

- Active learning approaches
- Flipped classrooms
- Prompt grading
- Interactive grading.
- Include occupational development into assignments.



PROGRAMATIC APPROACHES

- Online student small groups
- One-on-one meetings with students
- Meals in faculty homes
- Faculty Nights



PROGRAMATIC APPROACHES



**Mentoring
Program**



Intramurals



**Community
Theater**

WELCOME WEEK



MISSION TRIPS

SLAMWEB.ORG

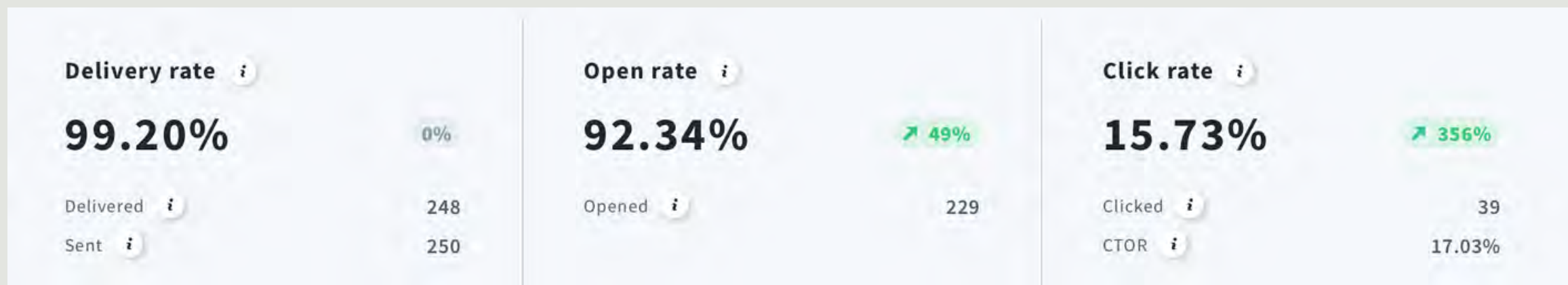




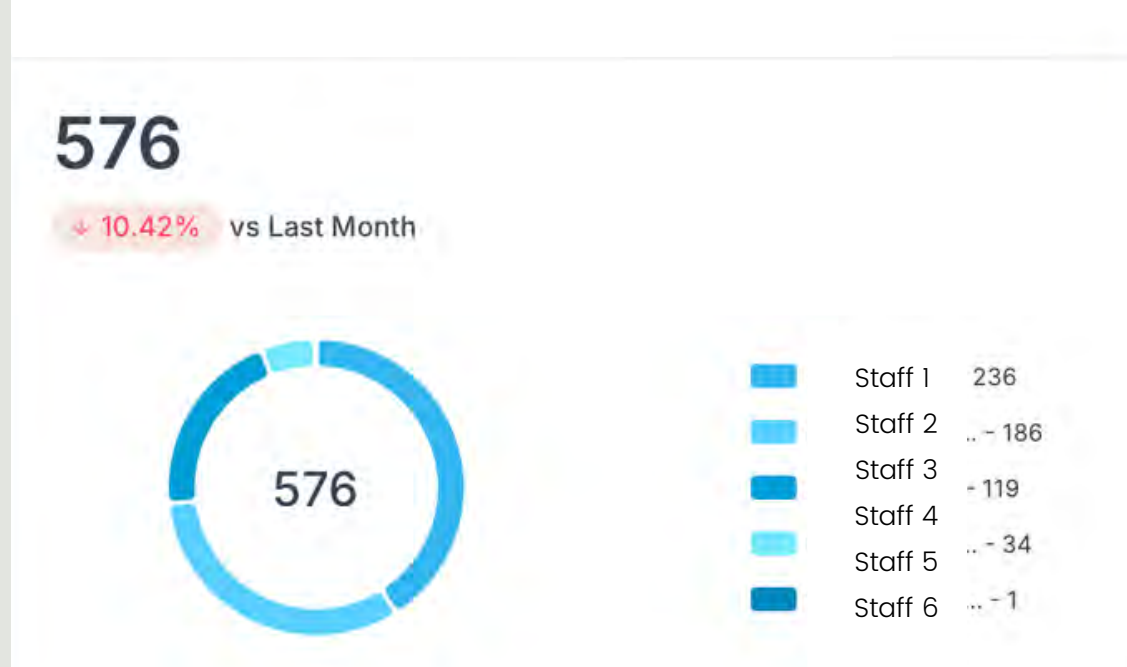
PROXIMITY



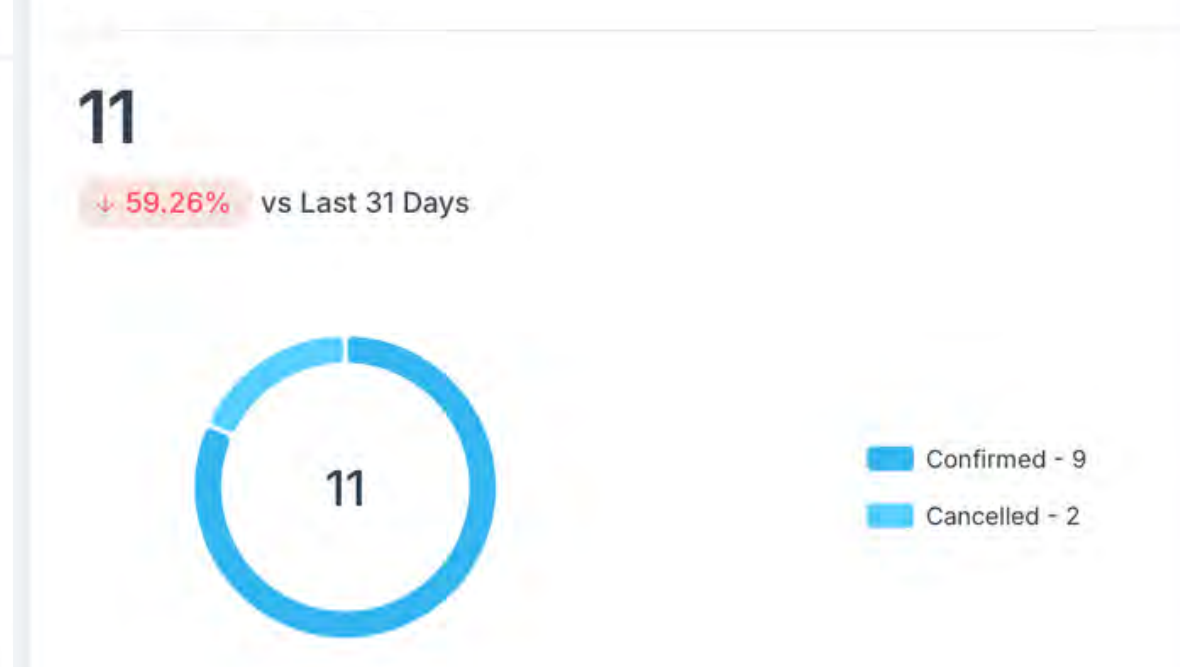
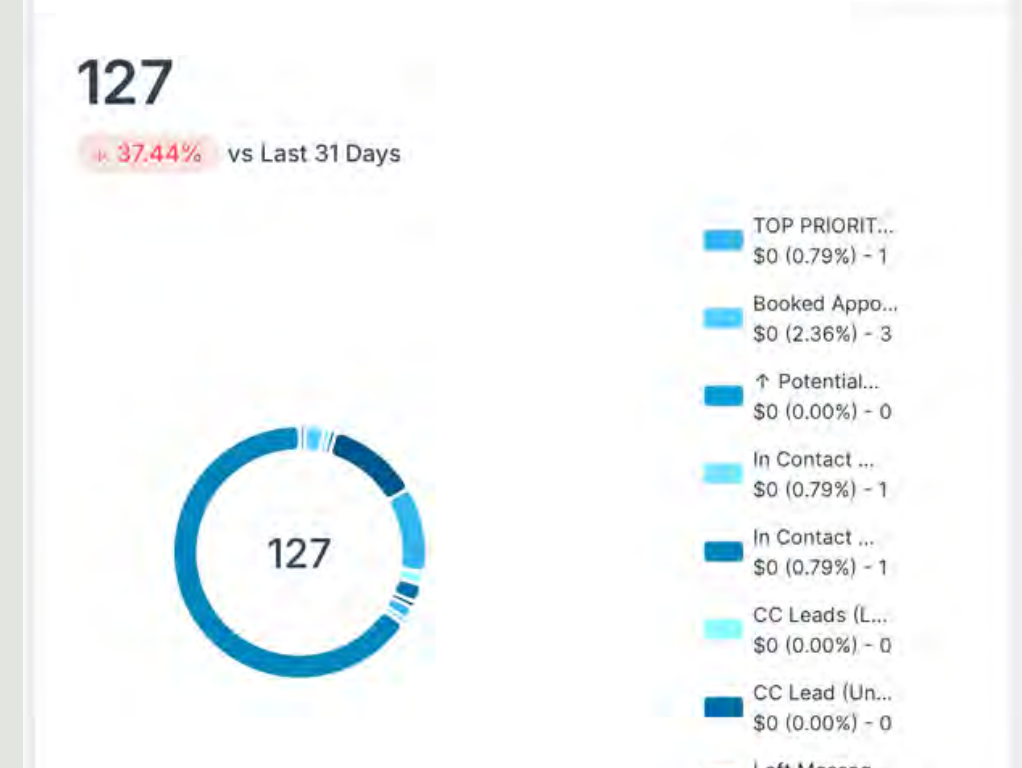
Weekly Student Newsletter



Student: Staff Touchpoints

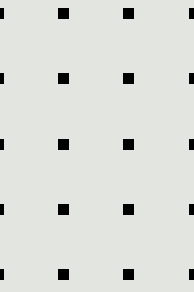


Individual Meetings Scheduled with Faculty

**Total Student Check-Ins (Mentor, ProDev, Staff)**



REFLECTION



- Reflect on a few ways your faculty are excelling in building relationships with students.
- Name a few institutional hurdles that make developing better relationships difficult.
- Write down 1-2 ideas you want to explore further or implement to build better relationships between students and faculty